

Child protection policy

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Persons with designated responsibility for Child Protection

Designated Safeguarding Lead: Christine Reid, Tutor, Chair of College and Trustee

Deputy Safeguarding Lead: Barbro Edwards, Kindergarten Teacher

Trustee with responsibility for safeguarding: Mark Ellison

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Introduction

This policy is based on one written by the North Yorkshire Education Safeguarding Officers, with acknowledgement that they included information from NYCC Education and Skills and the CAPE sample school policy.

The policy updates the LA Sample policy issued in 2020 and is in response to:

Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014. and:

the North Yorkshire Safeguarding Children Board (NYSCB) Child Protection Procedures
www.safeguardingchildren.co.uk;

Working Together To Safeguard Children HM Government 2018

Keeping Children Safe in Education (KCSiE) DfE Sept 2021

Statutory Framework for the Early Years Foundation Stage 2021

School’s duty under the Children Act 2004, to co-operate with other organisations and agencies.

What To Do If You Are Worried A Child is Being Abused 2015

Recommendations from national and local Serious Case Reviews

the *Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements* 2017

DfE guidance relating to COVID19 <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Sexual Violence and sexual harassment between children in schools and colleges DfE 2021

Please note that this school should ensure that this policy is used in conjunction with the [NYSCP Covid-19 School Child Protection Policy Addendum \(June 2020\)](#) during the Covid-19 pandemic.

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

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Keeping Children Safe in Education (KCSiE) DfE 2021

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

Safeguarding and promoting the welfare of children is defined as:

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

Multi-agency working in North Yorkshire

With effect from 29th 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 IS AWARE OF AND WILL ALWAYS ACT IN LINE WITH [THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE](#)

Statement for MWS Publications

The Moorland Waldorf school is committed to ensuring the welfare and safety of all children in school. MWS aims to 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 MWS 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 MWS's child protection policy is available publicly.

Commitment of MWS

The Designated Safeguarding Lead for Child Protection is **Christine Reid**.

The Deputy Designated Safeguarding Lead for Child Protection is **Barbro Edwards**.

The Trustee with Responsibility for Child Protection is **Mark Ellison**.

MWS is committed to Safeguarding and Promoting the Welfare of all of its children. Each child's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities (ref. KCSIE para 126) or Physical Health Issues (ref. KCSIE para 185) or 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 MWS, 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 children.

1. Roles and Responsibilities

Trustees

The Trustees ensure that:

the MWS is aware of and complies with the Local Authority's arrangements to promote co-operation between itself, the MWS and relevant partners and organisations who are engaged in activities relating to children;

- the MWS contributes to inter-agency working in line with statutory guidance [Working Together to Safeguard Children](#);
- the school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at their heart;
- the school understands the local criteria for action and the local protocol for assessment (see the [Framework for Decision Making](#));
- there is clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children;
- there is a senior trustee lead to take strategic leadership responsibility for the school's safeguarding arrangements;
- the school has a behaviour policy in place, which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- the MWS has a child protection policy and procedures 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 MWS website or by other means;
- all staff read at least part one (or Annex A, if appropriate) of KCSIE 2021 and all leaders and staff who work directly with children read Annex B of KCSIE 2021 to ensure that all staff understand and follow the policies and procedures adopted by the governing body;
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSiE 2021:
- all staff undertake appropriate online child protection training;
- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy;

- a senior member of the College of Teachers is designated to take lead responsibility for child protection (Designated Safeguarding Lead - DSL). This is explicit in the DSL's job description (Annex C KCSIE) and the need for a deputy DSL is reviewed;
- the DSP 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;
- where appropriate a designated teacher would be appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training;
- 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 DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes and that child protection files are maintained;
- the school accesses a range of advice to help them identify children in need of additional mental health support;
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies. [CYPs Information Site](#) includes a model acceptable use policy for staff and governors to sign (in the NYCC Online Safety Guidance for Schools);
- the MWS 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 MWS has a staff behaviour policy (code of conduct) which includes staff/child relationships and communications including the use of social media. This is provided to all staff – including temporary staff and volunteers – on induction;
- the MWS has written recruitment and selection policies and procedures in place;
- at least one person on any appointment panel has undertaken safer recruitment training;
- the MWS has a staff behaviour policy (code of conduct) which includes 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;
- the MWS operates safe recruitment procedures and makes sure that it adheres 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 ensures volunteers are appropriately supervised;
- the MWS has procedures for dealing with allegations of abuse against staff, including supply staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. (see School Child Protection Manual – Section B - Practice Guidance/Allegations Regarding Person(s) Who Work With Children in this policy);
- the Chair of Trustees liaises with the LA and/or partner agencies in the event of allegations of abuse being made against the Chair of the College;

- 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 and/or through sex and relationship education;
- The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded) mandatory from September 2020, but schools are being encouraged to adopt the new curriculum early from September 2019. Schools have flexibility to decide how they discharge their duties effectively of compulsory teaching until the start of the summer term 2021;
- children are safeguarded from potentially harmful and inappropriate online material. (Ref KCSIE para 123). [UK Safer Internet Centre](#);
- as schools increasingly work online that children are appropriately safeguarded and additional guidance to keep children safe online, (including when they are on line at home) is provided in KCSIE para 123-135 and at [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#);
- all staff and Trustees recognise that children children are capable of abusing their peers (including online). 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 and sexual harassment, physical abuse, 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 NYSCP guidance and procedures must be followed. There should be a whole establishment approach to preventing sexual violence and sexual harassment between children. A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 46 -54 and 144 - 146, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this and updated DfE guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021);
- there are procedures in place to handle allegations that a child has harmed another child and a policy and procedures are in place with regards to peer on peer abuse and are followed by all staff (ref KCSiE);
- the MWS has due regard in particular to the duty to prevent people from being drawn into terrorism, and to protect and prepare pupils against the risk of a terrorist attack (there is a definition of terrorism in Annex B - Preventing Radicalisation);
- all staff understand the risk factors regarding female genital mutilation and known cases are reported
- appropriate safeguarding responses are in place to children who go missing from education (ref KCSIE para 85 and 164) including the statutory duty to notify the LA, as appropriate, when a child’s name is about to be deleted from the MWS’s admission register;
- and to follow procedures when a child goes missing from education (ref. KCSIE);

- 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 MWS on these matters where appropriate (including inspecting these as necessary) KCSIE paras 155 - 156;
- there is an annual review of policies and procedures and the MWS completes the Schools' Safeguarding Audit (<http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>);
- without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.
- systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback;
- staff are aware that children with SEN, disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children and this policy links with the schools SEND policy.

Chair of the College

The Chair of the College should ensure that:

the policies and procedures adopted by the trustees, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;

s/he liaises with the LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer;

s/he receives appropriate child protection training which is regularly updated.

Designated Safeguarding Lead (DSL)

The DSL role is set out in full in KCSIE 2021 Annex C and this should be explicit in the DSL's job description. The role carries a significant level of responsibility and they should be a senior member of staff on the school's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given the time, funding, training, resources and support to carry out their role and to provide advice and support to other staff on child welfare, safeguarding and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. . The DSL will ensure that there is always cover for this role including arrangements during MWS holidays by informing the other Designated Person of their absences from school and by providing staff and parents with a holiday contact telephone number.

Managing referrals

The DSL will:

act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;

refer all cases of suspected abuse to the local authority children's social care;

liaise with the Chair of the College to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will consist of an anonymised overview that does not include confidential information regarding children and their families;

Access a range of advice to help them identify children in need of additional mental health support; More information can be found in the [mental health and behaviour in schools guidance](#).

Work with others

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

Training, knowledge and skills

The DSL receives appropriate training carried out every two years.

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

understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

Undergo training to provide them with the knowledge and skills required to carry out the role. This training should provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care and should be updated at least every two years.

Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;

Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

Be alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child's condition, understanding that these children are more prone to peer group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on managing or reporting challenges.

Undertake Prevent awareness training and Action Counters Terrorism (ACT) Training

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;

be alert to the specific needs of children in need, those with special educational needs and young carers;

be able to keep detailed, accurate, secure written records of concerns and referrals;

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.

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

Raising Awareness

In order to ensure the MWS's policies are known and used appropriately, the DSL will:

Ensure the MWS's policies are known and used appropriately;

Ensure the MWS's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with trustees 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;

Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;

Where children leave the MWS, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file;

Where a child leaves the MWS ensure the 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 obtaining confirmation of receipt. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in year transfers;

help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that

the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children;

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. [NYCC Elective Home Education Policy and Procedures](#) can be accessed for further guidance;

Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the MWS;

Providing Support to Staff

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

- Child protection policy, including peer on peer abuse,
- Behaviour policy,
- Staff behaviour policy (code of conduct)
- Safeguarding response to children who go missing from education
- Role of the DSL.

Understanding the views of children

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

Holding and Sharing Information and Managing the Child protection file

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.
- Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- Records should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.
- Where children leave the school or college (including in year transfers) ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of

receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry. Please see details [here](#)
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.
- Ensure that the North Yorkshire Children & Families Service is informed where the child leaves the school.
- [NYCC Elective Home Education Policy and Procedures](#) can be accessed for further guidance

Availability

During term time always be available (during MWS hours) for staff in the school to discuss any safeguarding concerns. In unusual circumstances this could be by telephone;

The deputy should be trained to the same standard as the DSL;

Whilst the activities of the DSL can be delegated to an appropriately trained deputy, the ultimate **lead responsibility** for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

Staff and Volunteers

All staff and volunteers should:

read at least part one of Keeping Children Safe in Education Sept 2021 and Annex A and Annex B of KCSiE 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 Chair of the College;
3. where there are concerns about the Chair of the College, refer these concerns to the Chair of Trustees;
4. where there are concerns about the Chair of Trustees, refer these concerns to the LADO;
5. raise concerns about poor or unsafe practices in the school via whistleblowing procedures.

be aware of systems within the MWS which support safeguarding and these should be explained to them as part of staff induction. This includes: the MWS's child protection policy; the MWS's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL;

receive appropriate child protection training at induction which is regularly updated;

be aware of the school or setting's emergency procedures regarding lock-down and evacuation, guidance available [here](#);

receive safeguarding and child protection updates including online safety training (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 interests of the child;

where there are concerns about a child, raise these with the DSL;

if the DSL is not available, staff should speak to a member of the SLT and / or take advice from local children's social care (KCSIE, 2021, para 48)

be aware of children who may need support with their mental health;

understand that, whilst anyone can make a referral to Children and Families' Service, the correct 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 school escalation procedure and NYSCB procedure <http://www.safeguardingchildren.co.uk/section-15-procedures.html>);

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 process for making referrals to children's social care where there are concerns about a child's welfare, for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures (The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk)

Be aware of local early help <https://www.safeguardingchildren.co.uk/professionals/early-help/> process and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care

- is at risk of “honour” based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child
 - is persistently absent from education, including persistent absences for part of the school day
- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should be vigilant and always raise any concerns with their DSL or deputy.
- Speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM) and be aware that there is a specific legal duty on teachers, if, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they must report this to the police.

Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

2. Identifying Children and Young People who are suffering or likely to suffer significant harm

Tutors and other adults in MWS 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, children, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or MWS staff being alerted to concerns.

Definitions

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

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

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

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

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

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

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

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

3. Children potentially at greater risk of harm.

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

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

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

Children missing from education

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

Elective Home Education (EHE)

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

Children requiring mental health support

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

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

Looked after children and previously looked after children

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

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

4. Taking Action to Ensure that Children Are Safe at MWS and at Home

All staff and volunteers follow the NYSCB Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with *Keeping Children Safe in Education Sept 2021 Working Together to Safeguard Children 2018* and *What To Do If You Are Worried A Child is Being Abused 2015*.

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Extra Familial Harm – (Contextual Safeguarding)

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

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

It is **not** the responsibility of the MWS staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. 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 with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.

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

Other safeguarding issues all staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) (See School Child Protection Manual - Section B - Practice Guidance/Child Sexual Exploitation (CSE) and Child Criminal Exploitation)
- Domestic abuse) (See School Child Protection Manual - Section B - Practice Guidance/Domestic Abuse)

- Female Genital Mutilation (FGM) – See NYSCP Female Genital Mutilation (FGM) One Minute Guide
- Peer or peer abuse (child on child) (see School Child Protection Manual Practice Guidance - Peer On Peer Abuse /Child On Child Abuse Including Sexual Violence And Sexual Harassment)
- Serious violence (See School Child Protection Manual - Section B - Practice Guidance/Peer on peer abuse / child on child abuse including sexual violence and sexual harassment)

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 related to serious crime, including knife crime

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.

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The MWS 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, being particularly careful that any person making a disclosure who has communication difficulties is given an appropriate opportunity to express himself/herself; this may necessitate the involvement of another member of staff with appropriate skills. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record.

Principles

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

Staff will:

listen to and take seriously any disclosure or information that a child may be at risk of harm;

try to ensure that the person disclosing does not have to speak to another member of school staff unless this is necessitated by the person's communication difficulties;

clarify the information;

try to keep questions to a minimum and 'open' e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';

try not to show signs of shock, horror or surprise;
not express feelings or judgements regarding any person alleged to have harmed the child;
explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
reassure and support the person as far as possible;
explain that only those who 'need to know' will be told;
explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken.

Action by the DSL (or Deputy in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to CSC (Customer Service Centre)**, (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 Service 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 and Families service.
the child's wishes and any fears or concerns s/he may have.

Then the DSL will decide:

wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

OR

not to make a referral at this stage;
if further monitoring is necessary;
if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families' Service will be accompanied by a standard referral form
<http://www.safeguardingchildren.co.uk/section-5-procedures.html>

Consent

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

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

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

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

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

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

Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or their appropriately trained deputy) to attend multi-agency meetings and provide reports for these. Other staff in school 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 or children 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 6.16 <http://www.safeguardingchildren.co.uk/section-6-procedures.html>;
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school.

Recording and monitoring

MWS will record:

Information about the child: name (aka) address, DOB., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan;

Key contacts in other agencies including GP details;

Any disclosures/accounts from child or others, including parents (and keep original notes);

Significant contacts with carers/other agencies/professionals;

All concerns, discussions, decisions, agreements made, and actions taken (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);
- Diagrams indicating position, size and colour of any injuries (not photograph);
- Words child uses, (not translated into 'proper' words);
- Non-verbal behaviours.

Records should include:

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

All 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 Chair of the College and DSL. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL Child Protection.' 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 25th birthday.

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

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

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

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE.

MWS will monitor:

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

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.

Supporting the Child and Partnership with Parents

MWS recognises that the child's welfare is paramount. However good child protection practices and outcomes rely on a positive, open and honest working partnership with parents;

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child;

We will provide a secure, caring, supportive and protective relationship for the child;

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The 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.

Endorsement:

Name: Linda Parker

Position: Chair of ECTE

Signed:

Date:

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 MWS (including where that person is no longer working in or on behalf of the MWS and/or the allegation is historical) including supply staff, volunteers and contractors, that he or she has:

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

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

- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations management in the school will be undertaken by the Headteacher or principal or (where the Headteacher or principal is the subject of an allegation) the chair of governors or the chair of the management committee or proprietor of an independent school (the 'case manager'). Where the Headteacher is the sole proprietor, or where there is a conflict of interest in reporting to the Headteacher, this should be reported directly to the LADO.

The school has 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. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Supply teachers

Where the school is not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties (this includes supply teachers and volunteers).

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. Agencies should be fully involved and fully cooperate in any enquiries, but the school will usually take the lead.

The MWS will always follow:

the NYSCB procedures Section 10 *Managing Allegations against Staff & Volunteers* (<http://www.safeguardingchildren.co.uk/section-10-procedures.html>)

School will always follow: The [NYSCP practice guidance](#) and [DfE Guidance Keeping Children Safe in Education](#) 2021 part 4:

School will immediately contact the Duty Local Authority Designated Officer (LADO) on **01609 533080** and then, where appropriate, submit a [LADO referral form](#) within one working day:

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

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. 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 staff individual files. 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 Chair of the College and make a record and have regard to the MWS's whistleblowing procedure;

In the event that an allegation is made against the Chair of the College the matter will be reported to the Nominated/Chair of the Eskdale Trust Council who will proceed as the 'the Chair of the College';

The Chair of the College 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 Chair of the College 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 Chair of the College will consult with Local Authority Designated Officer LADO (**01609 533080**) in order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be a referral to social care and/or the police for investigation;

Consideration will be given throughout to the support and information needs of pupils, parents and staff;

The Chair of the College will inform the Chair of Trustees of any allegation.

The MWS must inform Ofsted and the Schools Inspection Service (SIS) of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The MWS must also notify Ofsted and SIS of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2021.

MWS has policies and processes to deal with lower level concerns that do not meet the harm threshold, to record concerns and take appropriate action to safeguard children. KCSIE Part 4 paras 406 – 427

B. Confidentiality

The MWS has regard to DfE guidance on Information Sharing @

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

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

The MWS endeavours to ensure that 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 that, wherever possible children are given an opportunity to express their views and give feedback. The MWS will ensure that staff members do not promise confidentiality to the child and always act in the interests of the child.

The MWS confidentiality policy indicates:

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

C. Contacts

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

North Yorkshire County Council Children & Families Service: Early Help

Customer Resolution Centre 01609 780780

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

Children&families@northyorks.gov.uk

Emergency Duty Team

01609 780780

Eskdale Community Trust for Education

North Yorkshire Police

101 - Ask for the Serious Crime Team in your area

Safeguarding Unit

Safeguarding / Designated Officers for Managing Allegations

Duty LADO (consultations, new referrals and urgent matters)

01609 533080

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 01609 532477

NYCC Human Resources

NYHR@northyorks.gov.uk 01609 798343

D. Curriculum

The MWS is committed to ensuring that children are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain. All children know that we have DSL with responsibility for child protection and know who this is. We inform children of whom they might talk to, both in and out of MWS, their right to be listened to and heard and what steps can be taken to protect them from harm. Children are taught about safeguarding including online safety and we recognise that a one-size fits all approach may not be appropriate for all children.

The school has implemented the [statutory requirements of relationships and sex education and health education which is compulsory for all schools in September 2020](#) but schools have some flexibility to decide how they [discharge their duties effectively](#) of compulsory teaching until the start of the summer term 2021. The statutory requirements could be taught through a wider Personal, Social, Health Education (PSHE) curriculum which incorporates an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety.

The MWS child protection policy cannot be separated from the MWS's general ethos, which should ensure that pupils are treated with respect and dignity and are taught to treat others with respect, to feel safe and to expect to be listened to. Respectful tutors and adults working in MWS, a curriculum that encourages the

arts and personal responsibility help to develop childrens' confidence. The MWS is committed to ensuring there are opportunities in the curriculum for the children to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise, and stay safe from, abuse. Child protection and wider child welfare and safety issues will also be addressed through the curriculum in age-related ways as appropriate. These might include self-esteem, emotional literacy, assertiveness, sex and relationships, e-safety, bullying and how pressures from others can affect their behaviour.

From kindergarten onwards walks, outings and opportunities for play are used to help pupils to recognise and manage risks, including risks presented by water, fire, roads and railways. In classes one to eight the structure of morning main lessons provides regular opportunities for pastoral discussion and respectful cooperation. Main lesson themes such as Saints, Number, Farming and Old Testament have an embedded moral content whilst Geography, History, Biology, Drama and the reading of biographies in classes seven and eight offer tangible opportunities for more specific consideration of sex and relationships, substance abuse, fundamental British values, radicalisation, forced marriage and female genital mutilation. Smart phones and computers are not used in MWS, a parents' evening is devoted to e-safety in class three or four and pupils have e-safety sessions scheduled as part of an introduction to computer use in class eight. Regular termly parents' evenings are used to address social difficulties.

The MWS is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise 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;

gangs and youth violence;

mental health;

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water, fire, roads and railways.

The MWS 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, sex and relationships, substance misuse, smoke-free policy and anti-bullying policies.

The MWS 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 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 class teacher.

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.

E. Curriculum resources

Safeguarding Curriculum Training and consultancy for schools 2021-2022

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

- A programme of Safeguarding curriculum training and consultancy is available to schools through [North Yorkshire Education Services](#)

Aspect	Resource
Risk management	Dot Com Children's Foundation http://dotcomcf.org/ Met police www.safe.met.police.uk/index.html
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
Domestic abuse	NYCC Domestic Abuse School Reference pack 2013 www.northyorks.gov.uk/index.aspx?articleid=16579 Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk Independent domestic abuse service provides a range of information for staff and young people. www.idas.org.uk

	<p>Child Sexual Exploitation Practice Guidance from North Yorkshire Safeguarding Children’s Board http://www.safeguardingchildren.co.uk/sexual-exploitation.html</p>
<p>Sexual Abuse Healthy Relationships Child Sexual Exploitation</p>	<p>NSPCC pants- the underwear rule (EYFS and KS1-2) http://www.nspcc.org.uk/ (also has a section for parents/carers)</p> <p>Friend or Foe who can you trust? A sexual exploitation and relationships education programme(KS3,4) www.safeguardingsheffieldchildren.org.uk</p> <p>Can you see me? An educational resources to explore teenage relationship abuse (KS3,4) www.canyouseeme.coop</p>
<p>E safety</p>	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2 http://kidsmart.org.uk</p> <p>Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers)</p> <p>E-safety resources for young people, teachers and professionals, parents and carers www.childnet-int.org including Jenny’s Story for secondary age pupils</p> <p>E-safety activities at www.childnet.com.KS1-4</p> <p>NYCC eSafeguarding guidance at http://cyps.northyorks.gov.uk/index.aspx?articleid=27322</p> <p>Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx</p> <p>South West Grid for Learning has a range of eSafety resources at http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Resources</p> <p>360 Degree Safe – an eSafety audit and planning tool http://www.360safe.org.uk/</p>

	<p>London Grid for Learning eSafety resources and schemes of learning at http://www.lgfl.net/esafety/Pages/education.aspx</p> <p>Yorkshire Humberside Grid for Learning resources at http://www.yhgfl.net/eSafeguarding/eSafety</p>
Bullying	<p>DfE anti bullying guidance https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p> <p>The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels www.anti-bullyingalliance.org</p> <p>Childline (KS2-5) www.childline.org.uk</p> <p>‘Lets Fight it Together ‘(Cyberbullying DVD) KS2-3 http://www.youtube.com/watch?v=dubA2vhllrg</p> <p>Kidscape www.kidscape.org.uk/ (KS1-4) Cyberbullying www.kidscape.org.uk/cyberbullying/</p> <p>Childnet www.childnet.com (KS1-4)</p> <p>Stonewall www.stonewall.org.uk (KS1-4)</p> <p>BeatBullying www.beatbullying.org (KS1-4)</p>
Female Genital Mutilation	<p>PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5) https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</p>
Forced Marriage	<p>Plan Uk has a range of information and supporting lesson plans (KS3-5) http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/</p>
Spiritual, moral social and cultural development	<p>Spiritual, Moral, Social and Cultural (SMSC) At A Glance and SMSC toolkit</p>

Radicalisation/extremist behaviour	<p>North Yorkshire RE Agreed Syllabus and supporting documents</p> <p>Guidance on managing visits to places of worship</p> <p>NYCC Prevent toolkit and 'At A Glance' Resource on Fronter (https://fronter.com/northyorks/) in the Vulnerable and Targeted Learner Room (Personalising Provision: Vulnerability Factors: Vulnerable to Radicalisation to Extremist behaviour)</p>
Supporting parents/carers	<p>The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues</p> <p>www.fpa.org.uk</p> <p>A website to support parents in preventing sexual abuse</p> <p>www.parentsprotect.co.uk</p>
PSHE and Bespoke Training Possibilities	<p>http://smartsolutions.northyorks.gov.uk/ is a potential source of training related to PSHE and bespoke training possibilities for staff from the NYCC Education and Skills team e.g. Sex and Relationships Education, Effective PSHE, drugs and alcohol, E-safety or a range of other topics. Support is also available for running a parents/carers information session to help parents/carers talk to their children about important issues like e-safety, sex and relationships, drugs and alcohol etc. This can be requested through</p> <p>http://smartsolutions.northyorks.gov.uk/</p>
PSHE and Citizenship	<p>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 PSHE room on Fronter https://fronter.com/northyorks/ (a school log in is required)</p> <p>The SMSC and Prevent 'Fronter' Rooms signpost schools to further relevant resources.</p>

F. Early Years (Provision for Under 5's)

Schools are required to comply with the Statutory framework for the early years foundation stage 2021 Statutory framework for the early years foundation stage (publishing.service.gov.uk)

Section 3 – The safeguarding and welfare requirements. In section 3.3 schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. School may wish to include the following requirements in the policies as suggested below (in red):

Child Protection policy:

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EYFS 3.4 Policies should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). Policies must cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to “Safeguarding children and protecting professionals in early years settings: online safety considerations” [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Guidance note

You will need to consider:

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

You must ensure that:

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

CP policy

EYFS 3.69 Information and records

Safer Recruitment policy

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

- 3.14 and 3.15. Schools are required to have regard to the disqualification guidance published by the Department for Education, which is available at [Disqualification under the Childcare Act 2006 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Disqualification by association is still relevant for childminders and childcare registered under domestic premises including where a childminder or assistant works on non-domestic premises (50% rule).

Safe Working Practice/Code of Conduct:

EYFS 3.19 Staff taking medication/other substances

EYFS 3.20 Equality and diverse workforce

EYFS 3.25 First Aid

EYFS 3.27 Key person

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EYFS 3.28 Staff: child ratios

Health and Safety policy:

EYFS 3.45 – 3.47 Medicines

EYFS 3.51 and 3.52 Accident or injury

EYFS 3.55 and 3.56 Safety and suitability of premises, environment and equipment

EYFS 3.65 Risk assessment

Behaviour policy:

EYFS 3.53 – 3.54 Managing children's behaviour

Complaints' policy

EYFS 3.75 and 3.76 Complaints

NYCC policies and guidance for Early Years are available [here](#)

G. Partnership with Parents

The MWS shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Parents are encouraged to contact staff individually if they have questions or concerns and are invited to termly parents' meetings where there are opportunities to discuss how to keep children safe and are made aware of how they can report concerns that children may be at risk. See:

NYSCB www.safeguardingchildren.co.uk

NSPCC 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.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm>

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

The MWS will share with parents any concerns it may have about their child unless to do so might place a child at risk of harm (see Section 3 - Action by the DSL (or Deputy in their absence))

The MWS encourages parents to discuss any concerns they may have, with the class teacher, the Chair of the College or the persons with designated responsibility for child protection. The child protection policy is available to parents via the MWS website.

H. Partnerships with other agencies

The MWS recognises that it is essential to establish positive and effective working relationships with other agencies.

The MWS will allow access for children's social care or preventative service from NYCC 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.

The MWS will comply with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children

I. PREVENT, PROTECT, PREPARE AND CHANNEL

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 MWS's 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.

The DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving, if that would allow the new school to continue supporting victims of abuse or those receiving support through the Channel programme.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, 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.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

We can also build children's 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, the MWS should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Roles and responsibilities

The strategic Prevent lead is the DSL

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S/He understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures

The College and the Trustees are aware of the Prevent Strategy and its objectives

There is a clear awareness of roles and responsibilities throughout the MWS regarding Prevent

The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes

The MWS premises do not give a platform for extremist speakers and events

MWS provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion.

Training:

A training plan is in place so that key staff, including senior leaders and governors, 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 is made available to the safeguarding leads where appropriate

There is appropriate staff guidance and literature available to staff on the Prevent agenda

All staff in the organisation have accessed appropriate prevent training for their role

A programme of 'Prevent' training is available on www.safeguardingchildren.co.uk/learning-improvement/training-courses

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

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

There are 2 further Home Office e-learning modules:

- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention (eg suitable for DSLs)
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel

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. Please contact Clare Barrowman, health and wellbeing adviser at clare.barrowman@northyorks.gov.uk for information about training related to PSHE

Referrals:

An appropriate internal Prevent risk assessment and referral process is in place

All staff including the Prevent lead/DSP follows the NYSCB procedures www.safeguardingchildren.co.uk

Partner agency communication channels are in place

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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:

- Assess the security of the school site and make necessary improvements
- Develop lock down and evacuation procedures
- Teach pupils how to stay safe if they were caught up in an attack- [Run, hide, tell guidance](#)
- Ensure all staff undertake the [Action Counters Terrorism \(ACT\) Awareness Training](#)

The guidance can be accessed at: <https://cyps.northyorks.gov.uk/school-emergency-response>

The Prevent Duty

The school understands that it is subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 and that this is part of its wider safeguarding obligations.

Channel

The school understands that Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn in to terrorism.

J. Child Information

In order to keep children safe and provide appropriate care for them MWS 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)

Where possible, three 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 MWS will collate and store this information on child's application forms and on accident and emergency forms, which are kept in locked children files, access to which is regulated by confidentiality and data protection policies.

K. Related Safeguarding

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

protecting children from maltreatment

preventing impairment of children's health or development

ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

taking action to enable all children to have the best outcomes.

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

bullying, including online bullying and prejudice-based bullying

racist, disability and homophobic or transphobic abuse

gender-based violence/violence against women and girls

radicalisation and/or extremist behaviour

child sexual exploitation and trafficking

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'

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

So called 'honour –based' abuse

- female genital mutilation
- forced marriage
- Breast-ironing²

forced marriage

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

² 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.

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, disabilities or physical health issues.
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
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NYCC guidance about Exchange visits and homestays both in the UK and abroad

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

[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 2020 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 \(updated October 2019\):](#)

L. Safer Recruitment and Selection

MW School pays full regard to DfE guidance *Keeping Children Safe in Education 2021*; 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 MWS who is likely to be perceived by the children as a safe and trustworthy adult and follow NYCC guidance on checking contractors, host families for educational visits and work experience providers. It is vital that schools create a culture of safe recruitment and, as part of that, adopt written recruitment and selection policies and procedures that help deter, reject or identify people who might abuse children.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous education and employment history and ensuring that a candidate has the health and physical capacity for the job. The school will take a planned approach to recruitment and ensure it takes appropriate safeguarding actions at each stage of the process. The selection decision will be appropriately recorded and a copy of relevant documents, including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file.

Where appropriate, the MWS undertakes checks of: the Disclosure and Barring Service (DBS) Children's List, the DBS and the Teacher prohibition list and has regard to the requirements of the Childcare (Disqualification) Regulations 2018.

Any Section 128 direction (Academies, Independent, Free and Maintained Schools)

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

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

Statutory changes, underpinned by regulations, are that:

- an Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the school's workforce and for unsupervised volunteers working in regulated activity
- a risk assessment will be undertaken by the Trustees to decide whether to obtain an Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration and nature of contact with children, the level of supervision of the volunteer, 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. Details of the risk assessment will be recorded and retained on file (see paragraphs –287 - 294 and Annex F KCSIE 2021)
- an Enhanced DBS check without Barred List Check, is obtained for maintained school governors and members of the proprietary body of an independent school, including academies and free schools (see paragraphs 295 – 308 KCSIE 2021)
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see paragraphs 272 - 277 KCSIE 2021)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work (see paragraphs 234 – 235 KCSIE 2021)
- Academies, Independent and Free and Schools will ensure a check of any Section 128 direction for those taking up a management position. Maintained school must undertake this check for all governors.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate (see paragraphs 262 – 267 KCSIE 2021)
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer
- identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the school workforce before the appointment is made
- evidence must be obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable.

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations.

<http://www.legislation.gov.uk/uksi/2018/794/contents/made>

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

Training is available as follows:

- Accredited face to face training for individuals or groups of schools through North Yorkshire Education Services
- NSPCC on line and face to face training

Visitors

“Schools and colleges 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)... professional judgment [should be used] about the need to escort or supervise visitors.” (KCSIE 2021)

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); the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).”

KCSIE 2021

This guidance was updated in May 2019 via the safer recruitment consortium, this guidance can be accessed [here](#)

Staff behaviour policy

The school has a staff behaviour policy (sometimes called a code of conduct). It is recommended that the school adopts and makes all staff and volunteers aware on induction of the NYCC *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education and Early Years’ Settings* <http://cyps.northyorks.gov.uk/index.aspx?articleid=15232> 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 .

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. School Training and Staff Induction

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

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

All staff should read and understand at least Part one, (or Annex A, if appropriate) of Keeping Children Safe in Education 2021 and all leaders and staff who work directly with children should read Annex B of Keeping Children Safe in Education 2021.

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

All staff should complete training as outlined below and as identified in the school Training Needs' Analysis.

The school's DSL undertakes basic child protection training; reads the NYCC Induction pack available [here](#); attends the Comprehensive Child Protection Pathway course available via NYCC and updates training at least every 2 years as identified in the school Training Needs analysis and refreshes 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 but at least annually, to allow them to understand and keep up with any developments relevant to their role.

The Chair of College undertakes safeguarding and child protection training on induction; reads the NYCC Induction pack <http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>; attends the Comprehensive Child Protection Pathway course available via SmartSolutions and updates child protection training regularly in line with advice from NYSCB.

All other school staff, including non-teaching staff and school Trustees, undergo safeguarding and child protection training on induction which is updated regularly in line with advice from NYSCB.

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.

School governors access the NYCC training materials Safeguarding the children in your school @ <http://cyps.northyorks.gov.uk/index.aspx?articleid=15231> All staff should complete training as outlined below:

Basic Awareness online training www.safeguardingchildren.co.uk

NYCC Child Protection Whole School training materials with teaching notes to enable DSP to deliver: <http://cyps.northyorks.gov.uk/index.aspx?articleid=15231>

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.

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

- understand the requirements of the Prevent duty on protecting children from radicalisation;
- recognise the unique risks associated with on line safety;
- recognise the additional risks that children with SEN and disabilities face online;
- understand the safeguarding response to children who go missing from education;
- understand the policy and procedures;

understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;

identify signs of possible abuse and neglect at the earliest opportunity;

respond in a timely and appropriate way including appropriate communication with children

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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.

E-safety training available from NYCC Education <http://www.safeguardingchildren.co.uk/>

Female Genital Mutilation <http://www.fgmelearning.co.uk/>

Domestic Abuse Basic Awareness www.idas.org.uk/training/index.asp

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

[Introduction to Prevent E-Learning](#)

[Action Counters Terrorism \(ACT\) Awareness Training](#)

[Managing Sexualised Behaviour in Schools](#)

[Suicide Prevention](#)

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

School Governors

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in part two of KCSIE 2021.

O. Supervision, Support and Advice for Staff

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

Staff Development and Support Triangles provide 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.

Staff Development and Support Triangles provide opportunities for staff to:

discuss any issues – including 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 staff practice to ensure staff improve, to identify any training needs and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by Staff Development and Support Triangles.

The DSL will be supported by the Trustee with responsibility for child protection.

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Child Protection advice is available from Children's Social Care and North Yorkshire Police (see Appendix C.)

P. Vulnerable children

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

- Child Abduction and Community Safety Incidents (KCSIE 2021 Annex B)
- [Searching, screening and confiscation at school](#)
- [Elective Home Education](#)
- [School Attendance](#)
- *Children and the courts*
 - [Advice for 5-11 year olds witnesses in criminal courts](#)
 - [Advice for 1-12 year olds witnesses in criminal courts](#)
 - [CAFCASS](#)

- Children Missing Education:

[National](#) and [NYCC](#) guidance

- Children who run away or Missing from Home or Care:

[National](#) and [NYSCP](#) guidance

- Children with a Family Member in Prison
 - [NICCO](#) guidance
- Children and the Court System ([CAFCASS guidance](#) / [KCSIE 2021 page 124](#))
- Children not collected – [See cyps.info Child Protection and Safeguarding Schools](#)
- [Private Fostering](#)
- Child Sexual Exploitation/Grooming:
 - [National](#) and [NYSCP](#) guidance
 - [NYSCP BeAware](#)
 - [Online training](#)
- [Child Criminal Exploitation: County Lines](#) and [NYSCP guidance](#)
- [Preventing Bullying](#)
- Children who are at risk of or display self-harm and suicidal behaviour:
 - [Self-Harm](#) and Suicidal Ideation Pathway ([Section 3](#) includes resources specifically for schools)
 - [Online training](#)

- [Children and Young People who Display Sexually Harmful Behaviours](#)
 - NSPCC Harmful Sexual Behaviour in Schools Training
- [Contextual Safeguarding](#)
- [NYSCP Domestic Abuse Practice Guidance](#)
 - [Training](#)
- Drugs Advice for Schools
 - [NYCC Substance Misuse Guidance for schools](#)
 - [Drugs: advice for schools](#)
 - [Information and advice on drugs](#)
- Honour Based Abuse (including Female Genital Mutilation, Forced Marriage and Breast-ironing)
 - [Female Genital Mutilation information and resources](#)
 - [Female Genital Mutilation: multi-agency statutory guidance](#)
 - [NYSCP Female Genital Mutilation Practice Guidance](#)
 - [Online Training](#)
 - [Forced marriage: statutory guidance and government advice](#)
 - [Forced marriage: Online Training](#)
 - “So-called honour-based abuse and forced marriage” CPS guidance including [Breast-ironing or flattening](#)
- [Homelessness code of guidance for local authorities](#)
- [Modern Slavery and Human Trafficking](#)
- Parental Mental Health:
 - [NYSCP Parental Mental Health One Minute Guide](#)
- Radicalisation to extremist behaviour:
 - [Prevent Guidance](#)
 - [The use of social media for online radicalisation](#)
 - [Online training](#)
 - [School emergency response](#)
 - [NYCSP Working with Individuals Vulnerable to Extremism Practice Guidance](#)
 - [NYSCP Working with Individuals Vulnerable to Extremism in Education Settings Practice](#)

- [Serious Violence Strategy](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Fabricated and induced illness](#)

Q. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation:

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and 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).

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in KCIE 2021 Annex B.

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

Child Criminal Exploitation (CCE):

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime

or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in KCSIE 2021 Annex B

County Lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;

- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.
-

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Modern Slavery and the National Referral Mechanism:

School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs.

School recognises 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](#).

MACE: Multi-Agency Child Exploitation:

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see [here](#) and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see [here](#). MACE Level 2 meetings should be regularly attended by DSLs for schools, for more information about those meetings please email MACE@northyorks.gov.uk. The NYSCP MACE Practice guidance can be found on the NYSCP website [here](#).

R. Serious Violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. 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.

S. Peer/Child on child Abuse Including Sexual Violence and Harassment

Updated DfE statutory guidance **Sexual Violence and sexual harassment between children in schools and colleges (September 2021)** is available [here](#).

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school’s or college’s policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

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Additional Information and Support

DfE advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

Annex B of KCSIE 2021 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance '[Children and Young People Who Display Sexualised Behaviour](#)'

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 updated 2020 guidance: 'UK Council for Child Internet Safety Guidance '[Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People](#)'.

School will make children and young people aware of the new Childline and Internet Watch Foundation (IWF) tool which helps children and young people to report a nude image or video of themselves that has been shared online. The IWF can then take steps to remove it from the Internet. More information from the IWF can be found [HERE](#) and the Childline reporting tool, 'Report Remove', can be found [HERE](#).

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.

Insert school's arrangements for minimising risk and raising awareness amongst pupils through Relationships Education, Relationships and Sex Education or Personal Social Health Education

E.g. through use of materials in, see:

- *School Child Protection Manual – Section B – Curriculum*
- *School Child Protection Manual – Section B – Curriculum Resources Support*
- *Products on the NYSCP website: [NYSCP Safeguarding Campaigns](#) .*

Insert school's arrangements for minimising risk and raising awareness amongst staff e.g. providing staff with the NYSCP guidance and the [UKCCIS guidance](#).

Undertaking the UKCCIS training contained in Annex F of the UKCCIS guidance

A document is available at the end of this guidance to support schools to review and put in place effective practice in relation to Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence.

T. Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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 of the abuse or may have had to leave the family home as a result.

[Operation Encompass](#): where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.

Advice is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

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

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

NYSCP guidance is also available:

<https://www.safeguardingchildren.co.uk/Resources/practice-guidance-domestic-abuse/>

U. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#) [Cyber Choices aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.](#)

V. Online Safety

The school recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

There are four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Reports of pupils or staff at risk can be made to the Anti-Phishing Working Group (<https://apwg.org/>).

Online safety is reflected in all relevant policies and is considered in curriculum planning. The school has a clear policy on the use of mobile and smart technology, and access by children at school is managed to prevent sexual harassment by peers, sharing of indecent images, viewing and sharing pornography and other harmful content.

Where children are undertaking **Remote Learning** the school ensures this is done Safely.

Governors ensure that appropriate **Filters and Monitoring** systems are in place to limit children's exposure to risk.

The school undertakes an annual **Review of online safety** and an annual risk Assessment.

KCSIE 2021 Annex D

W. Self-Harm and Suicidal Ideations

Self-harm and self-injury

Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk taking behaviours in the same way as experimenting with drugs and alcohol and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not.

Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves.

Some examples of how young people may self-injure include:

- Cutting or burning.
- Taking an overdose of tablets (whether these are prescribed or not).

Self-harm can include anything that causes an injury but can also be about taking risks. It can also involve using alcohol or drugs excessively – though many young people do not see this as self-harm or self-injury. Recognising these behaviours can be as important as those that are obvious such as cutting.

Self-harming is always dangerous, even if it is not intended to be. One example of this is superficial cutting. This may not require an immediate response but it is still probably a sign of emotional distress and the young person still needs support. As a member of staff you may wish to get advice and support to help you work with the student to access services.

Suicide

Paradoxically, self-harm can be a coping mechanism to dull mental distress with the aim to preserve life, which can be a difficult concept to understand. Despite this clear distinction, young people who self-harm are known to be in a high risk group for future suicide; however suicidal feelings are likely to originate from the issues behind the self-harm rather than the self-harm itself. In some cases death occurs as a result of self-harm but is not the intention.

Suicide is still a rare event in young people; attempted suicides are uncommon in childhood and early adolescence, but increase markedly in the late teens and continue to rise until the early 20s. Nevertheless all people working with children/young people must be aware of the potential for someone to complete suicide and must work together to ensure that no child/young person feels suicide is their only option.

You may feel anxious about asking a child/young person if they are self-harming or considering suicide; however it is important to talk about it even if you find it uncomfortable.

Remember: It is a myth that you may put the idea into their head.

Questions you could ask include:

- Are you having suicidal thoughts?
- Are you planning to self-harm?
- Are you considering taking your own life?
- What is happening for you?
- How is this affecting you?
- What help do you need?
- What would you like to happen next?

If you feel that the child/young person is at risk of self-harm or suicide then it is necessary to understand the seriousness and immediacy of the risk. Depression, hopelessness and continuing suicidal thoughts are known to be associated with risk.

If the child/young person talks about killing themselves always take this seriously as many people who do complete suicide have previously told a professional about their intention.

The following warning signs suggest that the risk is high:

- Current self-harm, especially if it poses a risk to the child/young person's health and wellbeing.
- Thoughts of suicide are frequent and not easily dismissed.
- Specific plan to complete suicide.
- Access to the means to complete suicide (for example, stockpiling tablets).
- Significant drug or alcohol abuse.
- Situation felt to be causing unbearable pain or distress.
- A friend or family member who has died by suicide.
- Previous, especially recent, suicide attempt.
- Evidence of current mental illness.
- Limited protective factors that may prevent them from attempting suicide or harming themselves, for example, socially isolated, poor relationships with parents/carers etc.
- No support mechanisms when distressed.

Self-Harm and Suicidal Ideation Pathway

The NYSCP Self-Harm and Suicidal Ideation Pathway has been developed for staff working with children and young people in North Yorkshire under the age of 18 (under 25 for those with disabilities or for care leavers) who self-harm or feel suicidal. It is not aimed at people who work within the mental health sector; instead it is targeted at people who work with children/young people in a wide range of settings, including as schools.

The guidance sets out key principles and ways of working but does not prescribe how to act in individual situations. It is not intended to override individual organisational or professional guidelines where they exist. It can however be used as a prompt for discussions about organisational approaches to working with self-harm and suicidal intent, or to highlight individuals' skills or training needs.

To access the Self-Harm and Suicidal Ideation Pathway visit the North Yorkshire Safeguarding Children Partnership website at:

- www.safeguardingchildren.co.uk/shsip

X. Use of ‘Reasonable Force’ in Schools and Colleges

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

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups.

Endorsement:

Name: Linda Parker

Position: Chair of ECT

Date: 15/09/2021

Eskdale Community Trust for Education