



SCARBOROUGH COLLEGE

Safeguarding and Promoting the Welfare of Children

Child Protection Policy and Procedure

September 2020

To be reviewed & updated by September 2021

This policy applies to the whole of Scarborough College including the Pre-School, Prep School and the Senior School.

Named personnel with designated responsibility for Child Protection:

Academic year	2020 - 2021
Designated Safeguarding Lead (DSL)	Mr Tim Cashell
Deputy Designated Safeguarding Lead (DDSL)	Ms Julie Walsh
Designated Safeguarding Lead – Prep & EYFS	Mr Chris Barker
Deputy Designated Safeguarding Lead – Prep & EYFS	Mrs Caroline Brown
Nominated Governor	Mr James Cliffe
Chair of Governors	Dr John Renshaw

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Scarborough College is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment as individuals.

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

Whole School	Annual in-house refresher training – run by DSL – April each year. KCSiE (Sept 2019) - Full Staff Training Session - September 2019 KCSiE (Sept 2020) – Full Staff Training Session - September 2020 including updated training on Prevent, FGM & Domestic Abuse	
DSL Tim Cashell	Level 3 Certificate in Safeguarding for DSLs - September 2020 (Due for renewal August 2022)	Safer Recruitment in Education Sept. 2020 – Educare Due for renewal Sept.2021
Deputy DSL Julie Walsh	NYSCB Comprehensive Child Protection Pathway (CCCP) – Level 2 – June 2019 (Due for renewal – June 2021)	Safer Recruitment in Education May 2019 – Educare Due for renewal May 2023
Head of the College Guy Emmett	DSL Refresher Course 2015	Safer Recruitment in Education May 2019 – Educare Due for renewal May 2023
Headmaster of Prep DSL for Prep & EYFS Chris Barker	NYSCB Comprehensive Child Protection Pathway (CCPP) - Level 2 – May 2018	Safer Recruitment in Education May 2016 - NSPCC
Chairman of Governors John Renshaw	Child Protection Basic Awareness - NYSCB	Safer Recruitment in Education October 2020 – Educare
Nominated Governor James Cliffe	Safeguarding Children online basic awareness (2018)	Fire awareness (2018) H & S for Managers (2017)
Deputy DSL for Prep & EYFS Caroline Brown	Level 2 child protection training – January 2019. (Due for renewal Jan 2021)	-
Business Manager Alison Higgins	Child Protection Basic Awareness - NYSCB	Safer Recruitment in Education July 2019 – Educare
School Nurse Linda Pinkney	Levels 1,2&3 Safeguarding Children Training E-magination – July 2016 Safeguarding Level 1 – May 2020 Safeguarding Level 2 – May 2020 Safeguarding Level 3 – Designated Officer Level 3 – May 2020	-
Catering Manager Paul Freeman Hacker	Child Protection Basic Awareness – NYSCB Safeguarding Children E-Learning 2020/21 Safeguarding and Safer Recruitment Policy 2020 KCSiE Part 1 – September 2020 Safeguarding Knowledge check 2020/21 Renewed yearly	
House Mistress Marianne Harvey	NYSCB Comprehensive Child Protection Pathway (CCPP) - Level 2 - June 2018	

INTRODUCTION

This policy was updated by Tim Cashell (Senior DSL) with acknowledgement that it includes information from the September 2016 'Sample School Child Protection Policy' produced by the North Yorkshire Safeguarding Officers; information from NYCC Education & Skills and the CAPE sample policy.

This revised policy was agreed and approved by the Nominated Governor for Child Protection, James Cliffe on 28 September 2020 and by the Full Board of Governors on 3 October 2020.

This policy updates and replaces the policy issued in September 2019 and is in line with / has regard to the following:

1. Sections 175 and 157 of the Education Act 2002, implemented 2004, and associated regulations.
2. Education (Independent School Standards) Regulations 2014.
3. The NYSCB Child Protection Procedures www.safeguardingchildren.co.uk.
4. Keeping Children Safe in Education (KCSiE) DfE September 2020
5. Working Together To Safeguard Children – March 2018
6. What To Do If You Are Worried A Child is Being Abused – March 2015.
7. Childcare (Disqualification) Regulations 2009.
8. The Children Act 2004 – including duty to cooperate with other organisations and agencies.
9. Human Rights Act 1998.
10. Sexual Offences Act 2003.
11. Early Years Foundation Stage Section 3 – The Safeguarding and Welfare Requirements – September 2014.
12. 'Guidance for Safer Working Practice' – <http://cyps.northyorks.gov.uk/index.aspx?articleid=15232>
13. Protection of Freedoms Act 2012.
14. Recommendations from national and local Serious Case Reviews.
15. The Prevent duty Departmental advice for schools and childcare providers (June 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
16. Sexual violence and sexual harassment between children in schools and colleges (May 2018) [<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>]

This policy has been approved by the Board of Governors of Scarborough College, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. It applies to all adults, including volunteers, working with pupils in or on behalf of Scarborough College even when this is away from the school, for example at an activity centre or on an educational visit.

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. It is important to note that both physical and mental healths are relevant to safeguarding and the welfare of children.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding incidents and behaviours can be associated with external factors, and staff should consider whether a child is at risk of extra-familial abuse or exploitation.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

(Keeping Children Safe in Education (KCSiE) DfE Sept 2020)

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. A pupil at Scarborough College is defined as a person registered to attend the College for a period of time (usually defined in terms of terms). A pupil will cease to remain a pupil at the point at which a term ends AND they have left the College.

AIMS AND OBJECTIVES

Scarborough College is committed to Safeguarding and Promoting the Welfare of all its pupils and will take appropriate action, in cooperation with North Yorkshire Safeguarding Children Board. The School is committed to working in partnership with parents, Social Services Departments, Child & Adolescent Mental Health Services (CAMHS), Police and diverse communities, continuously to develop and improve the safeguarding culture within our School.

Each pupil's welfare is of paramount importance. We are all responsible for creating a safe community and environment, in which the understanding and awareness of risk is embedded within the culture.

We need to be pro-actively alert to the possibility of abuse (physical abuse, sexual abuse, emotional abuse and neglect) and other risk factors (Children Missing from Education, Child Sexual Exploitation, so-called 'honour-based' violence, Female Genital Mutilation, Forced Marriage, Radicalisation, online safety issues, peer-on-peer abuse, gangs and serious violence) being caused to the pupils in our care.

In situations where child abuse is suspected, our paramount responsibility is to the child.

We recognise that some pupils *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, 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 College, 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, and ask for advice as needed, in order that we can support all of our pupils as required by their individual needs.

These aims will be achieved by:

- Ensuring that all College staff will undergo certificated online Basic awareness training every 3 years.
- Continuing to develop awareness in all staff of the need for Safeguarding Children and Child Protection and their responsibilities in identifying abuse.
- Ensuring that all staff are made aware of the referral procedures within the College.
- New staff induction to include Child Protection Training.
- Regular staff training - following the NYSCB online training course.
- Staff receive updates via email to keep skills and knowledge up to date.
- Senior staff training - at least two members of staff will have completed the NYSCB Level 2 or 3 training.
- Recruitment panel training - at least one member of each recruitment panel will have completed appropriate 'Safer Recruitment in Education' training.
- Monitoring any pupils who have been identified as being 'at risk'.
- Ensuring that outside agencies are involved where appropriate.
- Maintaining good links with local agencies, such as NYSCB, the Police and Children & Family Services, as appropriate.
- Ensuring that key concepts of Child Protection and Safeguarding are integrated within the curriculum, especially via Personal Social Health Education (PSHE).
- Creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.
- Regular prefect and peer mentor training - following the NYSCB online training course.
- Clear documentation that is reviewed annually.
- Clear policies and procedures that are reviewed annually.

The Education service does not constitute an investigation or intervention agency, but has an important role to play at the recognition and referral stage. Because of their day-to-day contact with individual children during school terms, school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

All those who come into contact with children and families in their everyday work, including staff who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children. In particular, all College staff should be aware of the procedures to be followed for reporting concerns about a particular child.

SECTION 1

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1.1 SAFER RECRUITMENT AND SELECTION

Scarborough College pays full regard to DfE guidance, 'Keeping Children Safe in Education' September 2020; the Protection of Freedoms Act 2012; the Childcare (Disqualification) Regulations 2009; the 'Statutory Framework for the Early Years Foundation Stage' 2014; the 'Education (Independent School Standards) (England) (Amendment) Regulations' 2014 and the ISI Handbook for the Inspection of Schools - Commentary on the regulatory requirements - January 2017.

Please see the College's 'Application and Recruitment Process' guidance for more details.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the College (including staff employed by another organisation) or who is likely to be perceived by the children as a safe and trustworthy adult (including, for example, volunteers, governors and staff employed by external contractors) and follow relevant guidance on checking contractors, host families for educational visits and work experience providers.

Safer recruitment practice includes scrutinising applicants, verifying identity, right to work in the UK and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking formal interviews, taking up references, and recording all relevant details of checks carried out on the College's 'Single Central Record of Recruitment Checks'.

Where appropriate the College will undertake Disclosure and Barring Service (DBS) checks at Enhanced Level (to include Children's Barred List and Adult's Barred List checks) and Teacher Prohibition checks, for all staff, volunteers and other adults who have unsupervised contact with pupils and pupils. Governors, the Head, SMT, Heads of Department and Heads of Tier will also be checked against the Management Prohibition list (section 128 direction), in line with current guidance for Independent Schools.

Statutory regulations require that:

- The College keeps a Single Central Record (SCR) detailing a range of checks carried out on their staff (including supply staff and teacher trainees on salaried routes) who work at the school and all member of the proprietor / governing body (held by HR)
- A DBS Enhanced Disclosure is obtained for **all** new paid appointments to the College's workforce.
- A DBS Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity.
- The College will ensure that any contracted staff are DBS checked where appropriate.
- In addition, the College will obtain DBS Enhanced Disclosures for all other adults not employed by the College but permanently resident in one of the boarding houses or the main building.
- A check of any Teacher Prohibitions, including interim orders, on all teachers.
- A check of Management Prohibitions under section 128 direction, of all Governors, The Head and Heads of Department.
- All new appointments to the College's workforce who have lived outside the UK are subject to additional checks as appropriate.
- The College will ascertain that all agency, supply and third-party staff have undergone the necessary checks.
- The College will obtain a DBS Enhanced Disclosure for all persons aged 16 or over who are living or working in the main College building.
- Identity checks must be carried out on all appointments to the College's workforce before the appointment is made.

- Checks will be carried out on all staff, volunteers and governors to ensure that they have the right to work in the UK.
- If there is a delay in receiving a DBS disclosure or overseas checks the Head has discretion to allow an individual to begin work pending the receipt of the disclosure / clearance. This will only be allowed if all other checks including a check of the Children's Barred List and Adults' Barred List and Teacher Prohibition List have been completed, and once appropriate supervision has been put in place and a risk assessment has been carried out. All other checks must be complete.

In addition to the above, at least one member of each recruitment panel for College staff will have completed appropriate 'Safer Recruitment' training. When conducting interviews, the College has regard to the principles of 'Value Based Interviewing' www.nspcc.org.uk

In addition, the College will do everything in its power to obtain confirmation that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site. (For example on overseas exchange visits, or when pupils are off-site on educational trips and visits.)

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

EYFS 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 College) or any circumstances which could lead to consideration of disqualification.

Visitors

All visitors to the College must sign in at Reception and wear a visitor's badge. Visitors should not move freely about the premises without an escort. Staff and pupils are asked to be vigilant and inform Reception of any unaccompanied visitors.

1.2 SAFER WORKING PRACTICE

The College undertakes DSL led 'Safe Practice' training on an annual basis to ensure that all staff are safe and aware of behaviours which should be avoided. This includes training based on KCSI E. Staff should also refer to the 'Taking, storing and using images of children Policy' and to the 'Use of mobile phones Policy' to ensure best practice.

In addition the College has regard to the NYCC 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education and Early Years' Settings' document: <http://cyps.northyorks.gov.uk/index.aspx?articleid=15232>.

Safe 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 College 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.

In addition, staff are advised and given guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm, or of allegations of harm, to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, use of social networking sites, and so on.) This also forms part of the **Staff Code of Conduct**.

Online Safety

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. We currently have Smoothwall's Unified Threat Management (UTM) application, which is an all-in-one single solution. This protects our network and users against threats, both internal and external. The UTM device is a Layer 7 application integrated with the latest generation perimeter firewall. The UTM solution also provides real-time anti-malware protection, HTTPS inspection, Proxy detection, blocking & intrusion detection and on device filtering.

The above solution applies to all devices connected to the LAN, WAN and VLAN networks throughout the main College, Crews house, Weaponness house and Willersley House. The DSL receives direct notifications of inappropriate activity and responds on a case by case basis.

GoGuardian is deployed which monitors all College owned Chromebooks. GoGuardian is a powerful content filtering solution designed for education environments. This provides filtering on and off site utilising adaptive custom policies. The DSL and data manager receive notifications from inappropriate Chromebook searches.

We recognise that pupils also have access to the internet via 3G and 4G devices and that this use is not covered by our firewall systems. This is why education of pupils in terms of appropriate use of technology is paramount. The PSHE programme and ICT lessons are used to ensure that issues of online safety are raised and discussed and that pupils understand how to be safe in their use of ICT. If inappropriate use of 3G and 4G technology is suspected this should be reported to the DSL who will follow the guidelines set out by the UK Council for Child Internet Safety (UKCCIS) Education Group. Action will be taken in accordance with the severity of misuse, ranging from confiscation of the device (for a specified period) to reporting a crime to the police.

1.3 SAFEGUARDING INFORMATION FOR PUPILS

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

The College 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 online safety.

We do this by:

- Developing healthy relationships and awareness of domestic violence, bullying, child sexual exploitation, sexual orientation, gender-based violence, hate, relationship abuse, faith abuse and other forms of abuse;
- Recognising and managing risks (including online) such as cyberbullying, online grooming for sexual exploitation and radicalization, and running away;
- Enabling pupils to become safe and responsible users of new technologies and the impact of new technologies on sexual behaviour for example, upskirting, sexting and accessing pornography;
- Enabling pupils to develop knowledge, skills and attitudes consistent with the promotion of the **Fundamental British Values** of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- Recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour;
- Ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others;
- Raising awareness of child sexual exploitation, domestic abuse, so called 'honour-based' violence, female genital mutilation and forced marriage;
- Making available appropriate local and online advice.

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

- Substance misuse
- Knives, gangs and serious violence
- Mental health
- Water, fire, roads and railways

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

The College 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 welcome 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 Caroline Brown (Prep School), Heather Ramsay (Senior School).

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

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny and feedback from pupils, staff and parents.

The following Information is made available to pupils:

School Counsellor – Ms Julia Huby	07771 592 228	julia.huby@scarboroughcollege.co.uk
Independent Listener - Mrs Becky Canning	07527 912608	Neil979@icloud.com
Childline – 24 hrs. counselling and advice	0800 11 11	www.childline.org.uk
NSPCC Child Protection Helpline (24hrs)	0808 800 500	www.nspcc.org.uk
The Samaritans (local)	0330 094 5717	
Or the Samaritans (24hrs)	116 123	www.samaritans.org.uk
'The Line'(for Looked After Children)	0800 884 444	
The Office of the Children's Commissioner		www.childrenscommissioner.gov.uk

Kidscape (www.kidscape.org.uk) offers excellent advice on making friends, changing schools, protecting yourself, what to do if you feel you are being bullied etc.

The College's arrangements for consulting with and listening to pupils are provided via EYFS 'Key Workers', Senior School Tutors and Prep School form teachers, the School Council, the Boarding Council, by Sixth Form 'Peer Support', the School Counsellor and by an Independent Listener. We make pupils aware of these arrangements by posters in school and in the boarding houses as well as in assemblies.

Senior pupils in the College, including College Prefects and Peer Mentors, are briefed on the appropriate action to take should they receive any allegations of abuse and undertake the NYSCB 'Basic Awareness in Child Protection' training.

1.4 PARTNERSHIP WITH PARENTS

The College shares a purpose with parents to keep children safe from harm and to have their welfare promoted.

Parents may wish to consult the following for more information:

NYSGB	www.safeguardingchildren.co.uk	
NSPCC	www.nspcc.org.uk	
CEOP	www.ceop.gov.uk	
	www.thinkuknow.co.uk/parents	
Parents Protect	www.parentsprotect.co.uk	0808 1000 900
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	
	www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/	

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child. The College will share with parents any concerns we may have about their child, unless to do so may place a child at risk of harm (see **Section 3: 3** Action by Designated Safeguarding Lead).

We encourage parents to discuss any concerns they may have with Form Tutors or Heads of Tier in the first instance. These colleagues are then able to pass the concerns on to a senior member of staff if necessary.

We make parents aware of our policy via the prospectus pack, the College website and through the frequent newsletters, which contain a specific mention after the annual update has taken place and the new policy has been added to the College website. Parents are also made aware that they can view or obtain a paper copy of the policy on request.

Child Protection Insert for College prospectus

Scarborough College is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Scarborough College, follow the North Yorkshire Safeguarding Children Board procedures. The College will, in most circumstances, endeavour to discuss all concerns with parents about their child/children. However, there may be exceptional circumstances when the College will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The College will, of course, always aim to maintain a positive and supportive relationship with all parents. The College's Child Protection Policy is available via the College website www.scarboroughcollege.co.uk or a paper copy may be requested from the Head's PA.

1.5 PARTNERSHIPS WITH OTHER AGENCIES

The College recognises that it is essential to establish positive and effective working relationships with other agencies e.g. Local Authority, Educational Social Work Service, Children's Social Care, Barnardo's, Police, Health, District Council, Childline in Partnership with schools, NSPCC, National Youth Advocacy Service, Surestart, Children's Centres etc. Safeguarding and Promoting the Welfare of Children requires a multi-agency approach. There may be times when informal guidance will be requested on a particular issue. There will also be occasions when more formal contact is necessary - such as when a referral is made.

All schools and colleges should allow access for children's social care or preventative service from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the preventative service or under section 17.

Scarborough College complies with the requirement under the Children Act 2004 to cooperate with other organisations and agencies in activities relating to children.

1.6 SCHOOL TRAINING AND STAFF INDUCTION

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

Initial new staff induction will cover the school's own Child Protection policy, the identity of the DSL and their deputies, KCSIE part one and Annex A, Staff code of conduct, Missing Child policy (CME), Behaviour policy, ICT acceptable use Policy and the Whistleblowing procedure.

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 appointment. All College staff, including Governors and volunteers, will be made aware of any revisions and updates to the Child Protection Policy on an annual basis. All staff will be asked to confirm that they have read the policy, are aware of any changes to the previous version and demonstrate an understanding of the College's Safeguarding and Child Protection Policy. These records will be held by the HR Department.

In addition to this, at least one member of each recruitment panel will complete appropriate 'Safer Recruitment in Education' training, and this training will be renewed every four years.

Copies of the completion certificates from all online training courses are handed to the HR department and kept in staff files. Similarly, registers are taken and logged for whole staff safeguarding INSET sessions. The DSL is responsible for checking at least once a term with the HR Department that all College staff are up-to-date with Child Protection training, and following up in cases where staff are found not to be up-to-date.

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

- Understand the policy and procedures;
- Understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- Identify signs of possible abuse and neglect at the earliest opportunity;
- Respond in a timely and appropriate way including appropriate communication with children
- Understand the role of the 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.

All staff should read and understand at least Part One and Annex A of *Keeping Children Safe in Education* DfE September 2020

All staff and Governors will be asked to sign to say that they have read and understood Part 1 & Annex A of KCSiE (Sept 2020). These records will be held by the HR Department.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

1.7 ROUTINE SCHOOL PROCEDURES TO PREVENT ABUSE FROM STAFF.

All members of the teaching staff and relevant members having unsupervised access to children are vetted through the relevant authorities to check whether there is anything in their past which would mitigate against them being employed at Scarborough College.

All members of staff, both teaching and non-teaching, are professionally obligated to refer any fear or allegation of abuse directly to the DSL or The Head.

All staff have a professional obligation to inform the DSL, The Head or their relevant Line Manager if they have any concerns regarding the behaviour and conduct of any other member of staff. All information passed on in this way will be treated seriously and responded to professionally and sensitively. The College is committed to supporting all colleagues who forward their concerns.

All staff have immunity from retribution and disciplinary action for 'whistle blowing' in good faith. Please see the College's Whistleblowing Policy for further details.

In the event that the allegation or rumour concerns a member of staff, The Head and DSL together will quickly decide whether there may be substance to it. If there could be, the school will follow designated North Yorkshire Safeguarding Children Board (NYSCB) Guidelines and contact the relevant Local Authority Designated Officer (LADO) to make a formal referral.

The member of staff *may* be immediately suspended and escorted from school property pending further investigations, if such actions are deemed necessary by the LADO.

In the event that a member of staff is suspended pending an investigation, a senior colleague will keep in close contact with the member of staff to offer support and information regarding the progress of the investigation.

Colleagues who find themselves in this situation are strongly advised to consult their union at the earliest possible opportunity.

1.8 SUPERVISION, SUPPORT, ADVICE AND GUIDANCE FOR STAFF

- Staff will be supported by the Designated Safeguarding Lead (See Appendix 1 for details), and the other members of the Senior Management Team.
- The Designated Safeguarding Lead will be supported by the governor responsible for child protection matters (See Appendix 1 for details).
- Advice and support is always available from the Educational Social Work Service (See Appendix 1 for details).
- Child Protection advice is available from Children's Social Care and the North Yorkshire Police (See Appendix 1 for details).

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

Supervision provides opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being;
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their personal effectiveness.

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

1.9 RELATED COLLEGE POLICIES

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

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

and relates to:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits and work experience
- Intimate care and emotional wellbeing
- Online safety or e-safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context
- Rigour with which absence is followed up
- Decision-making process involved in taking pupils off roll
- Care taken to ensure that pupils placed in alternative provision are safe at all times

Safeguarding can involve a range of potential issues such as:

- Neglect
- Physical, sexual and/or emotional abuse
- Bullying, including online / cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence / violence against women and girls
- Radicalization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behavior, for example sexting and accessing pornography
- Teenage relationship abuse
- Peer-on-peer abuse, including upskirting
- Substance / drug misuse
- Issues which may be specific to a local area or population, e.g. gang activity and youth violence
- Domestic violence and abuse
- Sexual exploitation
- Female genital mutilation
- Forced marriage
- Faith abuse
- So-called 'honour-based' violence
- 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

Other issues not listed here that may impact on children and young people:

- Promoting positive behaviour
- Children's and learners' health and safety and well-being including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children and learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- Children not collected from school
- Lost children

It relates to other policies including:

- Private fostering
- Complaints
- Admissions
- Safer recruitment
- Key person
- Teaching and learning

- Partnership with parents
- Confidentiality
- Record keeping
- Administering medication
- Intimate care
- Disciplinary procedure
- Whistle blowing
- Acceptable use of ICT

The main College policies relating to Safeguarding (such as Application & Recruitment, Recruitment of Ex-Offenders, Child Protection, Behaviour, Use of Force, Internet Safety (Acceptable Use Policy), Photographing Pupils, Educational Visits etc) are available on request from the Head's PA.

1.10 CONFIDENTIALITY, DATA PROTECTION & INFORMATION SHARING

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the GDPR 2018 and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. The College has regard to DfE guidance on Information Sharing: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Whilst the GDPR 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The College ensures 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 there are systems in place for children to express their views and give feedback. The College ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

Information **must** be shared with the police and Social Care where the child/young person is/may be at risk of significant harm.

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 Seven Golden Rules of Information Sharing:

1. Remember that the GDPR is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being. Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure. Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Missing Child Policy

Full details can be found in the Scarborough College 'Missing Child Policy', the 'Boarding Staff Handbook' (for the Missing Boarder's Policy and Procedure) and the 'Educational Visits Policy'. At least two emergency contact phone numbers are held for each pupil in line with best practice advice.

1.11 PUPIL INFORMATION

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

- Names (including any previous names), address and date of birth of child.
- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child from College (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.
- Names and contact details of key persons in other agencies, including GP.
- Any other factors which may impact on the safety and welfare of the child.

The College will collate and store this information to which access will be via the Head and the Head's PA, or the Head of the Prep School.

1.12 ROLES AND RESPONSIBILITIES

See Appendices:

- Governing body
- Head
- DSL

Designated Safeguarding Lead (DSL):

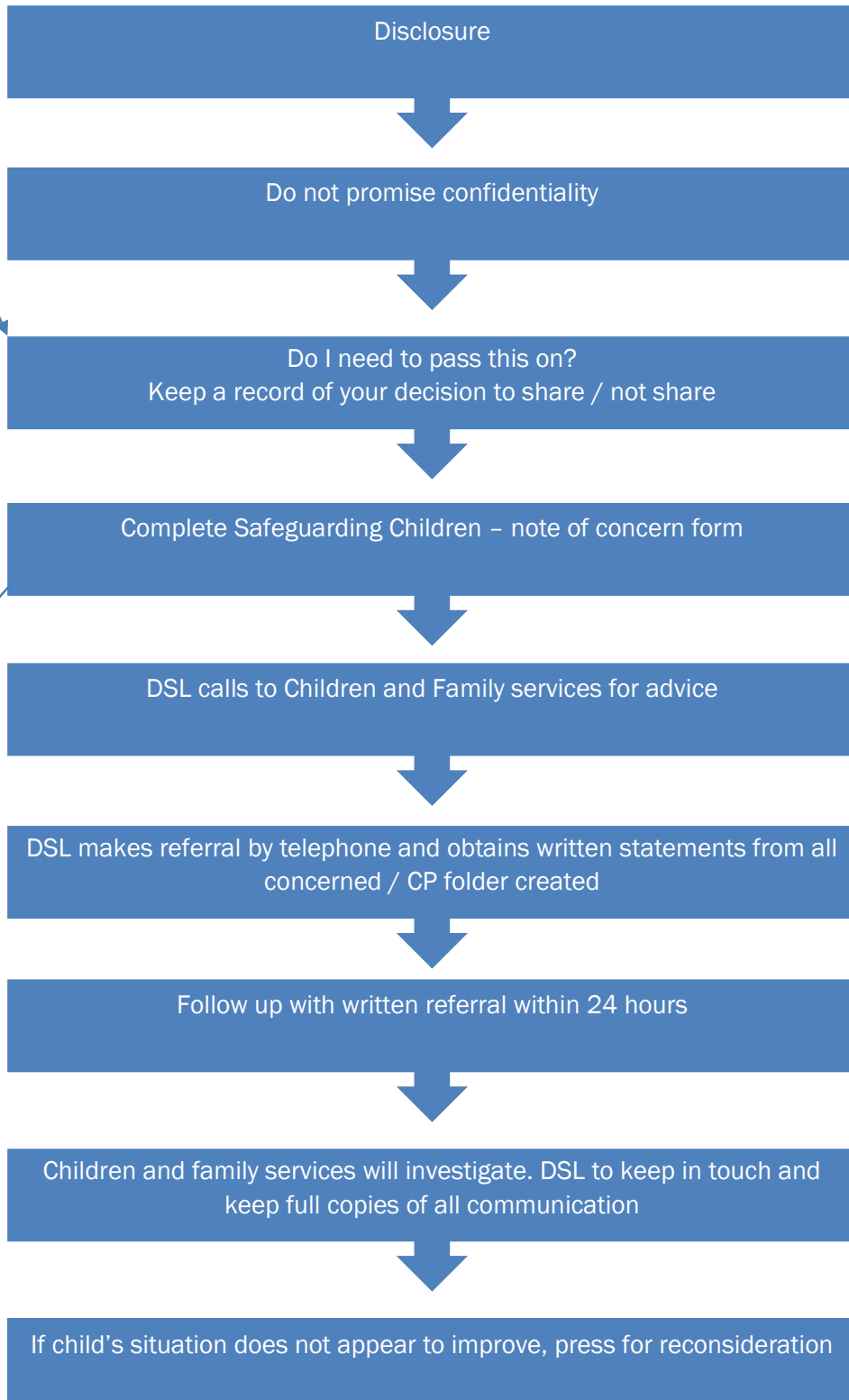
The College has appointed a senior member of staff with the necessary status and authority - the Designated Safeguarding Lead (DSL) - to be responsible for matters relating to Child Protection and Welfare.

In the absence of the DSL, or if the DSL is him/herself the subject of a complaint, the designated Deputy DSL will take responsibility for Child Protection issues within the College and carry out all the related duties of the DSL. The DSL and the Head must ensure that there is always cover for this role including arrangements during school holidays.

If someone in the College community has a concern regarding a child then they should speak to the DSL. The following flow charts outline the procedure once a concern is raised:

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

I have a concern about a pupil...



Staff member has a concern

Case of FGM (under 18)
Mandatory duty to report to Police

Refer to Channel Programme for Radicalisation concerns

NB: If a child is in immediate danger or is at risk of harm anyone can make a referral to Children and Family services (01609 780 780). Please notify the Head or DSL as soon as possible.

'It could happen here.'

I have a concern about a sexting incident...

Staff member to ask pupil to hand over device

If a pupil refuses to hand over device, ask them to bring their bag etc. and take them to a member of SMT

Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL

Do not delete the imagery or ask the young person to delete it

Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL

Do not share information about the incident to other members of staff, the young person(s) it involves or their, or others, parents and / or carers

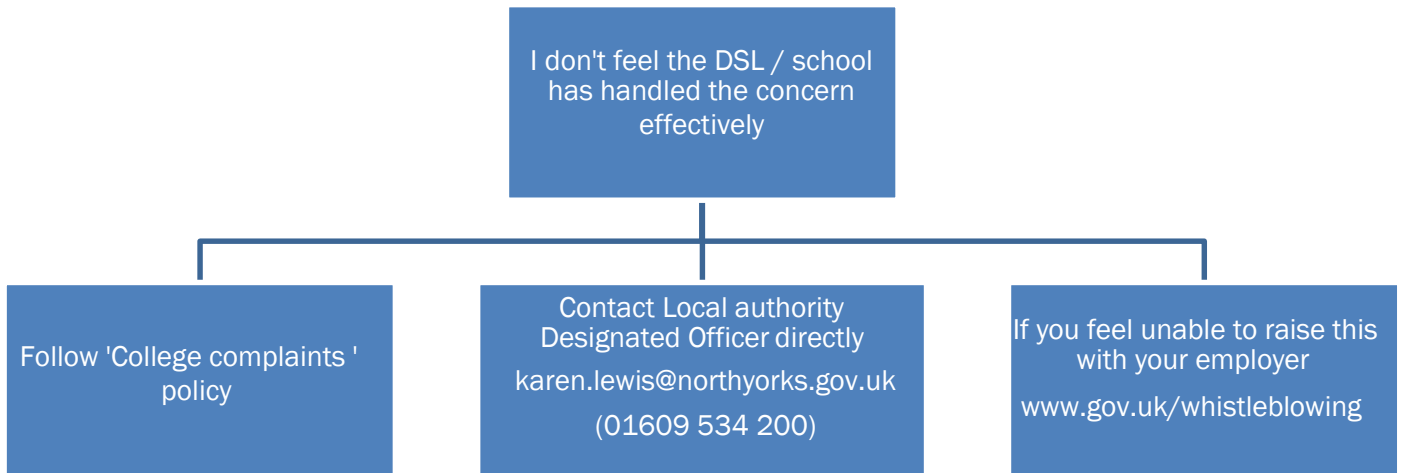
Do not say or do anything to blame or shame any young people involved

Report incident to DSL

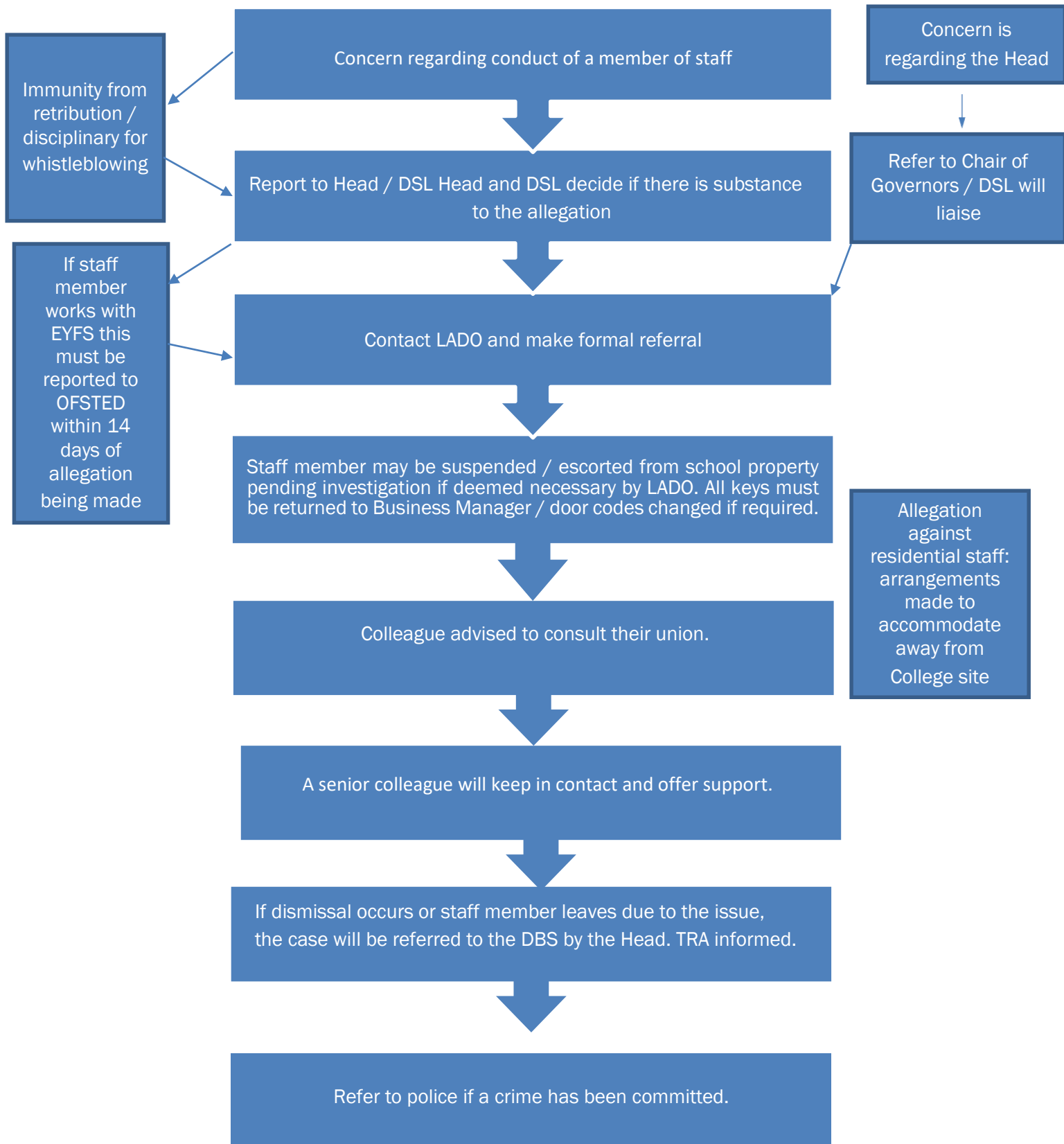
The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges:

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

I don't feel the school has handled the concern effectively....



I have a concern about a member of staff....



It could happen here.

WHISTLEBLOWING

Please also see the College's separate 'Whistleblowing' Policy for further details.

All staff are required to report any concerns or allegations about College practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Head, the DSL or the LADO.

It is essential for the College to keep a record of all incidents and concerns arising in connection with members of staff in order that historical patterns can be detected.

Whilst it is important to protect staff against malicious allegations, all concerns and complaints need to be treated with 'respectful uncertainty', and all evidence carefully recorded.

Child Protection training for College staff aims to raise awareness of 'grooming behaviour' and ensure that external advice is sought in any case causing concern.

In the event that a Child Protection concern is raised with the DSL and/or the Head, and you believe that the College has not handled it effectively, please either follow the College's 'Complaints Policy' or alternatively contact the LADO directly.

There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- <https://www.gov.uk/whistleblowing>
- **THE NSPCC WHISTLEBLOWING HELPLINE** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk
<https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

SECTION 2

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO ARE SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

Some children are in need because they are suffering or likely to suffer **significant harm**. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Decisions about significant harm are complex and should be informed by careful assessment of the child's circumstances, and discussion between the statutory agencies and with the child and family.

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

It is the duty of all staff to be vigilant and observant when dealing with pupils in their care and to have no hesitation in passing on concerns that they may have regarding the physical and emotional wellbeing of any child in the school. The following lists, while not exhaustive, may be indicators that a child is suffering abuse. Staff should also be aware of other signs they deem to be of concern.

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs and symptoms listed in the following pages may actually prove that a child is being abused, and these indications should not be taken as proof. They may be indicators which, when put in to context, provide justification for action.

There may be occasions when a pattern of relatively minor incidents or events may indicate a larger problem. In order to monitor this staff are asked to complete a '**Safeguarding Children - Note of Concern**' (See Appendix 2) if they observe anything that is a cause for concern, or a child discloses something to them.

In the Senior School these forms should be passed on to the Designated Safeguarding Lead. In the Prep School these should be passed on to the Head of the Prep School. Patterns can then be monitored and further action taken as needed.

2.1 WELFARE FILES & CHILD PROTECTION FILES

The DSL holds 'Welfare Files' for all pupils where staff have expressed concerns or recorded incidents on a 'Safeguarding Note of Concern'. This will include, but is not limited to, observations, diagrams of injuries, reports and disclosures.

In the event that the DSL contacts the LADO for guidance, advice or to make a formal referral, or should the DSL be contacted by an outside agency to pass on information about a pupil, then the DSL will create a formal 'Child Protection File'. In such cases a notation will be made on the College MIS by the DSL so that the existence of such a file is known.

In the event that a pupil has a 'Welfare File' and then the situation progresses to become a Child Protection matter, the contents of the 'Welfare File' will be transferred to the 'Child Protection File'.

All Welfare and Child Protection Files are securely stored in a locked filing cabinet in the DSL's office and will be retained for at least 75 years in line with current good practice guidance.

The College operates a pastoral and welfare information system, CPOMs. Concerns and actions are recorded and are a useful record of incidents in a child's history.

2.2 DEFINITIONS

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

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. **Development** means physical, intellectual, emotional, social or behavioural development. **Health** includes physical and mental health. **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

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 (for example via the internet). They may be abused by an adult or adults, or another child or children.

Where allegations concern serious harm **by one or more pupils against another pupil**, the matter should be reported to the DSL, who will then contact Children and Families' Service for advice. In such cases the pupil against whom an allegation of abuse has been made may be suspended from the College and the College's policies on behaviour, discipline and sanctions will apply. The College will take steps to ensure the safety and welfare of all the pupils involved, including the pupil or pupils accused of abuse.

Physical Abuse a form of abuse which 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.

Signs and symptoms of physical abuse could include:

- Unexplained injuries, bite marks or burns which could be recurrent
- Bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- Bruises with a distinctive shape or pattern, like hand prints, grasp or finger marks, or belt marks
- Bruises in or around the mouth
- Burns or scalds with clear outlines
- Improbable excuses to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishments that appear excessive
- Bald patches
- Withdrawal of physical contact
- Arms and legs covered during hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others

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.

Signs and symptoms of sexual abuse could include:

- Sudden changes in behaviour or performance
- Displays of affection in a sexual way inappropriate to age
- Exhibits sexually explicit behaviour
- Tendency to cling and need reassurance
- Tendency to cry easily
- Regression to younger behavioural traits
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative or baby-sitter
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and venereal disease
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing for games
- Phobias and panic attacks
- Self-inflicted injuries
- Attempted suicide
- Repeatedly runs away from home

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 cyberbullying), 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.

Signs and symptoms of emotional abuse could include:

- Physical and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-depreciation
- Sudden speech disorders
- Weight loss or weight gain
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Depressed and withdrawn
- Excessively clingy and tearful
- Drug/solvent abuse
- Compulsive stealing or scavenging
- Reluctance to go to school and/or go home
- Running away
- Excessive fear of parents / carers

Neglect is a form of maltreatment. A person may neglect a child by failing to act to prevent harm. 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.

Signs and symptoms of neglect could include:

- Constant hunger, greedy, stealing food
- Poor personal hygiene - is smelly, scruffy and dirty
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging
- Lingering illnesses which have not been treated
- Is often inadequately dressed for weather conditions
- Suffers repeated accidents, suggesting a lack of proper supervision
- Does not respond when given attention *OR* craves attention and affection from any adult

SO-CALLED 'HONOUR BASED' VIOLENCE (HBV):

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

FEMALE GENITAL MUTILATION (FGM):

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (p42-44) focuses on the role of schools and colleges: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Whilst female genital mutilation (FGM) has been illegal in the United Kingdom since 1985, as of 31 October 2015, doctors in England and Wales (along with other health and social care professionals and teachers) will have a legal obligation (Mandatory Reporting Duty) to report cases of female genital mutilation (FGM) in children (under 18) to the police, under the Serious Crime Act 2015. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. If you have a concern that a girl or young woman is at risk of FGM, or has already undergone the procedure, you should contact the Customer Service Centre (see Appendix 1 for contact information). Unless the member of staff has a good reason not to do so, they should still consider and discuss any such case with the school's designated safeguarding lead and then involve children's social care as appropriate.

BASIC FGM AWARENESS TRAINING – to be completed by all staff who have contact with pupils and / or parents: <http://www.fgmelearning.co.uk/>

Further information on reporting FGM: <http://www.safeguardingchildren.co.uk/professionals/fgm>

ADDITIONAL ONLINE TRAINING to be completed by all staff who have contact with pupils and / or parents:

FORCED MARRIAGE:

<http://www.safeguardingchildren.co.uk/resources/awareness-of-forced-marriage-register-for-training/>

Further information on forced marriage is available: <https://www.gov.uk/guidance/forced-marriage>

DOMESTIC ABUSE BASIC AWARENESS:

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

CHILDREN MISSING FROM EDUCATION (CME):

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

CHILD SEXUAL EXPLOITATION (CSE):

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. The child often believes they are in control of the situation. Violence, coercion and intimidation are common. It is also important to recognise that CSE can be perpetrated by Children and not only by adults e.g. a 15-year-old girl may be exploited by a 17 year old boy.

“Like all forms of child sex abuse, child sexual exploitation:

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

Any investigation of Child Sexual Exploitation requires inter-agency working.

Children with Harmful Sexual Behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behavior is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Staff who become concerned about a pupil's sexual behaviour should speak to a Designated Safeguarding Lead as soon as possible.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the Designated Safeguarding Lead should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding and is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. <https://contextualsafeguarding.org.uk>

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Serious Violence.

What is serious violence?

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant.

Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- Tackling county lines
- Early intervention and prevention
- Supporting communities and local partnerships
- Effective law enforcement and the criminal justice response.

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

All staff should be aware of the associated risks and understand the measures in place to manage these.

Domestic Abuse

This does not have to include violence to be classed as abuse. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional. 1:4 women and 1:6 men will experience domestic abuse at some time in their lifetime. We will be mindful of how this affects children and that our staff may themselves be victims.

Fabricated Illness - Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Advice on identifying children who are affected by fabricated illness and how they can be helped is available at: <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced> and <https://www.nhs.uk/conditions/fabricated-or-induced-illness/>

Homelessness – Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead will follow local NYSCB procedure;

Private Fostering - A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) The school will follow the legal requirements of reporting as set out by NYCSB.

PREVENT DUTY / CHANNEL PROGRAMME:

In order to fulfil the PREVENT duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Extremism goes beyond terrorism and is defined in the UK Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of the armed forces is also classed as extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

Schools can build pupils' resilience to radicalisation by promoting **Fundamental British Values** and enabling them to challenge extremist views. The PREVENT duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

The Department for Education has published advice for schools on the PREVENT duty. The advice is intended to complement the PREVENT guidance and signposts other sources of advice and support: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme.

An online general awareness training module on Channel is available and must be completed by all College staff who have contact with pupils and/or parents:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Roles and responsibilities:

- The strategic PREVENT lead in school is Tim Cashell (DSL) – who understands the expectations and key priorities to deliver PREVENT and ensures that this is embedded within safeguarding procedures and processes in the College. The DSL receives training appropriate for this role.
- The senior management team and governors are aware of the PREVENT Strategy and its objectives.
- There is a clear awareness of roles and responsibilities throughout the College regarding PREVENT.
- The College premises do not give a platform for extremist speakers and events.
- The College provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion.
- The College has IT filtering systems to keep children safe when accessing the internet at school.
- The College follows the 'Visiting Speakers' policy in order to safeguard pupils by ensuring appropriate background checks are made and appropriate supervision is in place when guest speakers are invited into the College. Please see 'Visiting Speakers' policy for more details.

Training:

- A training plan is in place so that key staff, including senior leaders and the DSL, understand the risk of radicalisation and extremism, know how to recognise and refer children who may be vulnerable, are able to provide advice and support to other staff and ensure training arrangements for staff cover the risks of radicalisation and how to identify children and young people at risk of radicalisation.
- 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 and consultancy is available to all staff:

Preventing Violent Extremism online course:

http://course.ncalt.com/Channel_General_Awareness/

Online training on Prevent from the Home Office:

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

In addition further training is available online: www.northyorks.gov.uk/smartsolutions

Referrals:

- An appropriate internal PREVENT risk assessment and referral process is in place and made available to all staff via Google Drive.
- All staff including the DSL follows the NYSCB procedures: www.safeguardingchildren.co.uk
- Partner agency communication channels are in place: www.nypartnerships.org.uk/prevent
- An audit trail for notification reports/referrals exists.
- PREVENT referrals/notifications are managed or overseen by the PREVENT lead, currently the DSL.
- A process is in place to identify and develop 'lessons learnt'

At Scarborough College, the member of staff responsible for making referrals to the Channel programme is Tim Cashell– the Designated Safeguarding Lead or, in his absence, the Headmaster or the Head of Scarborough College Prep School.

See Annex A of KCSiE (Sept 2020) for further details and guidance on PREVENT, HBV, CME & CSE.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf#

PEER ON PEER ABUSE:

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, physical abuse (hitting, kicking, hair pulling, biting), bullying (including cyberbullying), gender based violence/sexual assaults, sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse), upskirting (which is now a criminal offence) and sexting. Staff should recognise that children are capable of abusing their peers. This abuse may take place entirely online or online abuse may facilitate offline abuse.

Different gender issues can also be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

The College's pastoral structure, and the Anti-Bullying Policy, Behaviour Policy and Code of Conduct aim to minimise the risk of peer on peer abuse. Awareness is also raised through PSHE lessons. Abuse is abuse and should never be tolerated or passed off as "BANTER" or "part of growing up". Victims of peer on peer abuse will be supported in College by peer mentors, pastoral staff and parents.

Allegations of peer on peer abuse must be investigated and dealt with by the relevant Head of Tier / Deputy Head on a case by case basis. This will involve interviewing those pupils involved and if necessary meeting with parents to elicit support from home. Where possible, a 'restorative meeting' between both parties will be held and pupils will make a positive commitment to move forward, enlisting the support of peer / teacher mentors where required. This will be monitored by form tutors and Head of Tier. Should further incidences arise then parents will be called in to discuss the next course of action.

As a College we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys". We will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts as dismissing or tolerating such behaviours risks normalising them. We understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language and this is why a whole school/college approach through our PSHE programme is utilized to raise awareness and challenge ill-informed viewpoints.

If the abuse constitutes peer on peer 'Harmful sexual behaviour' either in person or online the allegations will be treated seriously, and the victim will be supported and kept safe. Staff should ensure that they do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Ideally two members of staff should be present to speak to the victim but this may not always be possible. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who will be involved. Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering: the victim, the alleged perpetrator, all other children (and if appropriate adult pupils and staff). Risk assessments will be recorded, shared with the Head and kept under review. The designated safeguarding lead (or deputy) will ensure they are engaging with children's social care and specialist services as required. Written records of all conversations should be kept and passed to the DSL to be kept on file. The College will consider safeguarding issues around the victim and alleged perpetrator sharing classes and sharing space at school or college and put appropriate measures in place. This may involve informing the police if upskirting has taken place. We will also be mindful of supporting both parties in terms of ensuring ongoing education and safeguarding support. In all matters of suspected abuse, either victimisation or perpetration, the School will refer its concerns to children's Social Care immediately, with the expectation that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

GANGS AND SERIOUS VIOLENCE

The vast majority of pupils at Scarborough College will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. The College is committed to ensuring that pupils:

- Feel safe at school all the time;
- Understand very clearly what unsafe situations are; and
- Be highly aware of how to keep themselves and others safe.

Strategies to ensure this include:

- Develop skills and knowledge to resolve conflict as part of the curriculum;
- Challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- Understand risks for specific groups, including those that are gender-based, and target interventions;
- Safeguard, and specifically organise child protection, when needed;
- Work with local partners to prevent anti-social behaviour or crime.

Preventing youth violence and gang involvement. Practical advice for schools and colleges Home office 2 Aug 2013

SEXTING

What is 'sexting'? In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' issues may require matters to be referred to the police. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

Sexting must be dealt with robustly. The member of staff should confiscate electronic devices (in line with the 'Searching & Confiscation' section of the Behaviour Policy) and refer the matter immediately to the DSL.

What to do if an incident involving 'sexting' comes to your attention?

Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery.

This is the responsibility of the DSL.

- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a 'sexting' incident comes to your attention, report it to your DSL.

The UK Council for Child Internet Safety (UKCCIS) Education Group published sexting advice for schools and colleges:

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

UPSKIRTING

Upskirting 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". The 2020 KCSiE document added that a person of any gender can be a victim of upskirting.

On 12 April 2019, a new law banning the invasive practice came into force across England and Wales and offenders can now be arrested and sent to prison.

The criminal offence of 'upskirting' was created under the Voyeurism Act when it received Royal Assent in February 2019. Police and prosecutors have now updated their guidance to ensure the law is properly enforced – with offenders facing up to 2 years in jail and being placed on the sex offenders register.

VULNERABLE CHILDREN:

All staff are asked to be particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate NYSCB/LA guidance - see <http://cyps.northyorks.gov.uk> or www.safeguardingchildren.co.uk - with regards to:

- **Poor or irregular attendance and persistent lateness at school**
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13580>
- **Children not attending school**
<http://cyps.northyorks.gov.uk/index.aspx?articleid=30623>
- **Children Missing Education**
<https://www.gov.uk/government/publications/children-missing-education>
- **Children Missing from Home or Care** <http://www.safeguardingchildren.co.uk/professionals/missing>
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- **Children not collected**
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>
- **Female Genital Mutilation**
<http://www.safeguardingchildren.co.uk/professionals/fgm>
Online training is available @ <http://www.fgmelearning.co.uk/>
- **Forced Marriage**
<http://www.safeguardingchildren.co.uk/newsfree-e-learning>
<https://www.gov.uk/forced-marriage>
- **Children who self-harm**
<http://www.safeguardingchildren.co.uk/pink-book>
- **Child Sexual Exploitation/Grooming**
<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
<http://www.safeguardingchildren.co.uk/professionals/cse>
Online training available @ <http://www.safeguardingchildren.co.uk/news-free-e-learning>
- **Children who are Bullied**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Children who are victims of sexting**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439KGN_CASextinginSchoolsWEB1_PDF
- **Children who Sexually Harm** <http://www.safeguardingchildren.co.uk/professionals/YPWSH>
- **Children Privately fostered** <http://www.safeguardingchildren.co.uk/professionals/private-fostering>
- **Radicalisation to extremist behaviour**
PREVENT Guidance
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
Channel Guidance:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

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

DfE and Home Office Social media guide: <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Online training <http://www.safeguardingchildren.co.uk/news-free-learning>

■ **Children with Risk-taking behaviours**

<https://fronter.com/northyorks>

(PSE room - a school log in will be required)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via links on page 29 and Annex A of KCSiE 2020, GOV.UK and other government websites:

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Upskirting
- Trafficking

SECTION 3

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

All staff and volunteers follow the NYSCB Child Protection Procedures and Guidance – which can be found at www.safeguardingchildren.co.uk –

3.1 EARLY HELP

All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Staff should be aware of the link between mental health concerns and safeguarding issues and Public Health England mental health and wellbeing resources together with the guidance "Mental Health and Behaviour in Schools" are useful additional tools.

In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment. Any staff member who has a concern about a child's welfare should follow the referral processes. Staff may be required to support social workers and other agencies following any referral.

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool <https://www.gov.uk/report-child-abuse-to-local-council> directs staff to their local children's social care contact number.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is frequently missing/goes missing from care or home;
- Is misusing drugs or alcohol;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- Has returned home to their family from care".

NSPCC briefing update 2018 <https://www.nspcc.org.uk/globalassets/documents/information-service/briefing-on-key-updates-to-statutory-guidance-for-schools-in-england-keeping-children-safe-in-education-2020.pdf>

3.2 ACTION FOLLOWING DISCLOSURE, ALLEGATION CONCERN OR OBSERVATION

It is **not** the responsibility of College staff to investigate or determine the truth of any disclosure or allegation of abuse. All staff, however, have a duty to recognise concerns and maintain an open mind.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It must not be assumed that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. Staff must remain alert to the fact that children with SEN and disabilities can be more prone to peer group isolation and disproportionately impacted by things like bullying - without outwardly showing any signs or they may find it more difficult to communicate concerns. The learning support department will liaise with form tutors and class teachers where there is a cause for concern.

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

3.3 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, writings or play).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people.
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or persons 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.

There may be occasions when a pattern of relatively minor incidents or events may indicate a larger problem. In order to monitor this staff are asked to complete a '**Safeguarding Children - Note of Concern**' (See Appendix 2) if they observe anything that is a cause for concern, or a child discloses something to them.

In the Senior School these forms should be passed on to the Designated Safeguarding Lead. In the Junior School these should be passed on to the Head of the Junior School. Patterns can then be monitored and further action taken as needed.

If a child is in **IMMEDIATE DANGER OR IS AT RISK OF HARM**, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made. **In emergencies, or when a crime may have been committed, it will be necessary to contact the police directly. In such circumstances the DSL and/or Head must be notified at the earliest possible opportunity.**

3.4 RESPONDING TO DISCLOSURE

It is important that all staff are aware of the importance of Safeguarding and Promoting the Welfare of Children and that they create a climate in which children can feel able to talk about their feelings, concerns and their worries and feel confident to come forward to disclose abuse if it arises. They must know it will be taken seriously, treated with sensitivity and respect and have their wishes and feelings taken fully into account.

Disclosures or information may be received from pupils, parents or other members of the public. Scarborough College 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. Pupils with communication difficulties will be enabled to express themselves to a member of staff with appropriate skills, based on individual circumstances.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person. A detailed, contemporaneous, written record, (which must be signed and dated) must be made by staff of any allegation, however unpalatable, and presented to the DSL or The Head immediately. If in doubt about recording requirements staff should discuss this with the DSL.

The special position of the School Nurse and School Counsellor is recognised, but there is a statutory responsibility on **all** staff to report any allegations immediately.

Principles:

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

Alleged victims or perpetrators should not be interviewed by school staff to elicit further information.

Every complaint or suspicion of abuse from within or outside the College will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Officer (LADO), the Children and Families' Service, the Child Protection unit of the police (CPU) or the NSPCC. This includes allegations of historic abuse.

In the case of those working in a school, the guidance is specific, namely that the employer (school) should report to the LADO all cases where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she would pose a risk of harm
- Or is unsuitable to work with children.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Keep an open mind - staff should not take a decision as to whether or not abuse has taken place.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did xxx hit you?'
- Try not to show signs of shock, horror or surprise. The child needs to feel that you are in control of a situation that is beyond their control.
- 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 Designated Safeguarding Lead, who will ensure that correct action is taken.
- Reassure and support the person as far as possible.
- Explain that only those who 'need to know' will be told - but not give a guarantee of absolute confidentiality.
- Explain to the person what will happen next and that they will be involved as appropriate and be informed of what action is to be taken.
Make notes as soon as possible after the meeting. (It may be possible to do this during the meeting, circumstances permitting.) Give details of the conversation and any observable behaviour (e.g. was shaking, continued to cry, constantly moved around the room etc. - document but DO NOT interpret these features). Try to record the actual words used by the child wherever possible.
- Write up these notes in full. This record should include the date, time, place of the conversation and the essence of what was said, by whom, and in whose presence. The record should be signed by the person making it, and use names, not initials. The record must be kept securely and handed to the DSL.
- Preserve evidence. All evidence (for example any scribbled notes, mobile phones containing text messages, clothing, computers etc) must be safeguarded and preserved.

In addition, staff are advised to:

- Find a quiet place to talk, one where you will not be interrupted, but which is not remote. Assure the child that you have time to talk.
- Stay calm and be reassuring. It may take several hours/days/months before a child will fully divulge information. They often confide in only one adult.
- Say that you will do your very best to help and support the child. Promise to do your best for them, but, right from the start, never give them a blanket promise to keep a secret. Make it clear that you will keep the child informed about what you are doing and what is happening at each stage.
- Believe what you are being told. Informed people state clearly that children rarely, if ever, make up stories. So don't cast doubt because it has taken courage to speak to you. Remember, it is for the police, social services and the NSPCC to determine the truth behind allegations, not you. To do so could prejudice a possible police prosecution.
- Keep a record of statements and aim to quote the child verbatim. At the end of the conversation take a few moments to double-check and clarify the facts that have been recorded.
- Say that you are glad that the child told you and reassure them that they are right to have done so. If they have chosen you to divulge to it says something about the quality of their relationship with you. Praise them for being brave enough to tell you and for surviving the incident. Assure them of their status as children – they are not responsible for what has happened to them.

3.5 ACTION BY THE DESIGNATED SAFEGUARDING LEAD

In the event of the absence of the DSL, the deputy DSL will act as DSL.

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

Following any information raising concern, the DSL will consider:

- Any urgent medical needs of the child - the child's interests are paramount.
- Whether to make an enquiry to the Customer Service Centre (**See Appendix 1 for number**) to establish if the child is, or has been, subject of a Child Protection Plan.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Prevention Service, Educational Social Worker service, Children's Social Care.
- The child's wishes and any fears or concerns they may have.
- Contacting the Customer Service Centre or the LADO to ask for guidance if needed. (*At this stage no formal referral will be made*). (**See Appendix 1 for numbers**)

Then decide:

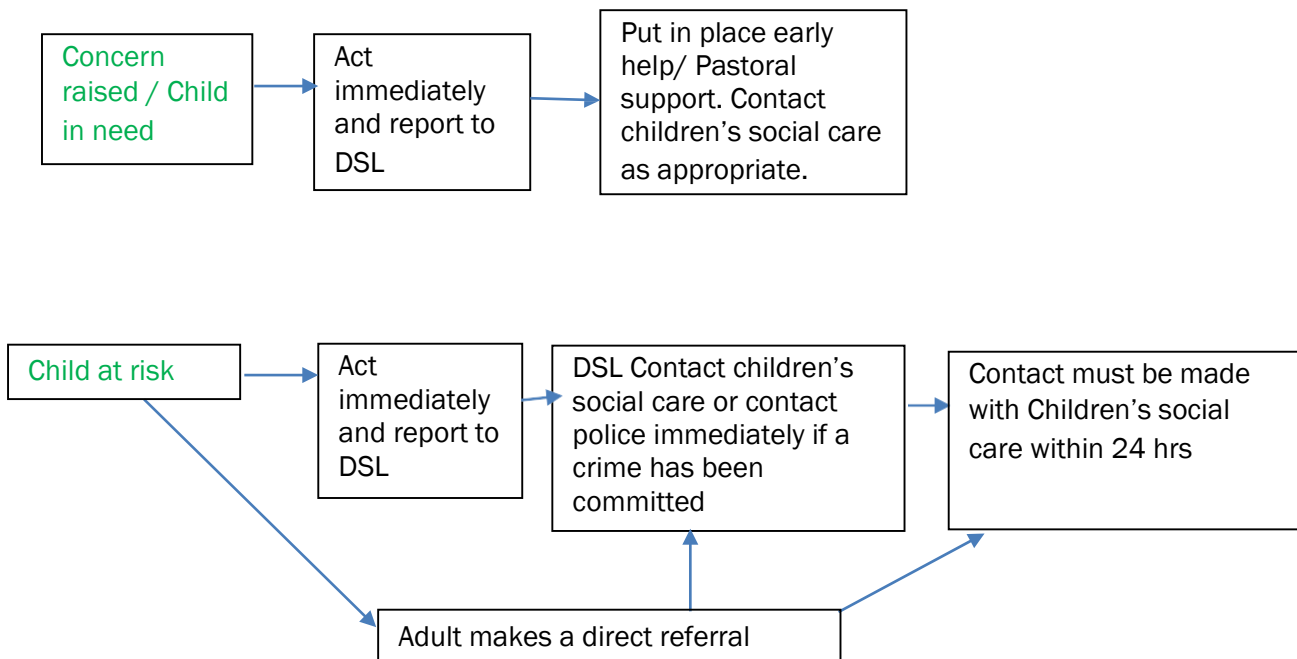
- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impeded any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children and Families' Service because a child is suffering, or is likely to suffer, significant harm and if this needs to be undertaken immediately. (In the event of a referral being made, this will be followed up with a written referral with the relevant agencies within 24 hours of the suspicion or allegation of abuse.)

OR

- Not to make a referral at this stage. (If agreed with the Children and Families' Service / Emergency Duty Team / LADO.)
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment (e.g. Common Assessment Framework - 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. (See Appendix 1 for link to referral form)

Summary of responses:



3.6 ACTION FOLLOWING A CHILD PROTECTION REFERRAL

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

The Designated Safeguarding Lead (or, in their absence, another appropriate member of staff) 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, and support the child and their family.
- 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 relevant NYSCB procedures: <http://www.safeguardingchildren.co.uk/professionals/professional-resolutions>
- Where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or concerns, departures from the Child Protection Plan, child moves/goes missing/is removed from school or fails to attend school.

3.7 RECORDING AND MONITORING

The Designated Safeguarding Lead will review all monitoring arrangements in the timescale and manner determined by circumstances. These details will then be recorded and clearly understood by all parties concerned in the particular case.

The College will record:

- Information about the child: name (plus any other names the child is known by), address, date of birth, 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 Child Protection 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).
- Diagram indicating position, size and colour of any injuries (not photograph). See **appendix 2** for a possible diagram to be used.
- Words child uses, (not translated into 'proper' words).
- Non-verbal behaviours.

The College will monitor any cause for concern including where there could be serious child welfare concerns:

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

All Child Protection 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 Head and Designated Safeguarding Lead. These records will be copied and transferred as soon as possible to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. Along with the CP File, a record will be kept of when and to which establishment the copy CP file was sent. The final school will retain the CP File until at least the child's 25 birthday.

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

The DSL will retain all original copies of Child Protection files until at least the child's 25 birthday at which time they will be amalgamated in to the general pupil files and transferred to archive storage.

In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of, child sexual abuse or child sexual exploitation; 50 years from the date of birth of the pupil involved should be a sufficient period of retention but this should be kept under review. All other records of allegations are to be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the GDPR 2018 and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.

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

3.8 SUPPORTING THE CHILD AND PARTNERSHIP WITH PARENTS

- The College recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavor 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.

3.9 HISTORIC ABUSE

In the event that a case of 'historic abuse' is reported to the College, it will be treated with the same level of care and concern as a current Child Protection case. Therefore, the guidance given to staff in Section 3.2 'Responding to Disclosure' and Section 4 'Allegations regarding person(s) working in or on behalf of the College' still applies.

The Head and DSL should be informed at the earliest possible opportunity, and they will check the school archives to determine if the case had previously been investigated, and then decide whether the LADO and/or the police should be contacted for guidance or a new referral made.

Any member of staff or volunteer at the College has an obligation to report to the Head or the Chairman of Governors any matters of concern relating to safeguarding that are brought to their attention, no matter when these occurred.

SECTION 4

Allegations regarding person(s) working in or on behalf of the College (including volunteers)

Where an allegation is made against any person working in or on behalf of the College (including where that person is no longer working in or on behalf of the College and/or the allegation is historical) that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates s/he would pose a risk of harm or is unsuitable to work with children.

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

The College will always follow:

- the NYSCB procedures Section 10 *Managing Allegations against Staff & Volunteers*
<http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff>
- DfE Guidance *Keeping Children Safe in Education* September 2018
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- and NYCC Guidance <http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>

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 by the Designated Safeguarding Lead or the Head.

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. The College will operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations. If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. If an allegation is not substantiated, is unfounded or malicious, it will not be referred to in any employment reference.

Initial Action

- The person who has received an allegation or suspicion of abuse, or witnessed an event, **MUST** immediately inform the Head and make a record and have regard to the previously mentioned Whistleblowing policy and procedure.
- In the event that an allegation is made against the DSL the matter must be reported to the Head.
- In the event that an allegation is made against the Head the matter must be reported to the Chairman of Governors who will proceed as the 'Head'. (The Head should not be informed.)
- The Head 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 Head 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 Head will consult with Local Authority Designated Officer (LADO) (**See Appendix 1 for contact information**) in order to determine if it is appropriate for the allegation to be dealt with by the College, 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 Head will inform the Chairman of Governors of any allegation.
- Following guidance from the LADO, the member of staff *may* be immediately suspended and escorted from school property pending further investigations. In the event of such a suspension all College keys held by the member of staff must be handed to the Head or Business Manager. It may also be necessary to change codes on doors and alarms as a result of such a suspension.
- In the case of a member of residential staff being suspended pending any investigation of a child protection nature, arrangements will be made for them to be accommodated away from the College site.
- A senior colleague will keep in close contact with any member of staff who is suspended to offer support and information regarding the progress of the investigation.
- Colleagues who find themselves in this situation are strongly advised to consult their union at the earliest possible opportunity.

Any allegations made against volunteer workers, contractors or other persons connected with the school would follow the procedure for employees.

We ensure that where the College ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the DBS as soon as possible and in any event within one month; ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a pupil teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

In addition, if the person being referred to the DBS is a teacher the College will also consider referring the case to the Teaching Regulation Agency. The TRA is responsible for the regulation of teachers in respect of serious misconduct.

Early Years Foundation Stage (EYFS)

This whole of this policy covers the whole school – including EYFS

In addition to the actions listed above, schools with EYFS provision (registered with OfSTED) have a statutory requirement to report to OfSTED any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the actions taken in respect of these allegations.

OfSTED must be informed as soon as reasonably practicable, but at the latest within 14 days of the allegations being made. A school that, without reasonable excuse, fails to comply with this requirement commits an offence. Please also see the additional requirements outlined in **EYFS 2014**.

EYFS-specific policies and procedures relating to safeguarding such as – Interim Policy’, ‘Missing Child’, ‘Intimate Care’ and ‘Use of Phones and Cameras’ as well as guidance for staff on matters such as toileting and staffing ratios are available to parents on request and are issued to all EYFS staff.

Extract from the EYFS Phone and Camera Policy:

Parental consent is requested to take photographs and use video recorders. Photographs will be stored on the EYFS computer which is password protected, until the pre-school ceases to operate. Should this occur then all photographs will be shredded or deleted from the EYFS computer. The EYFS digital cameras, school mobile phone, iPad and memory cards must not leave the school setting. Photos are printed in the setting by staff and images are then removed from the camera’s memory. Photographs may be taken during indoor and outdoor play and displayed in albums or the child’s development records. Simple software keeps all photos and comments in a central secured server so there is no risk in the Little Owls setting. Often photographs may contain other children in the background. Events such as, Sports day, Outings, Christmas and Fundraising Events may be recorded by video and photographed by staff and parents/carers but always in full view of all those attending. On occasion we might like to use photographs of the children taking part in an activity to advertise and promote the school via our website etc; permission is sought for this at the start of the year.

Many mobile phones have inbuilt cameras so Little Owls staff mobile phones should be turned off and left with personal belongings in the office lockers, Reception staff phones are also left with personal belongings except for break times, when they are carried on the person. Visitors may only use their phones outside the building.

Cameras and mobile phones are prohibited in the toilet or nappy changing areas. Staff are asked not to make personal calls during their working hours. However, in urgent cases, a call may be made or accepted if deemed necessary and by arrangement with the Supervisor. The Little Owls mobile phone is carried by the outdoor person when on duty outdoors or on offsite visits.

The person designated to take lead responsibility for safeguarding children within the EYFS setting, and for liaising with local statutory children’s service agencies, is Chris Barker, Head of the Prep School.

Appendix 1 – CONTACTS

Designated Safeguarding Lead	Tim Cashell	Internal extension: 331 Office: 01723 360 602 Mobile: 07942 704957 Home: N/A
Deputy Designated Safeguarding Lead	Julie Walsh	Internal extension: 309 Mobile: 07875 673571
Head	Guy Emmett	Internal extension: 206 Mobile: 07717 185359
Head of Prep School (DSL for Prep, including EYFS)	Chris Barker	Internal extension: 234 Office: 01723 380 606 Home: 01653 696 740 Mobile: 07989 655573
Deputy DSL	Caroline Brown	Internal extension: 236 Mobile: 07846 407394
Healthcare Practitioners / School Nurse	Linda Pinkney	Internal extension: 212 Office: 01723 380 604 Linda Mobile: 07764 612567
Nominated Governor	James Cliffe	Work: 01723 373 891 Mobile: 07792 308612

NORTH YORKSHIRE POLICE

101 – ask for the Serious Crime Team

**DISCLOSURE AND BARRING SERVICE
DBS Helpline**

PO Box 181, Darlington. DL1 9FA
03000 200 190

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

THE NSPCC WHISTLEBLOWING HELPLINE is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

Contact details

If you have concerns about a child you wish to refer, or discuss, please use the following contacts: **For advice please ask to speak to a Team Manager in your area**

Name:	NYCC Customer Service Centre
Address:	County Hall East Block Northallerton DL7 8AH
Email:	social.care@northyorks.gov.uk
Tel:	01609 780 780

For other contact details, please see www.northyorks.gov.uk

Referral to Children & Families Service

Professionals in all agencies have a responsibility to refer when it is believed or suspected that a child:

- Has suffered significant harm and /or;
- Is likely to suffer significant harm and/or;
- Has developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent).

If you are worried about a child or a young person under the age of 18, you should contact the Children & Families' Service through the Customer Service Centre. A written confirmation of the referral must be completed and submitted within 48 hours. Where possible, North Yorkshire CYPS request that you use their official referral form (see link below) to ensure that all relevant information is provided to ensure that the referral can be progressed as effectively as possible.

To access the form please click on one of the links below:

- <http://safeguardingchildren.co.uk/admin/uploads/forms/cfs-referral-form-v2-2.docx>
- <http://www.safeguardingchildren.co.uk/referral-process>
- <http://www.safeguardingchildren.co.uk/section-5-procedures.html>

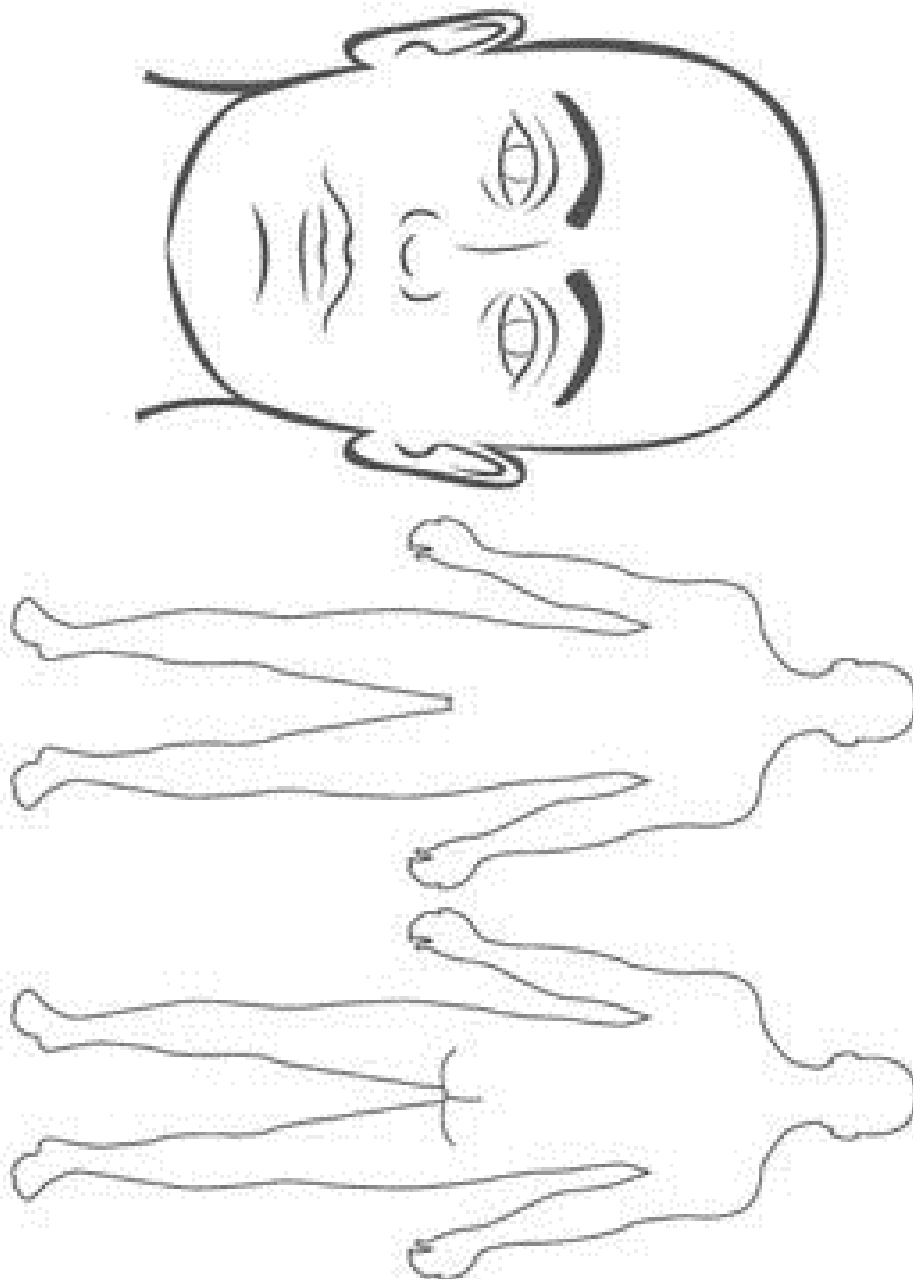
Partnership sharing information form (for reporting info to Police).

<https://docs.google.com/document/d/1vAmo64WEs4X1NfLZeFwBS2VklGK5JjiiUoPqiHdDnr4/edit#>

Appendix 2

Diagram to be used to record injuries – PHOTOGRAPHS SHOULD NOT BE TAKEN

This diagram should be accompany a 'Safeguarding Note of Concern' or a formal referral form. Indicate the size, colour and position of any injuries seen:



Name of child:		Date:	
Name of person reporting:		Time:	
Any other information:			

Scarborough College - Safeguarding Children - Note of Concern

Name of child:		Tutor Group / Form:		Date:
<p>Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Keep the account factual. Please continue on the reverse if necessary. If any injuries are seen please record these on a diagram – do not take photographs.</p>				
Name and role of person reporting the concern:		Signature of person reporting the concern:		
How did you become aware of the issue? Please circle		Observation	Disclosure	
Reported to:		Date and time report completed:		
<p>Outcome: Please include the outcome of the discussions with parents/carers where this is appropriate.</p>				
Further action: Please circle below:				
Continue to monitor	Advice from Social Care	Meeting of SMT / CP Team	Refer to Social Care / Police	
Signature of SMT / DSL for Child Protection:		Date:		

Appendix 3

Websites

North Yorkshire Safeguarding Children Board
(CP Procedures and Training) www.safeguardingchildren.co.uk
CAPE (Child Protection in Education) www.cape.org.uk

Keeping Children Safe

Sexual abuse www.parentsprotect.co.uk
Metropolitan Police www.safe.met.police.uk/index.html
Cyberbullying www.digizen.org
KS2/3 www.dotcomcf.org
Bullying & child abuse www.kidscape.org.uk
www.childline.org.uk
www.nspcc.org.uk
Domestic Violence www.idas.org.uk
Internet Safety www.ceop.gov.uk

Documents

DCSF/DfE Documents www.education.gov.uk/schools

Training Materials

Online Basic Awareness Training www.safeguardingchildren.co.uk

Appendix 4

Roles and responsibilities: Details.

The Governing Body should ensure that:

- The College complies with the Local Authority's arrangements to promote cooperation between the Local Authority, the College and relevant partners and organisations who are engaged in activities relating to children.
- The College contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children.
- There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- They appoint a named Governor with specific responsibility for Child Protection, who will undergo Child Protection Training and refresher training at three-yearly intervals, to take leadership responsibility for the school's safeguarding arrangements.
- The members of the board with specific responsibility for Staff Recruitment and Child Protection receive appropriate and up-to-date Child Protection and Safer Recruitment Training, and that refresher training takes place every four years.
- The College 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 College website or by other means.
- All staff and governors read at least Part One and Annex A of DfE statutory Guidance 'Keeping Children Safe in Education' September 2020.

- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of KCSiE 2020.
- All staff undertake appropriate child protection training.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSiE) and the need for a Deputy DSL is reviewed.
- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Information regarding the role of the DSL is provided to all staff and volunteers on induction.
- A designated teacher is appointed 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 College has a staff behaviour policy (code of conduct) which should, amongst other things, include staff/pupil relationships and communications including the use of social media. This should be provided to all staff – including temporary staff and volunteers – on induction.
- The College operates safe recruitment procedures and has written recruitment and selection policies and procedures in place, to prevent those 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 ensures volunteers are appropriately supervised.
- At least one person on any appointment panel has undertaken safer recruitment training.
The College has a staff Code of Conduct which, amongst other things, 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 College has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- The Chairman of Governors is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) and /or partner agencies in the event of allegations of abuse being made against the Head.
- Where services or activities are provided on the College premises by another body, that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the College on these matters where appropriate.
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through relationship and sex education (RSE).
- Children are safeguarded from potentially harmful and inappropriate online material.
- Appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- There are procedures in place to handle allegations that a child has harmed another child (peer on peer abuse) and these are followed by all staff.
- The College has due regard in particular to the duty to PREVENT people from being drawn in to terrorism; to report known cases of female genital mutilation (FGM) and to follow procedures when a child goes missing from education. (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 school on these matters where appropriate. Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

- They undertake an annual review of the College policies and procedures relating to safeguarding and the efficiency with which the related duties have been discharged – an annual ‘Safeguarding Audit’ should be carried out in line with the NYSCB Audit Tool.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.

The Head should ensure that:

- The policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented, and followed by all staff.
- 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.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- A report is sent to the DBS (within one month of them leaving the College) regarding any person (whether employed, contracted, a volunteer or a pupil) whose services are no longer used because he or she is considered unsuitable to work with children. For full details and to download a copy of the referral form see: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- In addition, if the person is a teacher the College will also consider referring the case to the National College for Teaching and Leadership. The National College is responsible for the regulation of teachers in respect of serious misconduct. This may happen where a teacher is dismissed (or would have been dismissed had s/he not resigned) and a prohibition order may be appropriate, because of ‘unacceptable professional conduct’, ‘conduct that may bring the profession in to disrepute’, or a ‘conviction at any time for a relevant offence’. For full details and to download a copy of the referral form see: <https://www.gov.uk/government/collections/teacher-misconduct>

Designated Safeguarding Lead (DSL)

The College has appointed a senior member of staff with the necessary status and authority – the Designated Safeguarding Lead (DSL) - to be responsible for matters relating to Child Protection and Welfare.

In the absence of the DSL, or if the DSL is him/herself the subject of a complaint, the designated Deputy DSL will take responsibility for Child Protection issues within the College and carry out all the related duties of the DSL. The DSL and the Head must ensure that there is always cover for this role including arrangements during school holidays.

The main responsibilities of the DSL are:

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- 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.
- To be fully conversant with the Local Authority and College Child Protection & Safeguarding Policy and Procedures and to liaise with the LADO.
- To be available to all staff in the College community for consultation on Child Protection issues, and act as a source of support, advice and expertise within the College.
- Liaise with staff (especially the pastoral team, medical centre team, IT technicians and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral.

- To coordinate the Child Protection Procedures within the College.
- To monitor the keeping, confidentiality and storage of records in relation to Child Protection, including monitoring and updating records of pupils in the College who are subject to a Child Protection Plan as notification is received.
- To ensure that appropriate action is taken in College and that procedures are followed in actual or suspected cases of abuse.
- To inform the Social Services Department (SSD) Child Protection Coordinator in writing when a child who is subject to a Child Protection Plan moves to another school, and to inform the new school of the child's status.
- To take part in strategy meetings, initial child protection conferences or reviews, and core groups as required. In the event that the DSL cannot attend, the DSL should ensure that a key member of staff attends. Where this is not possible, the DSL must provide a written report to the conference / meeting / group as required. (It is acknowledged that this should only occur rarely as the involvement of College staff is vital given the close involvement with the child.)
- Carry out an annual review of the Child Protection Policy and Procedures, assess how the duties have been discharged, and report on these findings to the Governing body via the Designated Governor and/or Chairman. This review will generally be in the Spring Term.
- Ensure that the DSL, Deputy DSL and other relevant staff have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals.

Referrals

The DSL will:

- Advise and act upon all suspicion, belief and evidence of abuse reported to him / her.
- Refer all cases of suspected abuse to the local authority children's social care.
- Support staff who make referrals to local authority children's social care.
- Contact the duty social worker or the duty education welfare / social worker / LADO within 24 hours to seek advice on concerns brought by staff, volunteers or pupils. **(See Appendix 1 for number)**
- Check whether or not the pupil or pupil's family involved is known to the SSD.
- Formally refer cases of suspected abuse or allegations to the relevant investigating agencies within 24 hours of the disclosure or suspicion of abuse.
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Working with others:

- Liaise with the Head to inform them of issues (especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations) and actions taken, and ensure there is always cover for this role. (Unless the Head is the subject of the complaint - in this situation the DSL will liaise directly with the Chairman of Governors.)
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- As required, liaise with the "case manager" (as per KCSiE Part four) and the LADO for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training:

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Undertake Prevent awareness training.
- Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the College's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

The DSL will:

- Maintain an ongoing training programme for all College employees, and ensure that this training is current and relevant.
- Ensure that all staff have access to and understand the College's Child Protection policy, and are reminded of the provisions in this policy every Spring Term.
- Ensure that all staff have initial induction training in Child Protection.
- Check annually with the HR Department that all College staff are up-to-date with Child Protection training and follow up in cases where staff are found not to be up-to-date with training. (Refresher training must be completed every 3 years.)
- Keep detailed, accurate, secure written records of any incidents and concerns.
- Ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the PSHE programme.
- Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Raising Awareness

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

- Ensure that the College's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body 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 College in this, with the aim of avoiding later conflict.
- Link with the NYSCB to ensure that all staff are aware of training opportunities and the latest policies on safeguarding.

Child Protection File:

- When a child leaves the College, ensure the child protection file is copied and transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt.
- The College will retain the original CP file until at least the child's 25 birthday (if we are the final school) along with a record of when and to which establishment the copy was sent (if appropriate).
- The College must have regard to any other requirement requiring longer retention period: The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry. Please see details: <https://www.iicsa.org.uk/letter-to-local-authority-ceos>
- Ensure that, if a child goes missing or leaves to be educated at home, then a copy of the child protection file should be forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE – ensuring secure transit and confirmation of receipt.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.

Availability:

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

All staff and volunteers should:

- Fully comply with the College's policies and procedures.
- Attend appropriate training.
- Inform the designated person of any concerns.
- Read and understand at least Part One & Annex A of *Keeping Children Safe in Education* September 2020 and, in particular, will:
- Have due regard to the duty to PREVENT people from being drawn into terrorism; report known cases of female genital mutilation (FGM), and follow procedures when a child goes missing from education.
- Where there are concerns about another staff member, refer these concerns to the Head.
- Where there are concerns about the Head, refer these concerns to the Chair of Governors.
- Raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime via **Whistleblowing** procedures.
- Be aware of systems within the College which support safeguarding and these should be explained to them as part of staff induction. This includes: the College's child protection policy; the College's staff behaviour policy (code of conduct); and the identity and role of the DSL.
- Receive appropriate child protection training which is regularly updated.
- Receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Where there are concerns about a child, raise these with the DSL
- Understand that, whilst anyone can make a referral to Children and Families' Service, that the correct College 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.