

Great Smeaton Academy Primary School

**Safeguarding and Child Protection Policy**

**Aims of our Policy**

To ensure that children are effectively safeguarded from the potential risk of harm at Great Smeaton Academy Primary School and that the safety and well-being of the children is of the highest priority in all aspects of the school’s work.

To ensure that appropriate action is taken in a timely manner to safeguard and to promote the children’s welfare.

To help the school maintain its ethos whereby staff, children, parents and Governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

**Purpose of this Policy**

To ensure that all members of the school community:

* are aware of their responsibilities in relation to safeguarding and child protection.
* know the procedures that should be followed if they have a cause for concern.
* know where to go to find additional information regarding safeguarding.
* are aware of the key indicators relating to child abuse.
* fully support the school’s commitment to safeguarding and child protection.

**Principles**

This policy is based on the Department for Education’s statutory guidance, **Keeping Children Safe in Education** and **Working Together to Safeguard Children**, and the **Governance Handbook**.

Keeping children Safe in Education contains information on what schools should do and sets out the legal duties with which schools must comply. It should be read alongside statutory guidance ‘Working Together to Safeguard Children 2015’ which applies to all the schools referred to above, and departmental advice, *‘What to do if you are worried a child is being abused 2015- Advice for practitioners’.*

We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

* Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of children
* The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
* Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of children at the school
* The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
* Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
* Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
* The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
* Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
* Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
* The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006, which set out who is disqualified from working with children
* This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

Everyone who encounters children and their families has a role to play in safeguarding children. School staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children.

The Teachers’ Standards 2012 state that teachers, including Head Teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the children in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities.

In order to achieve this, all members of staff (including volunteers and Governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm. All staff are aware of signs of abuse and neglect, with updated guidance being shared during staff briefings. Alongside this, staff have their safeguarding training updated. All staff members are reminded to maintain the attitude of ‘it can happen here’ with regards to safeguarding and the welfare of children.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children’s worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child’s welfare.

In our school, if we have suspicions that a child’s physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by NYCC Safeguarding Children Board

**Definitions**

**Safeguarding and promoting the welfare of children** means:

* Protecting children from maltreatment
* Preventing impairment of children’s health or development
* Ensuring that children grow up in circumstances consistent with the provision of being safe and effective
* Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

**Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

* Have special educational needs or disabilities
* Are young carers
* May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
* Have English as an additional language
* Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
* Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
* Are asylum seekers

**A - Roles and Responsibilities**

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of NYCC Safeguarding Children’s Board. Our policy and procedures also apply to extended school and off-site activities.

**Designated Member of Staff**

Our Designated Safeguarding Lead (DSL) is Bernie Greenwood (Head Teacher). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

*Bernie Greenwood can be contacted by phone on 01609 881349 or by email bgreenwood@greatsmeatonschool.co.uk*

When the DSL is absent, the Assistant Head – Ralph Goodchild will act as DSL.

The DSL will be given the time, funding, training, resources and support to:

* Provide advice and support to other staff on child welfare and child protection matters
* Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
* Contribute to the assessment of children
* Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep those who need to be informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The school recognises that:

* + The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
  + All members of staff (including volunteers) must be made aware of who this person is and what their role is.
  + The designated person will act as a source of advice and coordinate action within the school over child protection cases
  + The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
  + They should possess skills in recognising and dealing with child welfare concerns.
  + Appropriate training and support should be given in line with the statutory guidance that the designated person attends updates yearly and full training bi-annually.
  + The designated person is the first person to whom members of staff report concerns.
  + The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the NYCC Safeguarding Children Board.

To be effective they will:

* + Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children’s Social Care and other relevant agencies over suspicions that a child may be suffering harm.
  + Cascade safeguarding advice and guidance issued by the NYCC Safeguarding Children Board.
  + Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.
  + Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy.
  + Liaise with the Head Teacher (if not Head Teacher) to inform her of any issues and on-going investigations and ensure there is always cover for the role.
  + Ensure that this policy is updated and reviewed annually, and work with the designated Director for child protection regarding this.
  + Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
  + Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents’ awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
  + Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15-day national requirement, separately from the main file, and addressed to the designated person for child protection.
  + Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child’s name can be included on the database for missing children.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training.

They should:

* + Attend training in how to identify abuse and know when it is appropriate to refer a case
  + Have a working knowledge of how NYCC Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
  + Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and Governors.
  + Ensure members of staff have regular annual training and up-dates
  + Undertake Prevent awareness training
  + Make themselves known to all staff, volunteers and Governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

**All Staff**

All staff will read and understand Part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school’s safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government’s anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, where applicable.

All staff will be aware of:

* Our systems which support safeguarding, including the staff code of conduct; the role of the designated safeguarding lead (DSL), the Behaviour Policy, and the safeguarding response to children who go missing from education
* The early help assessment and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
* The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play
* What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
* The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

**Designated Governor**

The Governing Body has an overarching role in ensuring that policies, procedures and training in school is effective and in line with LSCB procedures and current legislation.

The Designated governor for Safeguarding at this school is: Leah Shaw and can be contacted through the school office.

Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than bi-annually, to ensure that:

* + The school is carrying out its duties to safeguard the welfare of children at the school;
  + Hold regular monitoring meetings with designated safeguarding lead
  + Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
  + Child protection is integrated with induction procedures for all new members of staff and volunteers
  + The school follows the procedures agreed by NYCC Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
  + Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
  + Where safeguarding concerns about a member of staff are raised, take appropriate action in line with NYCC Safeguarding Children Board Procedures
  + Governors are aware of the new guidelines for example on filtering to teach online safety, and act upon new guidelines and legislation.

**Head Teacher**

The Head Teacher is responsible for the implementation of this policy, including:

* Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
* Communicating this policy to parents when their child joins the school and via the school website
* Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
* Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
* Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
* Ensuring the relevant staffing ratios are met, where applicable
* Making sure each child in the Early Years Foundation Stage is assigned a key person

**Recruitment**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in ‘Safeguarding Children and Safer Recruitment in Education’; in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school (refer to our Recruitment and Selection Policy):

* + Identity checks to establish that applicants are who they claim to be
  + Academic qualifications, to ensure that qualifications are genuine
  + Professional and character references prior to offering employment
  + Satisfy conditions as to health and physical capacity
  + Previous employment history will be examined and any gaps accounted for.
  + DBS checks e.g., through birth certificate, passport, new style driving licence

**Interview/appointment panels**

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

**Induction and training**

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know our purpose, values, services and structure, as well as identifying and reporting abuse and confidentiality issues.

All new staff at the school will receive child protection information (Keeping Children Safe in Education) and a copy of this policy on starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively.

Staff will attend regular refresher training.

**B - Recognising abuse and taking action**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

**If a child is in immediate danger**

*Where there are significant immediate concerns about the safety of a child or children, professionals should contact the Customer Contact Centre on (01609) 780780 or the police on 999.  For further information please refer to the NYSCB Referral and Assessment Procedure.*

**Worried about a child?**

Where you believe there is immediate risk of significant harm to a child or young person the North Yorkshire Police should be contacted on 999.

Where you have urgent concerns regarding a child or young person’s mental health, please call CAMHS crisis service. .

* **Hambleton and Richmondshire** - 0300 0132000 (Option 6), 7 days a week, 24 hours
* **Harrogate and Ripon** - 01423 544335, 7 days a week
* **Selby and Easingwold** - 01904 615348, 7 days a week, 10am –10pm
* **Scarborough and Ryedale** - 01723 346502, 7 days a week, 10am-10pm
* **Whitby** - 01723 346502, 7 days a week, 24 hours
* **Craven** - 01274 221181, 7 days a week, 24 hours

For urgent Safeguarding concerns please call the Contact Resolution Centre on 01609 780780.

**If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

* Listen to and believe them. Allow them time to talk freely and do not ask leading questions
* Stay calm and do not show that you are shocked or upset
* Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
* Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a

secret

* Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
* Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly and tell the DSL as soon as possible that you have done so.

**If you discover that FGM ( Female Genital Mutilation ) has taken place or a child is at risk of FGM**

The department for Education’s Keeping Children Safe in Education explains that FGM comprises ‘*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs*’.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a child has already been subjected to FGM, and factors that suggest a child may be at risk, are set out in Appendix 2.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **child under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a child is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine children.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **child under 18** must speak to the DSL and follow our local safeguarding procedures.

**Any member of staff** who suspects a child is *at risk* of FGM must speak to the DSL and follow our local safeguarding procedures.

Local safeguarding procedures: http://www.NYCCsafeguardingboards.co.uk/media/1438/female-genital-mutilation-december-2017-v32.pdf

In addition to the mandatory reporting duty, you may consider making a referral into Children’s Services, Children’s Access Point in line with DSCB Child Protection Procedures.

**If you have concerns about a child (as opposed to a child being in immediate danger)**

Flow Chart 1 (below) illustrates the procedure to follow if you have concerns about a child’s welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action.

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

**Early help assessment**

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

**Flow Chart 1 – Referral of a child not in Immediate Danger**

**Child’s case is referred to the Local Authority**

Feedback to referrer on next course of action

Social worker, with their manager acknowledges receipt of referral and decides on next course of action within **one working day**

Assessment required –section 17 or section 47 of the Children Act 1989

Provide help to child and family from universal and targeted services

No further LA children’s social care involvement at this stage: other action may be necessary e.g onward referral, early help assessment/services

Concerns about child’s immediate safety

See flow chart 3 on assessment

**See flow chart 2 on immediate protection**

**Referral**

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child’s situation improves.

#### ****Making a referral****

If you believe the situation is urgent, please contact the Customer Contact Centre directly by telephone (01609 780708) to make a telephone contact.

When contacting the Centre the referrer should:

* Clearly identify themselves, their agency/relationship with the child(ren) and family,
* Give details of where they can be contacted.
* Provide as much relevant family information as possible and, clearly stating the name of the child, the parents/carers and any other children known to be in the household, the dates of birth and addresses, any previous addresses known, ethnicity and religious status (if known)
* Provide details of any special needs or communication needs of either the child or any family member
* State why they feel the child is suffering, or is likely to suffer, significant harm.
* Share their knowledge and involvement of the child(ren) and family
* Share their knowledge of any other agency involved
* Indicate the child’s, parent’s/carer’s knowledge of the referral and their expectations
* Ensure they record within their agency files the concerns and action taken

**Customer Contact Centre Screening Team**

When taking a referral, the case will be passed to the designated Customer Contact Centre Screening Team Specialist Officer who will establish as much of the following information as possible:

* Full names ( including aliases and spelling variations), date of birth and gender of the child(ren);
* Family address and ( where relevant) school/ nursery attended;
* Identity of those with parental responsibility;
* Names and dates of birth of all household members;
* Ethnicity, first language and religion of the children and parents;
* Any special needs of children or parents;
* Any significant/important recent or historical events/incidents in the child or family's life;
* Cause of concern including details of any allegations, their sources, timing and location;
* Child's current location and emotional and physical condition;
* Whether the child needs immediate protection;
* Details of the alleged perpetrator, if relevant;
* Referrer's relationship and knowledge of the child and parents;
* Known involvement of other agencies/ professionals; and
* Information regarding parental knowledge of, and agreement to, the referral.

The Customer Contact Centre Screening Team will carry out an initial screening of the referral and identify the most appropriate course of action.

This may include (but not limited to):

* Transfer to the Prevention Service (within two working days of the referral)
* Referral to Children’s Social Care (within one working day of the referral)
* Link to an existing referral, (within one working day of the referral)
* Referral to another agency (within one working day of the referral)
* The provision of information or advice (within five working days of the referral)
* No further action

Depending on the initial screening of the case, the Customer Contact Centre Screening Team will record the information on the Children’s Social Care Case Management System as either a contact or a referral.

Where it is intended that Children’s Social Care/Disabled Children’s Service will take action in relation to the information forwarded to the Customer Contact Centre Screening Team a referral to the relevant team in Children’s Social Care/Disabled Children’s Service is raised.

In all cases the Customer Contact Centre Screening Team will record the decision making rationale on the Children’s Social Care Case Management System to ensure that a full record of decisions is maintained and the referrer will be informed of the outcome of that decision.

### **Referrals to the Emergency Duty Team (EDT)**

The Emergency Duty Team accepts all referrals where concerns regarding significant harm of a child are raised outside of normal working hours.

Referrals to EDT are generally taken over the telephone. The referrer should supply as much detail as possible and EDT will input the information directly onto the Children’s Social Care Case Management System where a child or young person is known to Children's Social Care/Disabled Children’s Service.  Where a child is not known to Children’s Social Care/Disabled Children’s Service, the EDT will make a direct referral to the Customer Service Centre Screening Team to be included on the system when staff return to duty.

Depending on the content of the referral and the information received, the action taken by EDT will vary.

Where there are child welfare concerns the EDT member receiving the referral will consult with the EDT Manager or Team Manager on duty, and then make all the enquiries of relevant agencies that are available, checking records wherever possible.

The EDT Manager/ Team Manager may make any necessary immediate child protection enquiries after initiating a strategy meeting/discussion.

Where there are child protection concerns, as a minimum the EDT Manager or Team Leader will convene a Strategy Discussion.  This must involve the Police and Health where possible.  It is recognised that in such emergency situations relevant information from agencies involved with the child may be obtained via verbal checks made with those agencies and may include any other agencies known to the family that are working at the time. Enquiries will be undertaken by EDT when circumstances suggest this is required immediately.

If concerns are raised about a child subject to a Child Protection Plan from another local authority or there are immediate child protection concerns for a child visiting North Yorkshire, the EDT will contact that local authority immediately.  Responsibility for conducting any child protection enquiries will remain with the EDT until arrangements are made with the other relevant local authority for them to progress any further action.  The North Yorkshire EDT will take immediate action to secure the safety of the child or young person.

### **Referrals received by Children’s Social Care**

Upon receipt of the referral in the local team, the relevant Children’s Social Care Manager will allocate the assessment to a Social Worker.

Where the manager identifies that a strategy meeting is required the local Team Manager will take steps to convene a strategy meeting and record the decision and reasons on the Children’s Social Care Case Management system.

The social worker should clarify with the referrer, the nature of the concerns and how and why they have arisen.

The child and family must be informed of the action to be taken.

The Social Worker should see the child as soon as possible if the decision is taken that the referral requires further assessment.

Where requested to do so by Children’s Social Care/Disabled Children’s Service, professionals from partner agencies, such as housing, and those in health organisations have a duty to cooperate (under section 27 of the Children Act 1989) by assisting Children’s Social Care in carrying out its functions.

**Universal Referral Form**

A written referral using the [Universal Referral Form](http://safeguardingchildren.co.uk/admin/uploads/forms/universal-referral-form.doc) that can be found on the NYCC Children’s Safeguarding site and must be completed and submitted within 24 hours of your telephone call.

Any other contacts should be submitted on the “[Universal Referral Form](http://safeguardingchildren.co.uk/admin/uploads/forms/universal-referral-form.doc)”. You must ensure that all relevant information, including parental consent or clear reasons why this has not been obtained, is provided to ensure that the referral can be progressed as effectively as possible. You will receive acknowledgement of your contact being received. Should you not receive this you need to follow the referral up to ensure your information has been received.

Your contact will be forwarded to the Multi Agency Screening Team (MAST) where a decision on the contact next steps will be made within one working day. Multi Agency screening Team (MAST) consists of representatives from North Yorkshire Police, Harrogate and District NHS Foundation Trust, North Yorkshire Prevention Services and North Yorkshire Social Workers. MAST use a Signs of Safety Approach reviewing the Vulnerability Checklist to decide on the most appropriate service for these children and families. Referrers will be contacted within five working days by the appropriate team of the outcome of their contact.

Anyone can make a referral if you are worried about any child and think they may be a victim of neglect or abuse, whether as a member of the public or as a professional.

Professionals in all agencies have a responsibility to refer a child to Children's Social Care 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 (under the age of 18), you should contact the Children and Young People's Service through the Customer Resolution Centre (CRC) to log your concerns, where the information will be reviewed by the Multi Agency Screening Team (MAST). If your concern is outside of normal office hours, you should contact the Emergency Duty Team.

**During Office Hours**

By Phone: 01609 780780

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

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

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

**Outside Office Hours**

Emergency Duty Team (for evenings, weekends and bank holidays): 01609 780780

**North Yorkshire Police**

In an emergency, always ring 999.

You should call 101 to report crime that does not need an emergency response.

Further details can be found at the following address: <https://www.northyorks.gov.uk/contact-us-out-hours>

**Flow Chart 2- Child Needing Immediate Protection**

Decision made by an agency with statutory child protection powers (the police, the local authority (LA) or NSPCC) that emergency action may be necessary to safeguard a child

See flow chart 3

Child in need

Appropriate emergency action taken

Strategy discussion and section 47 enquiries initiated

Relevant agency (taking emergency action) sees child and outcome recorded.

Immediate strategy discussion makes decisions about:

1. Immediate safeguarding action: and
2. Information giving, especially to parents

Relevant agency seeks legal advice and outcome recorded

Immediate strategy discussion between LA children’s social care, police, health and other agencies as appropriate, including NSPCC where involved

No emergency action required

With family and other professionals, agree plan for ensuring child’s future safety and welfare and record decisions, and act on it

**Flow Chart 3- Action taken for an assessment of a child under the Children Act 1989**

Assessment completed in line with local protocol, including a decision course of action **within one working** **day of referral** followed by a timely assessment based on the needs of the child within **45 working days** of the point of referral into LA children’s social care

Review plan and outcomes for child and when appropriate refer to non-statutory services e.g “step down”: or refer for section 47 enquiries or close the case

Social worker with family/other professional agrees next steps within 45 working days e.g could agree the Children in Need (CIN) plan or Child Protection (CP) plan. Coordinates provision of appropriate services.

Assessment continues: services provided if appropriate

Suspect significant harm

Actual or likely significant harm

Social worker discusses next steps including review/decision points with child, family and colleagues

No actual or likely significant harm

**Child in need**

Assessment led by social worker, other professionals contribute

Feedback to referrer

No LA children’s social care support required but other action may be necessary e.g onward referral for help to child and family: referral for an early help assessment

**If you have concerns about Extremism**

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children’s social care directly if appropriate (see ‘Referral’ above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264 that school staff and governors can call to raise concerns about extremism with respect to a child. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

* In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
  + Think someone is in immediate danger
  + Think someone may be planning to travel to join an extremist group
  + See or hear something that may be terrorist-related

**Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, speak to the Head Teacher. If you have concerns about the Head Teacher, speak to the chair of Governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Head Teacher/chair of Governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

**Allegations of abuse made against other children**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of children hurting other children will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

* Is serious, and potentially a criminal offence
* Could put children in the school at risk
* Is violent
* Involves children being forced to use drugs or alcohol
* Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting) If a child makes an allegation of abuse against another child:
* You must tell the DSL and record the allegation, but do not investigate it
* The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
* The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
* The DSL will contact the children and adolescent mental health services (CAMHS) if appropriate We will minimise the risk of peer-on-peer abuse by:
* Challenging any form of derogatory or sexualised language or behaviour
* Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys
* Ensuring our curriculum helps to educate children about appropriate behaviour and consent
* Ensuring children know they can talk to staff confidentially

**Record Keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded. If you are in any doubt about whether to record something, discuss it with the DSL.

This confidential information and any records are stored securely in the Head Teacher’s file situated in her office, and electronically, only available to those who have a right or professional need to see them via the locked filing cabinet.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

In addition

* Appendix 4 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
* Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

**Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

**Mobile Phones and Cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when children are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with children.

Staff will not take pictures or recordings of children on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child’s successes. We do remind parents and carers that such photos or recordings are for personal use only and not to be shared wider for example on social media sites.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow images of children to be used on school websites, publicity, or press releases, without express permission from the parent.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

**C - CONFIDENTIALITY and INFORMATION SHARING**

The school, and all members of staff at the school, will ensure that all data about children is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child’s family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

**D - Conduct of Staff**

The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

* + working alone with a child
  + physical interventions
  + cultural and gender stereotyping
  + dealing with sensitive information
  + giving to and receiving gifts from children and parents
  + contacting children through private telephones/communication devices (including texting), e-mail, MSN, or social
  + disclosing personal details inappropriately
  + meeting children outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and NYCC Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action.

An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Great Smeaton Academy Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

An agreed Whistle Blowing policy in relation to safeguarding (Appendix 5) to supplement the policy has been agreed in order to support the school ethos where children and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

There are a range of mechanisms in place to ensure that children feel comfortable to express their concerns to adults for example:

* + - Through encouragement to discuss issues at school assemblies
    - Via the school council meetings
    - An open approach to discussing issues with staff

**E - Allegations Against Members of Staff** *(see separate policy for detail)*

If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:

* + Committed an offence against a child
  + Placed a child at risk of significant harm
  + Behaved in a way that calls into question their suitability to work with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by NYCC Safeguarding Children Board.

The Head Teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the Head Teacher, when the chair of Governors will handle the school’s response.

The Head Teacher (or chair of Governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO).

NYCC LADO

Karen Lewis

Contact 01609 534200 / 07715540711

**F - Provision to Help Children Stay Safe**

Safeguarding permeates through all aspect of the wider school curriculum. Our robust anti-bullying policy is reinforced regularly. Children who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from staff.

**G - Links with other policies**

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school’s policies on:

* + Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
  + Anti - Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other children can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
  + Complaints Policy
  + Safer Recruitment Policy
  + Staff Code of Conduct
  + Racist incidents
  + Radicalisation Policy
  + Confidentiality
  + Behaviour and discipline
  + Health & Safety
  + Physical Intervention
  + Allegations against members of staff
  + E-safety
  + Whistle Blowing
  + Visitors policy (including work experience)
  + Induction policy
  + Information sharing policy
  + Security Policy
  + Safe use of children’s photographs and / or video

Implementation, Monitoring, Evaluation and Review

* All adults in school have access to this policy and it will be discussed at least annually at staff meetings/training sessions.
* This policy will be reviewed annually by Bernie Greenwood (Head Teacher). At every review it will be approved by the full board of Governors.

Approved: December 2019

For review: December 2020

Appendices

**Appendix 1: Types of Abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

* Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
* Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
* Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
* Seeing or hearing the ill-treatment of another
* Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
* Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

* Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
* Protect a child from physical and emotional harm or danger
* Ensure adequate supervision (including the use of inadequate care-givers)
* Ensure access to appropriate medical care or treatment
* It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Appendix 2: Specific Safeguarding Issues**

Multi-Agency guidance can be found here: http://www.NYCCsafeguardingboards.co.uk/children-safeguarding-board/professionals/multi-agency-guidance/

**Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk.

These include children who:

* Are at risk of harm or neglect
* Come from Gypsy, Roma, or Traveller families
* Come from the families of service personnel
* Go missing or run away from home or care
* Are supervised by the youth justice system
* Cease to attend a school
* Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child’s name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children’s social care team, and the police, if the child is in immediate danger or at risk of harm.

**Child sexual exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

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

* can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
* can still be abuse even if the sexual activity appears consensual;
* can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
* can take place in person or via technology, or a combination of both;
* can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
* may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
* can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic t complex organised abuse:

And

* is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

* children who appear with unexplained gifts or new possessions;
* children who associate with other young people involved in exploitation;
* children who have older boyfriends or girlfriends;
* children who suffer from sexually transmitted infections or become pregnant;
* children who suffer from changes in emotional well-being;
* children who misuse drugs and alcohol;
* children who go missing for periods of time or regularly come home late; and
* children who regularly miss school or education or do not take part in education.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority’s children’s social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

* Appearing with unexplained gifts or new possessions
* Associating with other young people involved in exploitation
* Having older boyfriends or girlfriends
* Suffering from sexually transmitted infections or becoming pregnant
* Displaying inappropriate sexualised behaviour
* Suffering from changes in emotional wellbeing
* Misusing drugs and/or alcohol
* Going missing for periods of time, or regularly coming home late
* Regularly missing school or education, or not taking part in education

**Further information on 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: National crime agency human-trafficking

* 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.

**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**.

**FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a child is at risk of FGM.

Indicators that FGM has already occurred include:

* A child confiding in a professional that FGM has taken place
* A mother/family member disclosing that FGM has been carried out
* A family/child already being known to social services in relation to other safeguarding issues

A girl:

* Having difficulty walking, sitting or standing, or looking uncomfortable
* Finding it hard to sit still for long periods of time (where this was not a problem previously)
* Spending longer than normal in the bathroom or toilet due to difficulties urinating
* Having frequent urinary, menstrual or stomach problems
* Avoiding physical exercise or missing PE
* Being repeatedly absent from school, or absent for a prolonged period
* Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
* Being reluctant to undergo any medical examinations
* Asking for help, but not being explicit about the problem
* Talking about pain or discomfort between her legs

Potential signs that a child may be at risk of FGM include:

* The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
* FGM being known to be practised in the girl’s community or country of origin
* A parent or family member expressing concern that FGM may be carried out
* A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

* Having a mother, older sibling or cousin who has undergone FGM
* Having limited level of integration within UK society
* Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
* Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
* Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
* Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
* Being unexpectedly absent from school
* Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

**Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a child is being forced into marriage, they will speak to the child about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

* Speak to the child about the concerns in a secure and private place
* Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
* Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
* Refer the child to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

**Breast ironing**

Traditional West African Practice involves the pounding the developing breast of young girls with hot objects, most commonly stones, spoons and hammers.

Practice carried out by girl’s mothers or female family members.

Practice carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

**Preventing Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our children to stay safe online t school and at home. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in children’ behaviour

The government website Educate Against Hate and charity NSPCC say that signs that a child is being radicalised can include:

* Refusal to engage with, or becoming abusive to, peers who are different from themselves
* Becoming susceptible to conspiracy theories and feelings of persecution
* Changes in friendship groups and appearance
* Rejecting activities they used to enjoy
* Converting to a new religion
* Isolating themselves from family and friends
* Talking as if from a scripted speech
* An unwillingness or inability to discuss their views
* A sudden disrespectful attitude towards others
* Increased levels of anger
* Increased secretiveness, especially around internet use
* Expressions of sympathy for extremist ideologies and groups, or justification of their actions
* Accessing extremist material online, including on Facebook or Twitter
* Possessing extremist literature
* Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a child, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school’s measures to prevent radicalisation are set out in other school policies and procedures.

**Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using our electronic signing in service and wear a visitor’s sticker with photographic evidence provided.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children or staff.

**Non-collection of children**

If a child is not collected at the end of the session/day, we will put the child into our After School Club and contact the parent. The child will be kept in school until a parent can come and collect them.

Use the information provided on the emergency contact forms and telephone appropriate adults (ensuring that every child has more than one emergency contact on their form).

**Appendix 3: Allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

* Behaved in a way that has harmed a child, or may have harmed a child, or
* Possibly committed a criminal offence against or related to a child, or
* Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

**Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

* Redeployment within the school so that the individual does not have direct contact with the child or children concerned
* Providing an assistant to be present when the individual has contact with children
* Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
* Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
* Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

**Definitions for outcomes of allegation investigations**

* **Substantiated:** there is sufficient evidence to prove the allegation
* **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
* **False:** there is sufficient evidence to disprove the allegation
* **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

**Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Head Teacher (or chair of governors where the Head Teacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

* Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
* Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
* Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
* **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
* **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
* **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
* Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate
* Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
* Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
* Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the DfE.

Where the police are involved, wherever possible the board of Governors will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

**Timescales**

* Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
* If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
* If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

**Specific actions**

**Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services.

**Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school’s personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

**Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual’s contact with the child or children who made the allegation, if they are still attending the school.

**Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Head Teacher, or other appropriate person in the case of an allegation against the Head Teacher, will consider whether any disciplinary action is appropriate against the child(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a child.

**Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority’s designated officer, police and children’s social care services, as appropriate, to agree:

Who needs to know about the allegation and what information can be shared How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality What, if any, information can be reasonably given to the wider community to reduce speculation; how to manage press interest if, and when, it arises

**Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual’s confidential personnel file for the duration of the case. Such records will include:

* A clear and comprehensive summary of the allegation
* Details of how the allegation was followed up and resolved
* Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual’s confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual’s personnel file.

**References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

**Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority’s designated officer to determine whether there are any improvements that we can make to the school’s procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

* Issues arising from the decision to suspend the member of staff
* The duration of the suspension
* Whether or not the suspension was justified
* The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

**Appendix 4: Safer Recruitment and DBS checks – Policy and Procedures**

When appointing new staff, we will:

* Verify their identity
* Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
* Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
* Verify their mental and physical fitness to carry out their work responsibilities
* Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff’s employment and for 2 years afterwards
* Verify their professional qualifications, as appropriate
* Ensure they are not subject to a prohibition order if they are employed to be a teacher
* Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
* Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
* Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual’s personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity**

**Means a person who will be**

* Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
* Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
* Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

**Existing staff**

If we have concerns about an existing member of staff’s suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

* Where the ‘harm test’ is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
* Where the individual has received a caution or conviction for a relevant offence
* If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
* If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

**Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

**Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

* An enhanced DBS check with barred list information for contractors engaging in regulated activity
* An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

**Governors**

* All Governors will have an enhanced DBS check without barred list information, and section 128 check (if necessary)

**Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

**Volunteers**

We will:

* Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
* Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
* Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
* Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
* Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought
* They will have an enhanced DBS check with barred list information if working in regulated activity
* The chair of the board of trustees will have their DBS check countersigned by the secretary of state.
* All trustees, proprietors and local governors will also have the following checks:
* Right to work in the UK
* Other checks deemed necessary if they have lived or worked outside the UK

**Adults who supervise children on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a child under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

**Children staying with host families**

Where the school makes arrangements for children to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

**Appendix 5: Whistle Blowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

***Don't think what if I'm wrong - think what if I’m right***

**Reasons for whistleblowing**

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour

* + To prevent the problem worsening or widening
  + To protect or reduce risks to others
  + To prevent becoming implicated yourself

**What stops people from whistleblowing**

* + Starting a chain of events, which spirals
  + Disrupting the work or project
  + Fear of getting it wrong
  + Fear of repercussions or damaging careers
  + Fear of not being believed

**How to raise a concern**

* + You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
  + Try to pinpoint exactly what practice is concerning you and why
  + Approach the Head Teacher
  + If your concern is about your immediate manager/Head Teacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors.
  + Make sure you get a satisfactory response - don't let matters rest
  + Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
  + A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

**What happens next?**

* + You should be given information on the nature and progress of any enquiries
  + Your employer has a responsibility to protect you from harassment or victimisation
  + No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
  + Malicious allegations may be considered as a disciplinary offence

**Self-reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

**Further advice and support**

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.