# RED KITE
## LEARNING TRUST

# Policy:
# Safeguarding and Child Protection

**Member of Staff Responsible**    **Richard Sheriff**

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**Updated: 23 November 2018: Section C - Rossett Acre**

**Safeguarding**

**CONTENTS**                                                           **Page(s)**

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This document represents one policy that is divided into three sections:
1. **Section A** explains the overview of safeguarding and child protection across the Trust and must be read by all staff.
2. **Section B** explains the procedures surrounding child protection in detail and should be read by those members of staff directly involved in child protection.  The online Trust training is based upon this section and ensures that all staff are fully aware of child protection procedures.
3. **Section C** should be modified by each Trust school and contains named key staff, records of training and further sources of information.

# 1. Introduction

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

The Red Kite Learning Trust (RKLT) is committed to safeguarding and promoting the welfare of Pupils and expects all staff and volunteers to share this commitment.

The trust recognises that the welfare of the pupil is paramount and takes seriously its responsibility to safeguard and promote the welfare of the Pupils in its care.

The trust will act in accordance with Section 175 of the Education Act 2002 and the supporting statutory guidance in Working Together to Safeguard Children (2015), Keeping Children in Education (2016) and school's duty under the Children Act 2004 to co-operate with other organisations and agencies.

The link Trustee for Safeguarding is Dr Tricia Stowell.

Each Local Governing Body (LGB) within the trust is expected to have a link governor for safeguarding.

# 2. RKLT Commitment

RKLT is committed to safeguarding and promoting the welfare of all of its Pupils. Each pupil's welfare is of paramount importance. We recognise that some Pupils may be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that Pupils who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some Pupils who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our Pupils. **Each school within the RKLT will have an appropriately trained Designated Safeguarding Lead and routinely update section C of this policy.**

**All** staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Trust is committed to the monitoring of the application of this policy by:

- DSLs meet half termly with their link governor to review this policy and report on its use in the school. Governors prepare a link report that is sent to the Trust DSL and CEO.
- The Trust's DSL meets with the school's DSLs on a termly basis to review the suitability of the policy and share concerns and cases that are relevant to the effective delivery of their duties. Updates to the Trust and LSCB guidance will also be reviewed at this meeting

- The Trust HR Director reviews the SCR in each school on a regular basis.
- Each school has an annual Peer Review with the support of an independent Education Lead, safeguarding will be a standing item on all reviews within the RKLT to allow an external verification of the efficacy of the policy.
- Safeguarding is a standing item on the agenda of all LGB and Trust meetings.
- Carrying out the annual NYCSB safeguarding audit, reporting the results to the Trustees and following up any points for action.

## 3.    Scope of the Policy

Members, Trustees, Governors, staff and volunteers in this school understand the importance of working in partnership with Pupils, their parents/carers and other agencies in order to promote Pupils' welfare and safety.

All Pupils have the right to be safeguarded from harm or exploitation whatever their
- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

This policy applies to the Chief Executive Officer, all staff (including supply and peripatetic staff), volunteers, Members, Trustees, Governors or anyone working on behalf of RKLT.

## 4.    Definition of Safeguarding

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

A child is anyone who has not yet reached his/her 18$^{th}$ birthday. All Pupils in the trust, including over-18s, follow the remit of this policy.

North Yorkshire Safeguarding Children Board (NYSCB)
 Section 13 of the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that should be represented on LSCBs.

## 5.    Aim of the Policy

The purpose of this policy is to:

- afford protection for the Pupils within the RKLT
- enable staff and volunteers to safeguard and promote the welfare of Pupils
- promote a culture across the RKLT that ensures schools are a safe place to learn

## 6.    Safeguarding Policy
We will endeavour to safeguard Pupils by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- building pupils' resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables Pupils to challenge extremist views.
- making sure all staff and volunteers are aware of and committed to the Safeguarding policy, Working with Young People and the Child Protection policies/procedures within their school. All staff read at least part one of DfE statutory Guidance *Keeping Children safe in Education*.
- **all** staff know what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- sharing information about concerns with agencies who need to know, and involving Pupils and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

Safeguarding covers more than the contribution made to child protection in relation to individual Pupils. It also encompasses all aspects of pupil's health, safety and well-being including:

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- racist, disability and homophobic, transphobic and biphobic abuse;
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard Pupils and staff;
- providing effective guidance to Pupils on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and e-safety;
- children missing education;
- child missing from home or care;
- child sexual exploitation (CSE);
- domestic violence;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;

- gender-based violence/violence against women and girls (VAWG);
- hate;
- mental health;
- preventing radicalisation;
- sexting;
- having robust procedures to ensure Pupils' safety when engaged in learning beyond the classroom, such as educational visits or work experience;
- meeting the needs of Pupils' with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;
- providing first aid.

## 7.    **Prevent Duty**

Radicalisation (prevent strategy)
"the process by which a person comes to support terrorism and forms of extremism leading to terrorism."

Extremism (prevent strategy)
"Vocal or active opposition to fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs."

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The RKLT has assessed the risks associated with extremism and radicalisation in consultation with the local police, Harrogate Borough Council and North Yorkshire County Council. RKLT schools build pupils' resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables Pupils to challenge extremist views.

All staff receive relevant training and are able to identify children who may be vulnerable to radicalisation, and follow the procedures set out in this policy. E-safety across the RKLT puts measures in place to ensure online-safety.

## 8.    **School Central Record**

Each school within the RKLT will hold and keep up to date its School Central Record of Recruitment and Vetting Checks in accordance with DfE guidance 'Safeguarding Children and Safer Recruitment in Education' (paragraph 4.49) which came into effect on 1 January 2007.  The Trust HR team will ensure that each school adopts a standardised approach that meets the requirements of the guidance and provide support to the Headteacher and DSL to make sure they are able to do this.

Schools will maintain an electronic record of the checks which have been carried out on:

- All staff employed at the school
- Supply staff employed by the school
- Supply staff engaged through an agency

- <u>All</u> others who have regular contact with children at the school including:
  - o Volunteers
  - o Governors
  - o Others brought into school to provide additional instruction to pupils e.g. sports coaches, artists etc.
  - o 'Contractors'

The Single Central Record (SCR) will be complete for all persons (listed above) engaged at each school on an ongoing basis – irrespective of how long they are actually at the school.

## 9.    <u>Access Control</u>

All schools with the RKLT are expected to put in place appropriate arrangements to ensure the security of school premises.

# Section B: Child Protection Policy

## 1. Key Terms

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday. All Pupils in the trust, including over-18s in the sixth form, follow the remit of the Policy.

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

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

### 1.1 Physical Abuse
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/carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

watching sexual activities, encouraging children to behave in a sexually inappropriate way, 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.

## 1.4 **Neglect**

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 parents/carers 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.

## 1.5 **North Yorkshire Safeguarding Children Board (NYSCB)**

Section 13 of the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that should be represented on LSCBs.

Working Together to Safeguard Children (2015) provides guidance as to the role and responsibilities of LSCBs and the functions they undertake. This is available from
http://www.workingtogetheronline.co.uk/chapters/chapter_three.html.

## 2. **Introduction**

### 2.1 **Policy Statement on Safeguarding Children**
RKLT recognises that all Pupils have a right to protection from abuse and takes seriously its responsibility to protect and safeguard the welfare of Pupils. We will respond swiftly and appropriately to all suspicions or allegations of abuse, and provide parents/carers and Pupils with the opportunity to voice their concerns. This policy is written in response to:
- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.

- North Yorkshire Safeguarding Children Board (NYSCB) Child Protection Procedures and Practice Guidance www.safeguardingchildren.co.uk;

- *Working Together To Safeguard Children* HM Government 2015 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- *Keeping Children Safe in Education* (KCSiE) DfE 2016

- [https://www.gov.uk/government/publications/keeping-children-safe-in-education--2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

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

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

- Recommendations from national and local Serious Case Reviews

- *Statutory Framework for the Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements* March 2017

## 2.2 **The Policy**

RKLT recognises that children and young people may be the victims of neglect, and physical, sexual and emotional abuse. Accordingly, the trust has adopted the policy contained in this document. This policy sets out agreed guidelines relating to responding to allegations of abuse, including those made against staff and volunteers and recognises the need to build constructive links with the child care agencies.

The policy applies to all staff and volunteers who act on behalf of RKLT and who come directly into contact with Pupils. Every individual has a responsibility to inform a designated person in respect of child protection, of concerns relating to safeguarding Pupils. The designated persons must decide if the concerns should be communicated to Social Care or the Police.

## 3. **RKLT Commitment**

RKLT is committed to safeguarding and promoting the welfare of all of its Pupils. Each pupil's welfare is of paramount importance. We recognise that some Pupils may be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that Pupils who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some Pupils who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our Pupils. Each school in the trust has a Designated Safeguarding Lead named in section C of this policy.

## 4. **Providing a Safe and Supportive Environment**

### 4.1 Safer Recruitment and Selection

RKLT ensures that all appropriate measures are applied in relation to everyone who works in the trust who is likely to be perceived by the Pupils as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service Checks.

Statutory changes, underpinned by regulations, are considered and confirmed as follows:

4.1(a) a DBS Enhanced Disclosure with barred list information is usually obtained for or all new paid appointments to the trust's workforce as the majority are engaged in a regulated activity.

4.1(b) a DBS Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity

4.1(c) we will ensure that any contracted staff are DBS checked where appropriate

4.1(d) each school within the trust will keep a single central record detailing a range of checks carried out on our staff and visitors

4.1(e) all new appointments to the school workforce who have lived outside the                                     UK are subject to additional checks as appropriate

4.1(f)   we will satisfy ourselves that agency and third-party staff have undergone the necessary checks by seeking confirmation from the relevant employer

4.1(g) identity checks will be carried out on all appointments to the school workforce before the appointment is made

4.1(h) In accordance with the January 2010 regulations, we will ensure that any appointments of staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment.  We will provide Ofsted with evidence of this as part of their inspections

4.1 (i) we will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers appointed from September 2013. We will also ensure a check of any Section 128 direction

Key personnel involved in recruitment have undertaken the Children's Workforce Development Council Safe Recruitment Training or the North Yorkshire Safeguarding Board Safer Recruitment Training or more recently the NSPCC Safer Recruitment Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

4.2    Safe working practice is essential to ensure that Pupils are safe and that all staff:

4.2(a) are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions

4.2(b) work in an open and transparent way

4.2(c) discuss and/or take advice from school management over any incident which may give rise to concern

4.2(d) record any incidents or decisions made

4.2(e) apply the same professional standards regardless of gender or sexuality

4.2(f) are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

### 4.3 Safeguarding information for Pupils

The trust is committed to ensuring that Pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform Pupils of whom they might talk to, both in and out of school, their right to be listened to and what steps can be taken to protect them from harm. Personal Development materials that we use help Pupils learn how to keep safe.

The following information is made available to Pupils: School Nurse, School First Aid Officers, Anti-Bullying Work including Cyber Bullying, Risky Behaviour, Healthy Lifestyle, Personal Safety, E-Safety etc.

A range of arrangements within the trust are in place for consulting with and listening to Pupils include School Councils, Peer Support Schemes, Tutor Group Meetings, Personal Development lessons, Guidance etc. We make Pupils aware of these arrangements in Assemblies, Guidance, Personal Development lessons etc.

### 4.4 Partnership with Parents/carers

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parent/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so as the child's safety and welfare must be the overriding consideration. RKLT will share with parents/carers any concerns it may have about their children unless to do so may place a pupil at risk of harm. We encourage parents/carers to discuss any concerns they may have with the relevant member of staff or member of the Senior Leadership team. We make parents/carers aware of our Child Protection Policy at points of transition and the Child Protection Policy is available on the RKLT website and each trust school website.

RKLT is committed to ensuring the welfare and safety of all Pupils. The trust school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parent/carer knowledge where there is a concern that the

child may be suffering or is at risk of suffering harm. The trust school will, of course, always aim to maintain a positive relationship with all parents/carers.

### 4.5    Partnership with other Agencies

The trust recognises that it is essential to establish positive and effective working relationships with other agencies e.g. Social Care, Police, Health etc. Where appropriate, referrals are made to Social Care and a relevant member of staff from the trust school will attend meetings involving other agencies including Child Protection Conferences.

The trust will allow access for children and families service staff from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the prevention service or under section 17.

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

### 4.6    School Training and Staff Induction

RKLTs senior members of staff with designated responsibility for child protection undertake child protection training and attend regular refresher training.

Other staff, including operational staff and Governors undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively including the online child protection training. **All** staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff (including temporary staff) are provided with the RKLT child protection policy and informed of the trust's child protection arrangements on induction, including the identity and role of the DSL.

Volunteers and others on placement are risk assessed by the type of placement in terms of the level of supervision and regularity of contact, sharing the relevant policies as appropriate.

Child Protection training ensures staff are able to:
* understand the policy and procedures;
* understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
* identify signs of possible abuse and neglect at the earliest opportunity;
* respond in a timely and appropriate way including appropriate communication with children;
* understand the role of the DSL;

- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- identifying signs of radicalisation and extremist behaviour;
- have up to date knowledge of safeguarding issues.

4.7 **Support, Advice and Guidance for Staff**

Staff will be supported by a DSL within their school. The DSLs are supported by the Trust DSL, CEO and Link Trustee. Each trust school has a Governor fully trained in Child Protection. Advice and support is always available from the Educational Social Work Service, Children's Social Care duty social worker and the Police.

4.8 **Related Policies**

Safeguarding covers more than the contribution made to child protection in relation to individual Pupils.  It also encompasses all aspects of pupil's health, safety and well-being including:

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard Pupils and staff;
- providing effective guidance to Pupils on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and e-safety;
- having robust procedures to ensure Pupils' safety when engaged in learning beyond the classroom, such as educational visits or work experience;
- meeting the needs of pupil with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;
- providing first aid.

Each school has a number of related School Polices relating to safeguarding, including Anti-Bullying and Cyber Bullying, E-Safety, Mobile Phone, Behaviour Management, Exclusions, Substance Use and Misuse, Attendance, Educational Visits and Activities etc.

4.9 **Pupil Information**

In order to keep Pupils safe and provide appropriate care for them trust schools require accurate and up to date information regarding:

4.9(a) Names (including any previous names), address and date of birth of pupil

4.9(b) Names and contact details of persons with whom the pupil normally lives

4.9(c) Names and contact details of all persons with parental responsibility (if different from above)

4.9(d) Emergency contact details (if different from above)

4.9(e) Details of any persons authorised to collect the pupil from school (if different from above)

4.9(f) Any relevant court orders in place including those which affect any person's access to the pupil (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.)

4.9(g) If the pupil is or has been subject to a Child Protection Plan

4.9(h) Name and contact detail of key persons in other agencies, including GP

4.9(i) Any other factors which may impact on the safety and welfare of the pupil

Pupil details are kept on central records to allow easy access to parents/carers. Any matters relating to Child Protection are stored securely in CPOMS.

## 5. Roles and Responsibilities
5.1 RKLT ensures:

- compliance with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
- contribution to inter-agency working in line with statutory guidance Working Together to Safeguard Children
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- A nominated trustee and LGB governor will take a lead role in monitoring and supporting safeguarding processes within the MAT.
- a child protection policy and procedures are in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCB, are updated annually, and available publicly either via the RKLT and trust school websites.
- all staff read at least part one and Annex A of KCSiE 2016.
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSiE 2016.
- all staff undertake appropriate child protection training.

- a senior member within each school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSiE) and the need for a deputy DSL is reviewed.
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- information regarding the role of the DSL is provided to all staff and volunteers on induction.
- a designated teacher is appointed to promote the educational achievement of children who are looked after and that this person has appropriate training.
- staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- appropriate staff have the information they need in relation to a child's looked after legal status.
- the prevention of people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- the trust has written recruitment and selection policies and procedures in place.
- at least one person on any appointment panel has undertaken safer recruitment training.
- the trust has a staff behaviour policy (code of conduct) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- This is provided to all staff – including temporary staff and volunteers – on induction.
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies.
- the school has a code of conduct  for governors
- the trust has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the NYSCB and locally agreed inter-agency procedures (Appendix A)
- the CEO and Chair of LGB liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against a head teacher.
- the Link Trustee for Safeguarding liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the CEO.
- here are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned

- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through relationship and sex education (RSE)
- children are safeguarded from potentially harmful and inappropriate online material.Ref KCSiE Annex C.
- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (Ref KCSiE para 67, 69).
- All staff and governors recognise that children may abuse their peers, and that this should not be tolerated or passed off as 'banter' or 'part of growing up. Any allegations of peer abuse and concerns about youth produced sexual imagery, (sexting,) must be reported to the DSL and NYSCB guidance and procedures must be followed. A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSiE paras 76-78)
- the trust has due regard to the duties to prevent people from being drawn into terrorism
- all staff understand the risk factors regarding female genital mutilation and known cases are reported
- appropriate safeguarding responses are in place to children who go missing from education ref KCSiE para 51 including the statutory duty to notify the LA, as appropriate, when a pupil's name is about to be deleted from the school admission register.
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay
- when there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take
- staff are aware that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children

5.2     The Headteacher of each school should ensure that:
5.2(a) this policies and procedures adopted by the trust, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
5.2(b) they liaise with the CEO, LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer;
5.2(c) they receive appropriate child protection training which is regularly updated.

5.3     The Designated Safeguarding Lead should:

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

53(b) Refer all cases of suspected abuse to the local authority children's social care

5.3(c) Liaise with the relevant Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

**Manage referrals**

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required

**Work with others**

- Liaise with the Headteacher or principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- As required, liaise with the "case manager" (as per KCSiE Part four) and the LADO for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

**Undertake training**

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

### Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

- Ensure that CP records are retained until the young person's 25$^{th}$ birthday if the school is the final school. School must have regard to any other requirement requiring longer retention period: The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry.
  Please see details *https://www.iicsa.org.uk/letter-to-local-authority-ceos*
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE ensuring secure transit and obtaining confirmation of receipt.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.

### Availability

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

**All staff should:**
- read at least part one and Annex A of KCSiE 2016 and, in  particular, will:

   1. have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education.
   2. where there are concerns about another staff member, refer these concerns to the DSL/Headteacher
   3. where there are concerns about the Headteacher refer these concerns to the CEO and Chair of LGB.
   4. raise concerns about poor or unsafe practices and potential failures in safeguarding

- be aware of systems which support safeguarding. These should be explained to them as part of staff induction. This includes: the child

protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL

- receive appropriate child protection training which is regularly updated
- receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child
- where there are concerns about a child, raise these with the DSL
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report their concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- Ref school escalation procedure and NYSCB procedure
- http://www.safeguardingchildren.co.uk/section-15-procedures.html
- in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made.

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

### 6. What staff should do if they suspect abuse

6.1    It is *not* the responsibility of staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a  duty  to  recognise  concerns  and maintain an open mind. They must not    assume  that  indicators  of  possible abuse such as behaviour, mood and injury       relate  to  a  child's  disability without further exploration. They must remain alert      to the fact that children with SEN and disabilities can be disproportionally       impacted by things like bullying- without outwardly showing any signs.

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

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

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

6.3 Therefore staff must report concerns as soon as possible to the DSL to act on behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. If it is an emergency, and none of the designated people can be contacted, then the Headteacher or Social Care or the Police should be contacted.

6.3a If the suspicions relate to a designated person, then the other designated people, Headteacher, Trust DSL, CEO or Social Care should be contacted.

6.3b Suspicions should not be discussed with anyone, other than those named above.

6.3c It is the right of any individual to make direct referrals to the child protection agencies. If you feel that RKLT has not responded appropriately to your concerns, it is open to you to contact the child protection agencies direct.

## 7. **Allegations**
7.1 Allegations of Physical Injury, Emotional Abuse or Neglect
If a pupil has an injury which may be a non-accidental injury, or symptoms of neglect and a referral is to be made then:

7.1(a) the designated person should contact Social Care. If there has been a deliberate injury or where there are concerns about the pupil's safety the pupil's parents/carers should not be contacted before first consulting with Social Care.

7.1(b) where emergency medical attention is necessary it should be sought immediately. The designated person should inform the doctor of any suspicion of abuse.

7.1(c) if a referral is being made without the parents/carers' knowledge and non-urgent medical treatment is required, Social Care should be informed. Otherwise, speak to the parents/carers and suggest medical attention be sought for the child.

23

7.1(d) if appropriate the parent/carer should be encouraged to seek help from Children's Social Care prior to a referral being made. If they fail to do so in situations of real concern, the designated person will contact Social Care directly for advice.


7.2 **Allegations of Sexual Abuse**
In the event of allegations of sexual abuse, the designated person will:

7.2(a) contact Children's Social Care or Police directly. The designated person will not speak to the parents/carers.

7.2(b) under no circumstances should the designated person, or any other member of the organisation, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the designated person is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies that will investigate the matter under the Children Act 1989.

## 8. Responding to Disclosure

Disclosures or information may be received from Pupils, parents/carers or other members of the public. RKLT recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity (to ensure that Pupils with significant communication difficulties are able to express themselves, the relevant SENCO will be involved in such cases by the designated person).

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated senior person in order that s/he can make an informed decision of what to do next.

8.1 What to do once a pupil has talked to you about abuse:

8.1(a) listen to and take seriously any disclosure or information that a pupil may be at risk of harm

8.1(b) clarify the information

8.1(c) try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell, explain and describe what happened?' rather than 'Did x hit you?'

8.1(d) try not to show signs of shock, horror or surprise

8.1(e) do not express feelings or judgements regarding any person alleged to have harmed the pupil

8.1(f) explain sensitively to the pupil that you have a responsibility to refer the information to a senior designated person

8.1(g) reassure and support the pupil as far as possible

8.1(h) explain what will happen next and that the pupil will be involved as appropriate and be informed of what action is to be taken

8.1(i)  report your discussion as soon as possible to the designated person

8.1(j)  allegations against staff or volunteers will be investigated.  Where there are concerns that a pupil has been put in danger of abuse, or has suffered abuse owing to the actions of a member of staff or volunteer, Social Care or the Police will be contacted

8.2     Action by the DSL (or other senior person in their absence):

8.2(a) Following any information raising concern, the senior designated person will consider:
- any urgent medical needs of the child
- whether to make an enquiry to the Customer Contact Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan.
- if it is safe for a pupil to return home to a potentially abusive situation. On a rare occasion it might be necessary to take immediate action to contact Social Care and/or the Police to discuss putting into effect safety measures for the pupil so that they do not return home
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. prevention service, Social Care
- the child's wishes and any fears or concerns they may have

8.2(b) Then decide:
- whether to talk to parents/carers, unless to do so may place a child at risk of   significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
  OR
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) or contact prevention service (prevention.services@northyorks.gov.uk)
- all information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals to social care will be accompanied by a standard referral form.

## 9.     Information Sharing
9.1     Information sharing is vital to safeguarding and promoting the welfare of children and young people.

9.2    Remember that the Data Protection Act is not a barrier to sharing information:
- Be open and honest
- Seek advice if in any doubt

- Share with consent where appropriate
- Consider safety and well-being
- Ensure information to be shared is necessary, proportionate, relevant, accurate, timely and secure
- Keep a record

9.3     Whilst it is good practice to share with a family the intention to make a referral to Children's Social Care about the pupil's welfare, it is not a prerequisite. In some circumstances the DSL should not inform the family about the referral. For example, where evidence of abuse is likely to be removed or where a pupil will be placed at increased risk when parents/carers have this knowledge.

A referral to Children's Social Care about a pupil can be made without the consent of the parents/carers if it is considered that the pupil has suffered or is at risk of suffering significant harm.

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

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

## 10.     The Common Assessment Framework (CAF)

10.1    A CAF is designed to be used where there are concerns about how well a pupil is progressing in terms of health, behaviour, progress in learning or any other aspect of wellbeing and/or where a pupil's needs are unclear or broader than a single service can address.  The CAF is a shared assessment tool used across Agencies that work with children.

10.2    A completed CAF can also be used to provide a standardised written referral to support a telephone referral. A CAF does not have to be completed in order to make a referral but if one has been completed it should be provided to assist Children's Social Care in terms of additional information.

10.3    Where there is immediate need for a child protection assessment and response, professionals should contact Children's Social Care directly and make a referral rather than starting or completing a common assessment.

## 11.     Making Referrals to Children's Social Care

11.1    Referrals are requests for action from Children's Social Care to the perceived need of a pupil or his/her family.

11.2    The fact that possible abuse has been reported may not absolve further involvement and the trust school could work collaboratively with Children's Social Care to ensure adequate protective measures are in place.

**12.     Action following a child protection referral**

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

The DSL will:
- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCB                                                          procedures http://www.safeguardingchildren.co.uk/professionals/professional-resolutions

- where there is significant information in respect of a child subject to a Child Protection Plan**, immediately** inform the key worker or their manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing,/is removed from school or fails to attend school

**13.     Recording and Monitoring**

13.1   Trust schools will record:
- Information about the child as set out in 4.9: name (aka) address, d.o.b., those with parent/carer responsibility, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)
- Key contacts in other agencies including GP details
- Any disclosures
- Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review
- All records should be objective.

13.2   All CP documents will be retained using CPOMS, separate from the pupil's main file with restricted access. These records will be copied and transferred to any new school the pupil moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead: Child Protection.'

We ensure that CP records are retained until the young person's 25th birthday if the school is the final school
School must have regard to any other requirement requiring longer retention period:

The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry.
Please see details *https://www.iicsa.org.uk/letter-to-local-authority-ceos*

Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE ensuring secure transit and obtaining confirmation of receipt.

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

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information)(England) Regulations 2005 and  the Freedom of Information Act 2000.
http://www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a0014921/pupil-reports-and-records

13.3    RKLT will monitor any cause for concern including where there could be serious child welfare concerns e.g.:
- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

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

**14.  School Curriclum**

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

The RKLT is committed to ensuring there are opportunities in the school curriculum, for example through the Personal Development Programme and by

providing an age-related, comprehensive curriculum for e-safety, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse. We do this by:

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

Additional aspects of safeguarding included in the curriculum are risks associated with:
- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways

Each trust school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's e-safety, relationships and sex education, drugs education, smoke-free, equalities and anti-bullying policies.

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

The trust has acknowledged that Relationships and Sex Education (RSE) will be statutory in all schools from September 2019 and is working towards embedding a whole school approach that will safeguard all pupils and meet the statutory requirements.

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

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision.

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

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

Safeguarding information and learning is made available to pupils through activities in the PSHE provision during lessons with class teachers and Form Tutors, through a range of educational activities, assemblies, information posters about helplines and websites such as Childline etc.

Each trust school has arrangements for consulting with and listening to pupils.

## 15. Supporting the Pupil and Partnership with Parents/carers

15.1 RKLT recognises that the Pupil's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents/carers.

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

15.3 We will provide a secure, caring, supportive and protective relationship for the pupil

15.4 Pupils will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

15.5 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting Pupils.

15.6 The following are informational websites for parents:
*NYSCB www.safeguardingchildren.co.uk*
*NSPCC www.nspcc.org.uk*
*CEOP* https://www.thinkuknow.co.uk/parents/
Internet Matters http://www.internetmatters.org/
Parent Zone http://www.theparentzone.co.uk/parent
Childnet http://www.childnet.com/resources/know-it-all-for-parents
*Parents Protect www.parentsprotect.co.uk*
http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm

## 16. Allegations regarding person(s) working in or on behalf of the RKLT (including volunteers)

Where an allegation is made against any person working in or on behalf of the school (including where that person is no longer working in or on behalf of the school and/or the allegation is historical) that they have:

- behaved in a way that has harmed a pupil or may have harmed a pupil

- possibly committed a criminal offence against or related to a pupil

- behaved towards a pupil or Pupils in a way that indicates s/he is unsuitable to work with children.

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

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely by the, DSL if appropriate.

Whilst we acknowledge that such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

16.1    Initial Action

16.1(a) the person who has received an allegation or witnessed an event will immediately inform the DSL in the first instance or the Headteacher and make a record and have regard to the whistleblowing policy

16.1(b) in the event that an allegation is made against the Headteacher the matter will be reported to the CEO or Chair of LGB who will proceed as the 'Headteacher'

16.1(c) the Headteacher will take steps, where necessary, to secure the immediate safety of Pupils and any urgent medical needs

16.1(d) the member of staff will not be approached at this stage unless it is necessary to address the immediate safety of Pupils

16.1(e) the Headteacher may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage

16.1(f)  The Headteacher will consult with the Designated Officer and Duty LADO (01609 534200) in order to determine if it is appropriate for the allegation to be dealt within the trust or if there needs to be a referral to social care and/or the police for investigation

16.1(g) consideration will be given throughout to the support and information needs of Pupils, parents/carers and all staff affected.

16.1(h) the Headteacher will inform the Chair of LGB and CEO of any allegation.

Where an Early Years' provider is registered with OfSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The

provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2017.

**17    Peer abuse and Youth Produced Sexual Imagery (sexting)**

The trust recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse, the procedures and guidance in Section  6 (What staff should do if they suspect abuse) of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

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


https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

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

Wherever concerns of peer abuse arise the DSL will undertake an immediate risk assessment and put all necessary measures in place to ensure that the alleged victim, perpetrator and all children in the school are safeguarded and their welfare is supported.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting' ) these must always be reported to the DSL, who will have regard to the 2017 updated  guidance:  UK  Council for Child Internet Safety Guidance 'Sexting In Schools and Colleges Responding to Incidents and Safeguarding                                    Young                                    People' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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

The trust will make every effort to minimise the risk of peer abuse by teaching pupils, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships. The trust will also make arrangements for minimising risk and raising awareness amongst staff through its training procedures.

## 18    Prevent

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

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

**Roles and responsibilities:**

- The strategic Prevent lead in each trust school is the DSL
- The DSL understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures
- The senior leadership team, LGB and Trustees are aware of the Prevent Strategy and its objectives
- There is a clear awareness of roles and responsibilities throughout regarding Prevent
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
- RKLT premises do not give a platform for extremist speakers and events
- School provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion
- Links to curriculum resources can be found in the PSHE Entitlement Framework and in the Prevent and SMSC Rooms on 'Fronter'

**Training**

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

**Referrals:**

- An appropriate internal Prevent risk assessment and referral process is in place
- All staff including the Prevent lead/DSL follows the NYSCB procedures http://www.safeguardingchildren.co.uk/prevent-practice-guidance?v=preview
- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by the DSL
- A process is in place to identify and develop 'lessons learnt'

# Section C: Trust School Named DSL, Training Records and Resources

**Each school within the RKLT has an appropriately trained Designated Safeguarding Lead and routinely updates this section of the Child Protection policy.**

## Item 1
## Named personnel with designated responsibility for Child Protection

| Academic year | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead | Nominated Governor | Chair of Governors |
|---|---|---|---|---|
| 2017-2018 | Corrine Penhale | Cath Wilson<br>Laura Henry | John Riggs | Ian Foy |
| 2018-2019 | Corrine Penhale<br>Cath Wilson | Laura Henry | John Riggs | Ian Foy |

## Item 2 Dates of Staff Training and details of course title and training provider

| Whole School | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead | Headteacher – also Designated Safeguarding Lead |
|---|---|---|---|
| Online Prevent Training for whole staff May 2014.<br><br>Child Protection training 2015, whole staff.<br><br>Whole staff Child Protection training by NYCC: 12th July 2016 Whole staff Child Protection Training refresher<br><br>Online Child Protection/Safeguarding Trust training, whole staff: June 2017.<br><br>Online Child Protection/Safeguarding Trust training, whole staff: November 2018 | 20.07.15 C Wilson completed CCPP (level 2)<br><br>NSPCC Designated Safeguarding Lead in Education Training – 24 & 25 September 2018. (C. Wilson) | NSPCC Designated Safeguarding Lead in Education Training – 13 & 14 November 2018. (L. Henry) | 10/5/16 C. Penhale Prevent Training – NYCC<br><br>NSPCC Designated Safeguarding Lead in Education Training – 11 & 12 December 2017. (C.Penhale)<br><br>Safer recruitment in Education NSPCC online training – 19 December 2017. (C. Penhale)<br><br>Online Safeguarding Trust training: C.Penhale 21 November 2018 |

## Item 3  CONTACTS

**PREVENTION SERVICE**
Advice and Support from Area Prevention Managers
**West**
Craven                                          Caroline Porter
        01609 532412
Ripon & Rural Harrogate                         Jon Coates
        01609 532323
Harrogate Town & Knaresborough                  Rachel Yeadon
        01609 533446
**Central**
Richmondshire                    Vanessa Handley    01609
535682
Hambleton                        Sharon Britton     01609
536468
Selby Town                       Pat Scully         01609
532385
Rural Selby                      David Fincham      01609
534022
**East**
Whitby & The Moors               Diane Leith        01609
532479
Ryedale                                  Simon Osman
        01609 798167
Scarborough Town                 Liz White          01609
533139
Scarborough South & Filey        Simone Wilkinson   01609
532927
**Advice and Referral**
**CHILDREN AND FAMILIES' SERVICE**

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

Emergency Duty Team
        01609 780780

**NORTH YORKSHIRE POLICE**                                    101
(Ask for the Serious Crime Team in your area)



**Safeguarding Unit**

Designated Officers for Managing Allegations (LADOs)

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

**Susan Crawford**                                                  01609 532152
    07813 005161
**Karen Lewis**                                                      01609 534200
    07715 540711
**Dave Peat**                                                        01609 535646
    07814 533363
**Julie Kaye**                                                       01609 532508
    07814 533363
**Andy Kenyon**                                                      01609 534215
    07973792398

**Manager**
**Heather Pearson**                                                  01609 532301
07715540741

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

Safeguardingunit@northyorks.gov.uk                  01609 532477

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

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

| | |
|---|---|
| Redcar & Cleveland | 01642 771 500 |
| Stockton on Tees | 01642 527 764 |
| Darlington | 01325 346 200 |
| Middlesbrough | 01642 726 004 |
| Durham | 03000 267 979 |
| Cumbria | 0333 240 1727 |
| Lancashire | 0300 123 6720 |
| Bradford | 01274 437 500 |
| Leeds | 0113 376 0336 |
| East Yorkshire | 01482 395 500 |
| Wakefield | 03458 503 503 |
| Doncaster | 01302 736 000 |
| York | 01904 551 900 |

## Item 4      Resources

- **Children not attending school**  http://cyps.northyorks.gov.uk/elective-home-education

- **Poor or irregular attendance and persistent lateness at school**
  http://cyps.northyorks.gov.uk/school-attendance

- **Children Missing Education**
  https://www.gov.uk/government/publications/children-missing-education
  http://cyps.northyorks.gov.uk/children-missing-education

- **Children Missing from Home or Care**
  http://www.safeguardingchildren.co.uk/professionals/missing /
  https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
- **Children not collected**http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools


- **Children Privately fostered**
  http://www.safeguardingchildren.co.uk/professionals/private-fostering

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

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

- **Children who are Bullied**
  https://www.gov.uk/government/publications/preventing-and-tackling-bullying

- **Children who self-harm and suicidal behaviour**
  http://www.safeguardingchildren.co.uk/pink-book

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

- **Children who Sexually Harm**
  http://www.safeguardingchildren.co.uk/professionals/YPWSH

- **Domestic Abuse and Impact on Children**
  http://www.safeguardingchildren.co.uk/professionals/domestic-abuse

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

- **Female Genital Mutilation**
  http://www.safeguardingchildren.co.uk/professionals/fgm

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

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

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

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

- **Modern Slavery and Human Trafficking**

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

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

- **Parental Mental Health**
  Online Training
  http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Private Fostering**
  http://www.safeguardingchildren.co.uk/professionals/private-fostering

- **Radicalisation to extremist behaviour**

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

  Channel Guidance:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

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

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

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

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

- Youth Produced Sexual Imagery

  Sexting- Responding to incidents and safeguarding young people
  [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF)

| | |
|---|---|
| Domestic abuse | NYCC Domestic Abuse School Reference pack 2013 www.northyorks.gov.uk/index.aspx?articleid=16579

Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk

A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk

Independent domestic abuse service provides a range of information for staff and young people. www.idas.org.uk |
| Sexual Abuse Healthy Relationships Child Sexual Exploitation | NSPCC pants- the underwear rule (EYFS and KS1-2) http://www.nspcc.org.uk/ (also has a section for parents/carers)

Friend or Foe who can you trust? A sexual exploitation and relationships education programme(KS3,4) www.safeguardingsheffieldchildren.org.uk

Can you see me? An educational resources to explore teenage relationship abuse  (KS3,4) www.canyouseeme.coop |
| E safety | Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2 http://kidsmart.org.uk

Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers) |

| | |
|---|---|
| | E-safety resources for young people, teachers and professionals , parents and carers www.childnet-int.org including Jenny's Story for secondary age pupils<br><br>E-safety activities at www.childnet.com.KS1-4 NYCC eSafeguarding guidance at http://cyps.northyorks.gov.uk/index.aspx?articleid=27322<br><br>Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx<br><br>South West Grid for Learning has a range of eSafety resources at http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Resources<br><br>360 Degree Safe – an eSafety audit and planning tool http://www.360safe.org.uk/<br><br>London Grid for Learning eSafety resources and schemes of learning at http://www.lgfl.net/esafety/Pages/education.aspx<br><br>Yorkshire Humberside Grid for Learning resources at http://www.yhgfl.net/eSafeguarding/eSafety |
| Bullying | DfE anti bullying guidance https://www.gov.uk/government/publications/preventing-and-tackling-bullying<br><br>The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels www.anti-bullyingalliance.org<br><br>Childline (KS2-5) www.childline.org.uk<br><br>'Lets Fight it Together '(Cyberbullying DVD) KS2-3 http://www.youtube.com/watch?v=dubA2vhIIrg<br><br>Kidscape www.kidscape.org.uk/ (KS1-4) Cyberbullying www.kidscape.org.uk/cyberbullying/ Childnet www.childnet.com (KS1-4) Stonewall www.stonewall.org.uk (KS1-4) BeatBullying www.beatbullying.org (KS1-4) |
| Female Genital Mutilation | PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5) https://www.pshe-association.org.uk/content.aspx?CategoryID=1193 |

| | |
|---|---|
| Forced Marriage | Plan Uk has a range of information and supporting lesson plans (KS3-5) http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/ |
| Radicalisation/extremist behaviour | NYCC Prevent toolkit and 'At A Glance' Resource on Fronter (https://fronter.com/northyorks/ ) in the Vulnerable and Targeted Learner Room (Personalising Provision: Vulnerability Factors: Vulnerable to Radicalisation to Extremist behaviour). |
| Supporting parents/carers | The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues www.fpa.org.uk A website to support parents in preventing sexual abuse www.parentsprotect.co.uk |

PSE/ Health and Wellbeing, E-safeguarding, Anti-bullying, Spiritual, Moral, Social, Cultural (SMSC), Vulnerable and Targeted Learner room: NYCC Fronter rooms https://fronter.com/northyorks/

The North Yorkshire PSHE and Citizenship planning and assessment tool for key stages 1-2 and 3-4 containing the North Yorkshire Curriculum Entitlement Framework for PSHE and Citizenship can be found in the PSE/Health and Wellbeing fronter room.

NYSCB                                                www.safeguardingchildren.co.uk
CAPE (Child Protection in Education)        www.cape.org.uk

## Documents
**DfE Documents**                                www.education.gov.uk
Statutory Guidance and Departmental Advice
Working Together to Safeguard Children
**North Yorks School CP Documents**        http://cyps.northyorks.gov.uk
## Training Materials
Online Basic Awareness                        www.safeguardingchildren.co.uk
Whole School CP Training Materials
http://cyps.northyorks.gov.uk/index.aspx?articleid=15231

Safer Recruitment
HR.Dept@harrogategrammar.co.uk
Domestic Abuse Basic Awareness
www.idas.org.uk/training/index.as
E-safety training available from NYCC Education and Skills team.


## Item 5 DFE Links


**Please access the following links:**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418687/Keeping_children_safe_in_education_part_1_only.pdf

## Item 6 <u>School Specific/Contextual Information</u>