



Archbishop Holgate's School

A Church of England Academy

SAFEGUARDING POLICY

In this policy we explain how staff can best protect the students they work with and themselves.

Approval Date: September 2018

Next Review Date: September 2019

Member of staff responsible: Fn – Deputy Head teacher Pastoral Care

Governor's sub-committee responsible: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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Vision and Values of Archbishop Holgate's School

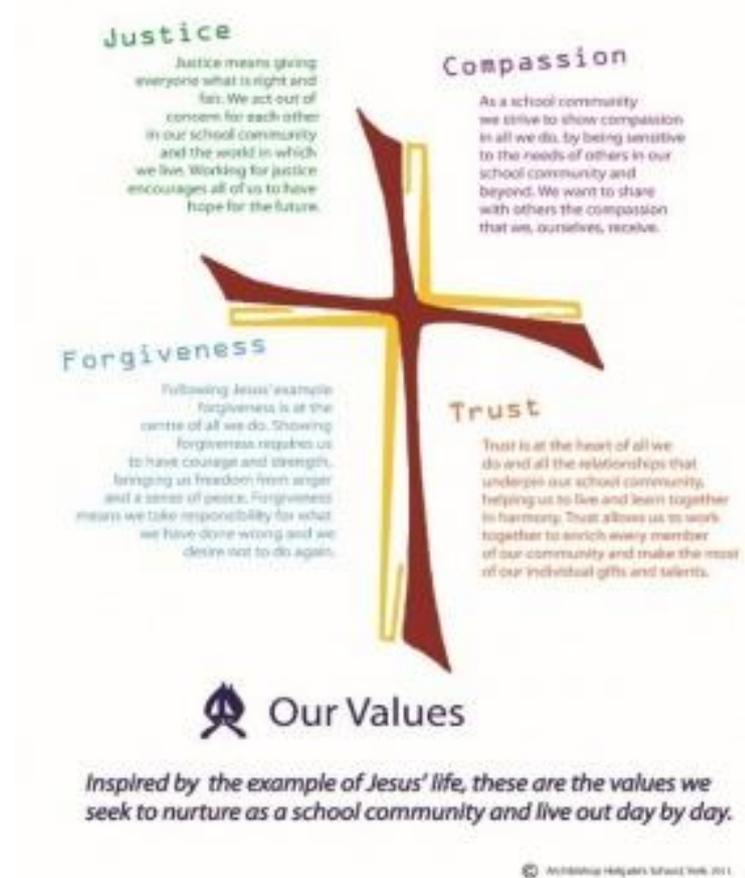
As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

Important Safeguarding contacts for Archbishop Holgate's School:

Designated Safeguarding Lead (DSL)	Gaynor Stainsby gstainsby@archbishopholgate.org
Deputy Designated Safeguarding staff	Dan Furniss dfurniss@archbishopholgate.org
Deputy Designated Safeguarding staff	Sam Stead sstead@archbishopholgate.org
Designated Governor	Samantha Pugh S.L.Pugh@leeds.ac.uk
Advice, Assessment and Early Intervention Service	01904 551900
Local Police – PCSO Kate Wiles PC Ben Pepper	101 / 01904 618691
SENCO	Lucy Nicol lnicol@archbsihopholgate.org
Assistant Director, Children's Specialist Services – Eoin Rush	01904 554212
Educational Psychologist – Emma Truelove	01904 554307
School Nurse – Vicky Kendal	01904 725346
Safeguarding Advisor for Diocese of York - Dave Finan	01904 699524 / 07551124951
Emergency Duty Team	01609 780780
Safeguarding Advisor – Caroline Williamson	01904 555694 / 07770764600
LADO	01904 551783 or 07795266806

Storage of School records

We ensure that all information is kept confidential at all times and paper records are kept in a locked cabinet in a locked cupboard. The DSL and deputies have access only to this. Alongside this record keeping the school uses CPOMS which is a safeguarding and Child Protection software for schools. Appropriate access is given to members of the pastoral team. All Records are kept for 25 years in accordance to the GDPR.

Transfer of records

When a student transfers to another school the new school is contacted and the record are delivered by hand if the school is local or sent by recorded delivery. CPOMS automatically transfers the record if the new school as CPOMS also.

When a student transfers to our school from another school a letter requesting a student's CP record is sent to their previous school.

Introduction

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children.'

Keeping Children Safe in Education – September 2016

Archbishop Holgate's School is committed ensuring they fully fill their responsibility to provide a safe environment in which children can learn. We promote a climate where students and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We follow the guidance from:

- Keeping Children Safe in Education (revised guidance September 2018)
- Working Together to Safeguard Children July 2018

It is tempting to believe that if we have child protection procedures, undertake Criminal Record Bureau checks and make our recruitment processes more robust, that children will be safeguarded. Whilst these measures are important, it is the adults surrounding the child that afford the best protection - adults who are professional, display humanity and have a sense of clear boundaries.

It is in no one's interest to engage in defensive practice or to restrict children's experiences in order to avoid an allegation. However, it is in everyone's interest, children, and adults, to ensure that children are safeguarded and, importantly, feel safe. It is also in everyone's interest that adults who work with children also feel safe, without the fear of being the subject of an allegation.

Working with children presents many challenges and can, on occasions, push tolerance to its limits. As human beings, we can feel frustration and anger, especially on those occasions when our own defences are low. However, as professionals, we have a responsibility to develop strategies to respond effectively to these challenges, and mechanisms that allow us to seek help and advice (no matter how experienced we are).

The following guidance is designed to assist. It should not be read as rules, rather as a common-sense guide to working with children.

Full details of Safeguarding at Archbishop Holgate's School can be found on our school website at:

<http://www.archbishopholgates.org/ofstedsiams/safeguarding-2/>

Policy context

This document provides a guide for all adults working at Archbishop Holgate's School (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to protect both adults and pupils. It refers to and complements other policies and guidance in school, including:

- Behaviour
- Staff Behaviour Policy / Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Administration of medicines
- Drug Education
- Sex and Relationships Education
- Physical intervention
- E-Safety, including staff use of mobile phones

- Risk Assessment
- Recruitment and Selection
- Child Sexual Exploitation
- Radicalisation and Extremism
- Self-harm
- Safeguarding Young People
- Prevent Duty

These can be found on our school website: <http://www.archbishopholgate.org/ofstediams/safeguarding-2/>

Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- **[New for 2018]** General Data Protection Regulation (GDPR)
- **[Schools providing education to pupils under the age of eight only]** The Childcare (Disqualification) Regulations 2009
- **[Schools providing education to pupils under the age of eight only]** The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- **[New for 2018]** DfE (2018) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- **[New for 2018]** DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

Who to report Safeguarding concerns to?

Anyone with any concerns about the welfare of a student MUST report it to our Designated Safeguarding Lead as soon as possible or if they are not available one of her deputies:



DSL - Designated Safeguarding Lead
reception@archbishophol gates.org
01904 411341



Daniel Furniss - Deputy Designated Safeguarding Lead
reception@archbishophol gates.org
01904 411341



Sam Stead - Deputy Designated Safeguarding Lead
reception@archbishophol gates.org
01904 411341



Samanthan Pugh - Safeguarding Governor
reception@archbishophol gates.org
01904 411341

Specific support can also be provided in school by:

- Sarah Robinson - Attendance Officer
- Year 7—Mrs A Edmondson (Head of Year) and Mrs S Stead (Pastoral Support Worker)
- Year 8 —Mrs Avey (Head of Year) and Mrs M Mennell (Pastoral Support Worker)
- Year 9 —Mr T Wiles (Head of Year) and Mr R Deamer (Pastoral Support Worker)
- Year 10 —Miss H Turvey (Head of Year) and Mr J Conway (Pastoral Support Worker)
- Year 11 —Mr M Williams (Head of Year) and Mrs Chappell (Pastoral Support Worker)
- Year 12 —Miss F Hopkinson (Head of Year) and Mrs S Walton (Sixth Form Support)
- Year 13 —Miss F De Lashley (Head of Year) and Mrs S Walton (Sixth Form Support)

Whistle Blowing

If however, you are not happy with the actions of those in school responsible for Safeguarding or you cannot contact anyone please contact Children's Front Door directly yourself for guidance on 01904 551900:

- if you know of a child who may become vulnerable without additional help and support
- if you are worried a child or young person is at risk of, or is being, hurt or abused
- if you want to know about services available to support children and families

For more information on Children's Front Door visit <http://www.york.org.uk/workforce2014/Concerned%20about%20a%20child/childrens-front-door.htm>

You can see our Whistle Blowing Policy on our school website at:
<http://www.archbishophol gates.org/ofstedsiams/policies-2/>

The School is committed to the highest possible standards of openness, probity and accountability. In line with that commitment it encourages employees and others with serious concerns about any aspect of the

School's work to come forward and voice those concerns. It recognises that certain cases will have to proceed on a confidential basis. The Whistle Blowing Policy makes it clear that staff can do so without fear of reprisals and is intended to encourage and enable staff to raise serious concerns within the School; rather than overlooking a problem or publicly disclosing the matter.

Child Protection Form

Please record all concerns on a "Child Protection Concern Form". These are available in the staff room or on the shared area [L:\3 - Staff ONLY\0 - Pastoral\4 - Documentation\Child Protection Referral Forms.](#)



Archbishop Holgate's School

CHILD PROTECTION CONCERN FORM

Students Name: _____ Form: _____

Date of referral: _____ Time of referral: _____

Referred to: _____ Method of referral: email

Member of Staff making referral: _____

Detailed account of concern and any conversation(s) held:

Date (information given): _____

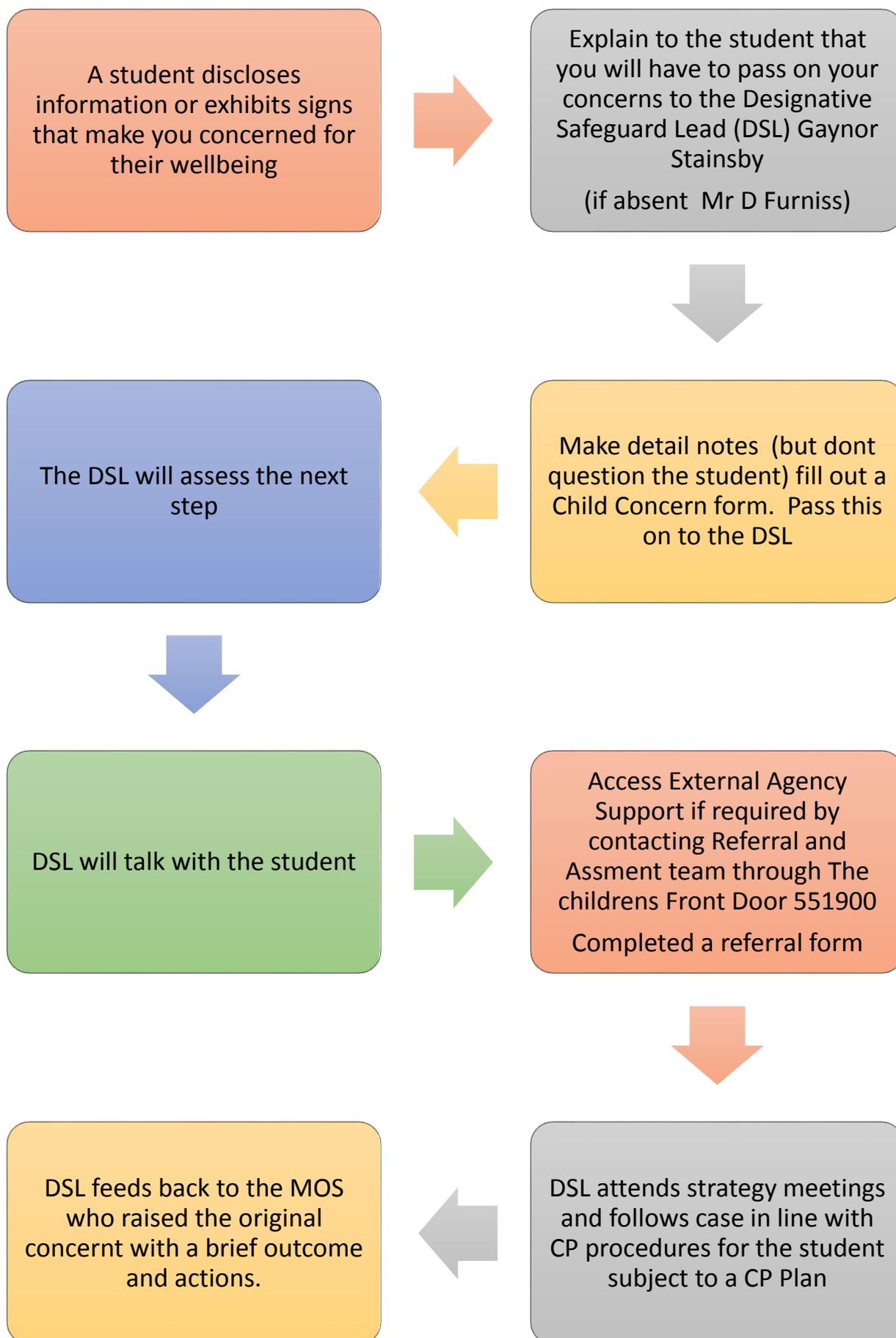
Time (information given): _____

Please continue on back and separate piece of paper as required

Action Taken:

Recorded on CPOMs: Yes - No HOY informed: Yes – No – N/A FT informed: Yes – No – N/A

Flowchart for receiving a child protection concern



Referrals to LADO (Local Authority Designated Officer)

The new contact details and referral pathway are detailed on the CYSCB website and are referred to here for your reference: www.saferchildrenyork.org.uk/index.

CYC Safeguarding advisor Caroline Williamson 01904 555695 Caroline.Williamson@york.gov.uk

Local Authority Designated Officer - 01904 551783 or 07795266806

The Local Authority has designated officers (LADOs) to:

- Be involved in the management and oversight of individual cases
- Provide advice and guidance to employers and voluntary organisations
- Liaise with the police and other agencies
- Monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.

Where appropriate, a referral should be sent to the LADO using the [LADO Referral Form](#) (available on the website) giving as much detail as possible. Completed forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net, etc) to: social.custodian@northyorks.gcsx.gov.uk

Protecting children and yourself

Principles

- The child's welfare is paramount (Children's Act 1989) - Adults have the Staff Charter: Rights and Responsibilities (section 6 in the Staff Handbook)
- Adults working in school are responsible for their own actions and behaviour and should avoid any conduct that would lead a reasonable person to question their motivation or intentions.
- Adults working in the school must work and be seen to work with openness and transparency.
- Adults should discuss and/or take advice promptly from the Headteacher or DSL about an incident, which could give rise to concern.
- An accurate record should be kept of any such incidents and of decisions made/further action agreed, in accordance with school record keeping policy.
- Staff should apply the same professional standards regardless of gender or sexuality.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Young people should feel confident in raising concerns but must also recognise the serious nature of allegations against staff. Malicious allegations¹ will have serious consequences.

All staff, volunteers, and regular visitors from external agencies to the school (including cover staff) must:

Be familiar with and work in accordance with the school's policies including in particular:

¹ A malicious allegation is one that can be proved to be false and where there is evidence that the person making the allegation has been motivated by malice or reward.

- Child Protection and Safeguarding Policy
- Attendance Policy
- Behaviour Policy
- Anti-bullying Policy
- E-Safety (Staff and Student) Policy
- Whistleblowing Policy
- Visitors Policy
- Health and Safety

Provide a good example and a positive role model to pupils e.g. be willing to give (and ask for) forgiveness where necessary.

- Behave in a mature, respectful, safe, fair, and considered manner. For example, you must ensure that you:
 - Do not make remarks or 'jokes' to pupils of personal, sarcastic, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
 - Be aware of context and tone of voice when directing remarks to pupils.
- Do not discriminate favourably or unfavourably towards any pupil. For example,
 - Treat all pupils equally – never build 'special' relationships or confer favour on particular pupils.
 - Be aware of the implications of giving or receiving (other than token) gifts unless arranged through school. Check with senior staff if unsure.
- Ensure that your relationship with pupils remains on a professional footing. For example, you must:
 - Only touch pupils for professional reasons, and only when this is absolutely necessary and appropriate for the pupil's wellbeing or safety where ever possible within the presence of others.
 - Not behave or dress in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people's children
 - Not make arrangements to contact, communicate or meet with pupils outside your work (this includes use of internet, email, text and other messaging systems).
 - Not develop 'personal' or sexual relationships with pupils. In particular your attention is drawn to the provisions of the Sexual Offences Act 2003, which describes the criminal offence of abuse of a position of trust (when a person aged 18 or over is in a 'position of trust' with a person under 18 and engages in sexual activity with or in the presence of that child, or causes or incites that child to engage in or watch sexual activity).

Child protection procedures: Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 a child 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 or how they communicate. It may feature 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. 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, although it may occur alone.

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 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

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) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Definitions taken from Keeping Children Safe in Education 2016.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior officer.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may: have bruises, bleeding, burns, fractures or other injuries

- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather

- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- acquire gifts such as money or a mobile phone from new 'friends'

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>
 Childline: <http://www.childline.org.uk/pages/home.aspx>
 CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
 Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
 Beat Bullying: <http://www.beatbullying.org/>

DFE - Working together to safeguard Children July 2018
 DFE – Keeping Children Safe in Education September 2018
 DFE – Prevent Duty June 2015
 DFE – What to Do if You're worried a Child is being abused March 2015

Safe Recruitment

The safe recruitment of staff at Archbishop Holgate's School is the first step to safeguarding and promoting the welfare of the young people in education. Archbishop Holgate's School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment as outlined in the Archbishop Holgate's School Safeguarding Policy. It is recognised that this can only be achieved through sound procedures, good inter-agency cooperation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

You can read our full safe recruitment policy via our school website at:
<http://www.archbishopholgates.org/ofstedsiams/policies-2/>

Induction

All staff receive the following induction training when they first start at the school:

- A tutorial from our Designated Safeguarding lead, covering policies, procedures for reporting safeguarding concerns, best practise and scenario based discussions.
 On-line training including Child Protection Training <http://www.saferchildrenyork.org.uk/learning-and-development.htm>
- and Prevent Training (www.course.ncalt.com).

It is each member of staff's responsibility to apply the training.

All students receive the following induction training when they first start at the school:

- Code of conduct – covering do and don'ts,

- Lanyards
- Who to talk to and where to go for advise

Ongoing Training

All staff receive regular training (all governors are offered access to the same training), throughout the year. All staff each year must re-read “Keeping Children Safe in Education” and complete the On-line training including Child Protection Training (www.safeguardingchildren.co.uk).

It is each member of staff’s responsibility to apply the training.

All students receive regular training via notices, assemblies, lessons and individual support as required.

Trips and visits

Trips and visits are a vital and essential part of school life. The safety of our students and staff are paramount and as such as trips and visits must have a risk assessment completed via “Evolve”. Further details are available in the staff hand book in section G.

Lanyards

All staff, visitors and student who cannot be identified by school uniform **MUST** wear a lanyard at all times whilst on the school site. **ALL** staff **MUST** challenge anyone not wearing a suitable lanyard.

KNOW YOUR LANYARDS

EVERYONE IN THE SCHOOL MUST BE IN SCHOOL UNIFORM OR WEAR A LANYARD.



Staff



Pathfinder Staff



Pathfinder Multi Academy Trust Staff



6th Former



Student Leader



Fulford Sixth Form Student



Regular Visitor



Visitor

ANYONE WEARING A **RED** LANYARD MUST BE ACCOMPANIED BY A MEMBER OF STAFF AT ALL TIMES.

IF YOU SEE SOMEONE WITH A **RED** LANYARD WITHOUT A MEMBER OF STAFF OR SOMEONE WITHOUT A LANYARD, REPORT THEM TO THE NEAREST MEMBER OF STAFF.

Visitors

All visitors **MUST** be signed in at main school reception.

If a visitor has a suitable DBS, they will be assigned a “white” lanyard and will be free to walk around the building unaccompanied, otherwise they will be assigned a “red” lanyard and must stay with you at all

times. They cannot be left unaccompanied at any times and **MUST NEVER** be left with a student at any time.

Safeguarding Education

If you need to cover sensitive topics that our students should know, for example: E-Safety, Sexting, Mental Health, FGM, Prevent. You will need to ensure that it is factual and you are confident in terms of own knowledge and skills in delivery. If you are concerned please see your line manager for support.

Examples of Safeguarding concerns

The following topics are very high profile at the moment and must be looked for:

Radicalisation – Prevent, Radicalisation and Extremism

We adhere to the Prevent Duty Guidance, July 2015 and seeks to protect children and young people against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children and young people vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for the RE and PSHE curriculum, Information technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying.

Our taught curriculum includes educating children and young people of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by completing the on line awareness training annually, and information through termly staff meetings. Archbishop Holgates School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken. www.course.ncalt.com/channel_General_Awareness/01.

Female genital mutilation (FGM)

The following You Tube video is excellent in explaining FGM <https://www.youtube.com/watch?v=Wj6W66RniJ8> and the following training should be completed: <https://www.fgmelearning.co.uk/>. Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject

Sexting

the sending of sexually explicit messages or images by electronic methods. All cases of sexting **MUST** be reported to DSL ASAP.

Mental Health Mental Health must be very carefully managed. We are not experts and should only pass on concerns about a student's mental health to DSL. We can however promote mental wellbeing.

Child Sexual Exploitation (CSE)

involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate We take a proactive approach to preventative work Any concerns around grooming of young people, must be reported to the DSL ASAP.

Honour Based Violence (HBV) including Forced Marriage (FM)

awareness raising has taken place around Honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

Domestic abuse/violence

All our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. As an Operation Encompass school we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way.

Children with special needs and disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

Working with Outside agencies

Very few staff will ever have to work with outside agencies, (e.g. CAMHS, Police, Children's Services, CIN Workers, Youth Workers, YOT workers, IDAS workers, Lifeline), if you have contact with outside agencies then you need to ensure that our Designated Safeguarding Lead (DSL) is fully aware and that if they visit school for a meeting with a student the following procedures are followed:

- Inform our DSL (DSL)
- DSL will book a suitable room
- DSL will inform the office
- The office will check they have proof of identification and are allocated a white lanyard.
- DSL will ensure if it is a regular meeting it is held at a different time each week to avoid the same lesson being missed.
- DSL will act as the appropriate adult if a student is being interviewed by the police and parents cannot attend.

Working with the police

The following is the schools policy for working with the police.

We will...

- Share students names and addresses to identify suspects and to help safeguard students
- We will accommodate the police when wanting to interview students in school. On these occasions the police seek parental permission and if a parent cannot attend then DSL or a suitable MOS must be in the interview.

We will not

- divulge any information that we feel is not relevant .

Working Together to Safeguard Young People 2018

. *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)* supports frontline practitioners, working in child or adult services, who have to make decisions about sharing personal information on a case by case basis. The advice includes the seven golden rules for sharing information effectively and can be used to supplement local guidance and encourage good practice in information sharing.

FEHA, Child in Need and Child Protection

In our school we ensure that we follow CYC childrens services protocols and practices and work, on behalf of our students and families, is of a consistently good standard. We use these standards to challenge other workers on behalf of children and young people where the standards are not being met.

Early Help:

All staff understand the Archbishop Holgates School Safeguarding and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school staff are aware that they must be prepared to identify those children who may benefit from early help.

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where Domestic abuse is identified. The Operation Encompass alters are sent to the DSL who puts the information on to the secure data base of CPOMS.

If a member of staff has concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care//contact the police. Other options could include referral to specialist services or early help services - Local Area Team and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead.

Where early help and or other support is appropriate we ensure that the case is kept under constant review. If the child's situation doesn't appear to be improving we take appropriate action.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils. There are notices around the school with information on who is the DSL and who deputise in their absence, information in the staff room and round the school for Early Help CYC Front Door 551900. Information on visitors lanyards of DSL and procedures.

Cared for children (Looked after children)

In Archbishop Holgates School we ensure that staff have the skills, knowledge and understanding necessary to keep cared for children safe as we are aware that children often become looked after as a result of abuse and/or neglect and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

We have identified a designated teacher for our cared for children; this person works closely with the Virtual school.

Children with special needs and disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

Private Fostering

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness we ensure that we establish parental responsibility for each and every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Children's Services CYC.

Children Missing out on Education and Missing from Education

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

At Archbsihop Holgates School we follow CYC procedures for dealing with children that go missing from lessons and/or school, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and refer them as CME using the appropriate form so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

Specific safeguarding issues

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members.

Staff are supported in accessing and completing the relevant screening tools.

As a listening school staff would pick up on these issues and would know how to identify and respond to:

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Extremism and Radicalisation
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Risky behaviours
- Sexual health needs
- Obesity/malnutrition
- On line grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self Harm
- Female Genital Mutilation
- Forced Marriage
- Unaccompanied asylum seeking children

Peer on peer abuse:

They know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult abuse; we ensure that we apply the same thresholds. In our school we .

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse

- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to children’s services will be made as necessary where concerns are raised.

County lines criminal activity

County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of ‘[Are you a young person with a family member in prison](#)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet ‘[Going to Court and being a witness](#)’ from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Governor Responsibilities

The AHS Local Governing Board fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The AHS Local Governing Board have agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place.
- Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site.
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site

- Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- Is supported by the AHS Local Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the Safeguarding policy and procedures.
- Carries out an annual Safeguarding Audit in consultation with the AHS Local Governing Board, sharing this with the LSCB on request.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Two emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

The school will also highlight any other necessary contextual information including safeguarding concerns.

Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

- Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes etc., with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

RESPONDING TO ALLEGATION MADE AGAINST A SCHOOL EMPLOYEE

The statutory guidance, *Working Together to Safeguard Children 2013* states that the following process must be followed if the allegation or concern fits within the scope of the statutory guidance that you have:

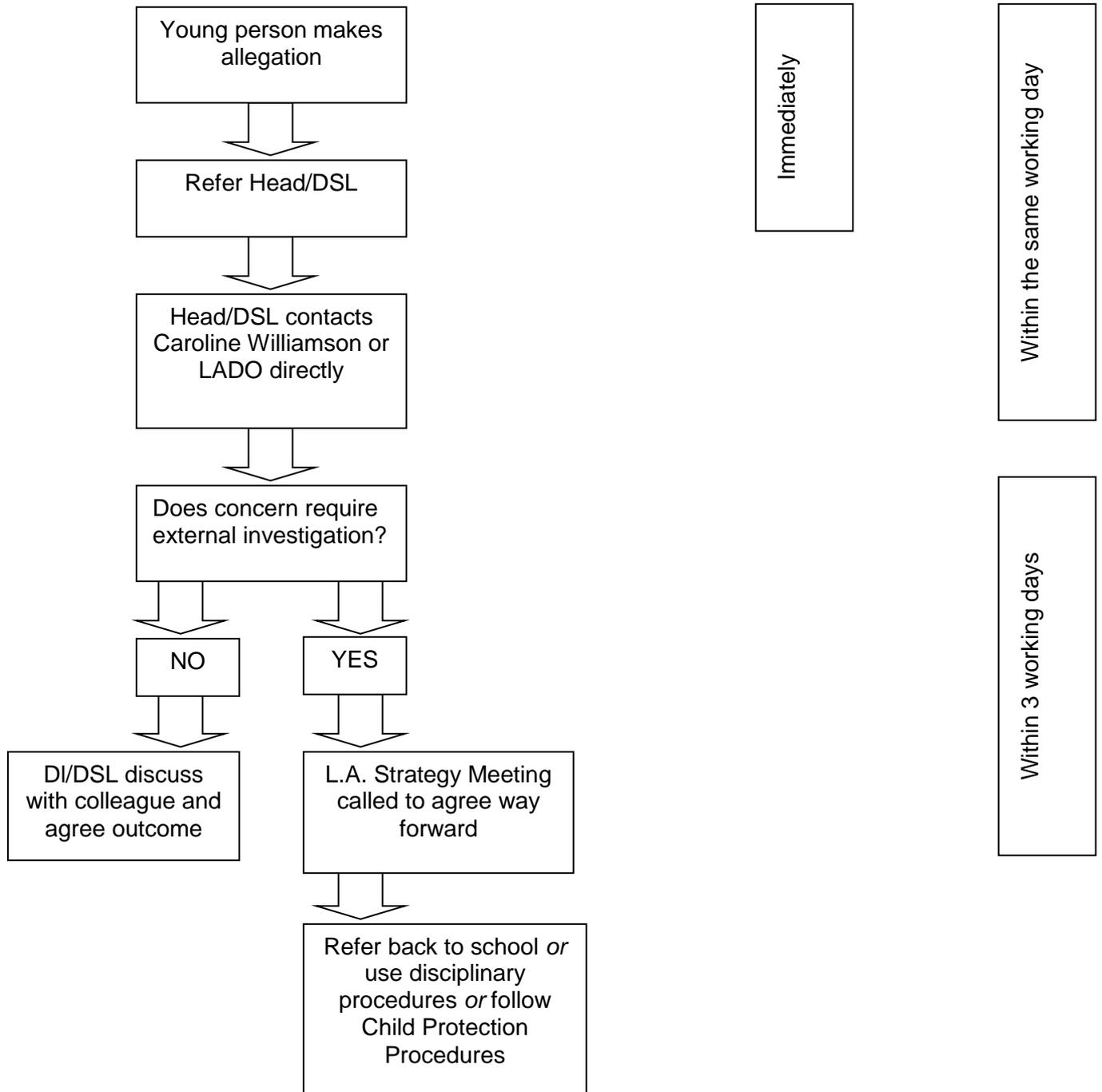
- Behaved in a way that has harmed a child, or may have harmed a child; *or*
- Possibly committed a criminal offence against or related to a child; *or*
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- That the allegation is clearly and demonstrably without foundation.

When an allegation or concern is made against a member of school staff, relating to the person's conduct towards a child, the following process **must be followed**.

- The allegation or concern must immediately be reported the Head Teacher/DSL.
- If the allegation or concern relates to the head teacher, the matter must be reported to the Local Authority of the Chair of the AHS Local Governing Board.
- If the allegation or concern fits with the scope of the guidance, the Headteacher/DSL must report the matter to the Local Authority Designated Officer (LADO) within the same working day.
- The LADO will discuss the matter with the head teacher in order to decide which process should be followed. Where it is believed that allegation falls within the scope of the guidance, there are three possible strands to enquiries that may be initiated:
 - Child protection
 - Criminal enquiries
 - Disciplinary
- If the matter is felt to constitute a criminal offence the police will be informed and a strategy meeting held
- If the matter is felt to be child protection, Children and Family Services will be informed and a strategy meeting held
- If the matter is felt to amount to an employment or capability issue the matter will be discussed with the MAT's Human Resource department.

- Strategy meetings are convened by Children and Family Services/Local Authority Local Area Teams and involve the relevant agencies, including the head teacher. The purpose of the strategy meeting is to agree the strategy of the investigation and to ensure that each agency works together. The meeting will always consider the most appropriate support needed for the child and the alleged person.

Appendix A - Allegation against a member of school staff flow diagram



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I have read and understood the Safeguarding Staff Code of Conduct and I agree to follow the guidance contained within it.

To: Gaynor Stainsby

Staff:

Signed: _____

Date:

Appendix B – Child Abuse Indicators

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- 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;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

Indications that FGM may be about to take place:

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

Indications that FGM has taken place:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.
- Prolonged absences/ persistent unexplained absence from school/college;
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers;

Appendix C – Receiving Disclosures

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)

Tell me what you mean by that?

Explain that to me

Describe that....

Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

Review records regularly; add any new concerns respond to these immediately.