



# Archbishop Holgate's School

A Church of England Academy

## Child Protection and Safeguarding Policy

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

Approval Date: September 2019

Next Review Date: September 2020

Member of staff responsible: Fn – Deputy Head Pastoral Care

Governing sub-committee: 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.

## SECTION A: Important contacts to address an immediate safeguarding issue.

*'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

In this section you can find information on who to contact in case of a safeguarding concern. In Section B you will find the Safeguarding Policy.

### 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. Please note the following working patterns.

The Designated Safeguarding Lead on each day is:

- Monday - Sam Stead
- Tuesday - Gaynor Stainsby
- Wednesday - Sam Stead
- Thursday - Gaynor Stainsby
- Friday - Daniel Furniss



DSL - Designated Safeguarding Lead on a Tuesday and Thursday  
reception@archbishopholgates.org  
01904 411341



Daniel Furniss - Deputy Designated Safeguarding Lead on a Friday  
reception@archbishopholgates.org  
01904 411341



Sam Stead - Designated Safeguarding Lead on a Monday and Wednesday  
reception@archbishopholgates.org  
01904 411341



Samantha Pugh - Safeguarding Governor  
reception@archbishopholgates.org  
01904 411341

Specific support can also be provided in school by:

- Lucy Ashcroft - Attendance Officer
- Year 7— Miss A Kincell (Head of Year) and Mrs S Stead (Pastoral Support Worker)

- Year 8 — Mrs A Edmondson (Head of Year) and Miss Clarke (Pastoral Support Worker)
- Year 9 — Miss H Turvey (Head of Year) and Mrs Chappell (Pastoral Support Worker)
- Year 10 — Mrs Avey (Head of Year) and Mrs M Mennell (Pastoral Support Worker)
- Year 11 — Mr A Arthur (Head of Year) and Mr R Deamer (Pastoral Support Worker)
- Year 12 — Mr Charlton (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)

**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
Local Area Team – link worker Meghan Payne	01904 551900
Local Police – Laura Harper collar 5655	101 laura.harper@northyorkshire.pnn.police.uk
SENCO	Lucy Nicol lnicol@archbsihopholgate.org
Assistant Director, Children's Specialist Services – Sophie Wales	01904 551550
Educational Psychologist – Emma Truelove	01904 554307
School Nurse – Vicky Kendal	01904 725346/ 0779907039
Safeguarding Advisor for Diocese of York - Dave Finan	01904 699524 / 07551124951
Emergency Duty Team	01609 780780
Safeguarding Advisor – Caroline Wood	01904 555694 / 07770764600
LADO	01904 551783 or 07795266806
Childrens Front Door – Child Protection referrals	01904 551900(option 2 then option 3)

## **Safeguarding advise and support from the Local Authority**

The school works in partnership with the Local Authority on all aspects of safeguarding.

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](http://www.saferchildrenyork.org.uk/index).

The Local Authority Safeguarding advisor is: Caroline Wood, her contact number is - 01904 555695

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.

The councils LADO (Local Authority Designated Officer) can be contacted on: 01904 551783 or 07795266806

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](mailto:social.custodian@northyorks.gcsx.gov.uk)

## **Safeguarding advice and support from the Multi-Academy Trust (MAT)**

Archbishop Holgate's School is a part of the Pathfinder Multi-Academy Trust. All staff within the MAT can contact the MAT's Safeguarding Lead for advice on:

- 01904 411341

## **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: <https://archbishopholgates.academy/our-school/policies/>

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.

## SECTION B: Introduction, roles and types of safeguarding concerns

### 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 fulfil 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.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused'. The guidance reflects, 'Keeping Children Safe in Education' September 2018.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

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. To ensure that all staff working within our school who have substantial and unsupervised access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>2</sup>, and a central record is kept for audit and the checks are repeated every three years.

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/>

## Definitions

The terms "children" and "child" refer to anyone under the age of 18.

For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

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

For the purposes of this policy, the term "harmful sexual behaviour" includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purposes of this policy, the term "sexual harassment" is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term "sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

For the purposes of this policy, "upskirting" refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

The term "teaching role" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

## 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
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

### **Statutory guidance**

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

### **Non-statutory guidance**

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

### **Other relevant school policies include:**

- MAT – Safeguarding Child Protection Statement
- MAT – Pathfinder Safeguarding Contacts
- Child Sexual Exploitation (CSE) Policy
- Children Missing Education Policy
- Visitors Policy
- Behavioural Policy
- Staff Code of Conduct
- Safe recruitment Policy
- Data Protection Policy
- MAT - Whistleblowing Policy
- Anti-Bullying Policy
- Exclusion Policy
- E-Safety Policy
- Pathfinder Information Policy
- Parent and pupil information notice

## Roles and responsibilities

### Safeguarding Structure at Pathfinder Multi Academy Trust (MAT)

Archbishop Holgate's School is a member of the Pathfinder Multi Academy Trust (MAT), The safeguarding arrangements within the MAT are:

The **MATs board's responsibilities** are to ensure that:

- Safeguarding and the promotion of the welfare of children within the MAT is at the forefront of all operational practice.
- All schools follow the MAT Safeguarding and Child Protection Statement
- All schools have and implement a school specific Safeguarding and Child Protection Policy that complies with legal legislation, best practise guidance and the MAT policy.
- All schools have a Designated Safeguarding Lead (and two Deputies, including in primary schools an EY Safeguarding Lead), who are fully equipped and trained to complete their role.
- All staff are fully trained to safeguard all students and to complete their roles.
- All schools are supported to safeguard all students in their schools.
- Directors are fully informed by the Executive Head of any material concerns about the operation of policy.
- Safeguarding is quality assured across the MAT to ensure all students are safe.
- Policies are updated annually or as required.

The **Executive Head** will:

- Ensure that the MAT Safeguarding and Child Protection Statement is implemented at individual school level
- Report to Directors on any material concerns about the operation of policy

The **MAT Trustee: safeguarding lead** will:

- Report annually to Directors on Safeguarding across the MAT.
- Quality assure Safeguarding across the MAT via:
- Review of each school's Annual Safeguarding Report
- Meetings with the MAT Safeguarding Lead
- Quality assure the MAT Safeguarding and Child Protection Statement

The **MAT's Safeguarding Lead** will:

- Update the MAT Safeguarding and Child Protection Statement as required. Advising each school of recommended changes they need to make to their own individual policies.
- Train and or facilitate training opportunities for individual school safeguarding leads (and/or deputies), safeguarding governors, ensuring they follow the MAT's and local schools safeguarding arrangements.
- Raise awareness of new documentation, new initiatives from outside agencies.
- Oversee the work of individual DSL's, encourage DSL teamwork and case review/reflection as well as quality assuring induction processes, signposting to the correct agency and creating the feel of a with 'MAT Safeguarding team'.
- Develop training for other MAT staff as requested by schools to be delivered in-house by safeguarding leads (ie cascading training rather than having to deliver it all)
- Liaise with the LADO to ensure that schools, trustees, governors are kept up to date with local and national updates/issues

- Quality assure Safeguarding in each school by:
  - Reviewing each schools:
    - Safeguarding Policy
    - Training records
    - Annual Governors Safeguarding report
    - Single Central Record
  - Completing an annual Safeguarding review including:
    - A Safeguarding audit
    - Current/recent cases of Safeguarding across the MAT
    - Safeguarding procedures within the school
    - Review of the use of CPOMs

Each school within the MAT will have:

- An individualised Safeguarding and Child Protection Policy that is built on the MAT's suggested Safeguarding and Child Protection Policy template
- A safeguarding governor (role explained below), who will report to their LGC once a year on Safeguarding in their school via the Annual Governors Safeguarding Report. They will:
  - Keep the MAT Trustee: Safeguarding Lead informed of Safeguarding in their schools via the Annual Safeguarding Report and of any concerns throughout the year.
  - Ensure that LGC governors receive the correct training.
- A DSL (and two deputies) who will:
  - Work with the safeguarding governor in promoting and overseeing safeguarding systems and procedures in school
  - Report annually to the LGC
  - Provide annually copies of the schools:
    - Safeguarding Policy
    - Training records
    - Annual Governors Safeguarding report

The MAT will ensure that for its staff, including MAT central staff and Pathfinder Teaching School it will follow its own Safeguarding Policy which explains that the MAT will:

- Have clear, well communicated Safeguarding procedures that all staff follow.
- Keep its own Single Central Register
- Follow Safe Recruitment procedures
- Have a training program to ensure all staff are up to date on Safeguarding and are clear on their roles and procedures
- All staff will follow any local schools safeguarding procedures.

### **Safeguarding Structure at Archbishop Holgate's School**

The Lead DSL, Gaynor Stainsby is linked to SLT and works directly with Deputy the safeguarding leads, Deputy Head Daniel Furniss and Pastoral Support worker Samantha Stead, on all safeguarding matters.

A safeguarding meeting is held every Thursday morning at 7.30am.

There is also a weekly pastoral leaders meeting (PLM) which includes the Head Teacher Mr Daly, Deputy Head Daniel Furniss, Assistant Head Michael Williams and DSL which also addresses safeguarding issues.

The school has a Safeguarding Governor, Samantha Pugh.

The school has a pastoral team of Heads of Year and Pastoral Support Workers who are all experts on Safeguarding.



DSL - Designated Safeguarding Lead  
reception@archbishopholgates.org  
01904 411341



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



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



Samantha Pugh - Safeguarding Governor  
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Specific support can also be provided in school by:

- Lucy Ashcroft - Attendance Officer
- Year 7— Miss A Kincell (Head of Year) and Mrs S Stead (Pastoral Support Worker)
- Year 8 — Mrs A Edmondson (Head of Year) and Miss Clark (Pastoral Support Worker)
- Year 9 — Miss H Turvey (Head of Year) and Mrs Chappell (Pastoral Support Worker)
- Year 10 — Mrs Avey (Head of Year) and Mrs M Mennell (Pastoral Support Worker)
- Year 11 —Mr A Arthur (Head of Year) and Mr R Deamer (Pastoral Support Worker)
- Year 12 —Mr Charlton (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)

**The governing board** has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.

- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting preemployment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.

- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

**The headteacher** has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

**The DSL** has a duty to:

- Understand, and keep up-to-date with, local plans for their LSCB's transition to the new multi-agency arrangement of three safeguarding partners.
- Act as the main point of contact with the LSCB, and with the three safeguarding partners following completion of the transition period.
- Refer all cases of suspected abuse to children's social care services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as the focal point for staff on matters of safeguarding by liaising with relevant agencies and being a source of support, advice and expertise to staff members
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals. Ensuring that all such records are kept confidentially and securely in a locked location or on CPOMS and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are transferred on to the child's next school or college. School records are kept and shared in line with GDPR regulations but with a clear understanding that safeguarding needs will be exceed the restrictions of GDPR at a point of need. Ensuring that an indication of the existence of the additional file above is marked on the pupil records.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.
- Hold the details of the LA personal advisor and liaise with them as necessary.
- The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, 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.
- Share information with deputies DSL and Head teacher
- Investigate and support around allegations made against staff
- Liaise with LADO and Safeguarding advisor
- Support with and advise PMAT with Safeguarding procedure

**Other staff members** have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.

- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

## **Examples of Safeguarding concerns**

### **Abuse and neglect**

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's Anti-Bullying Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

### **Types of abuse and neglect**

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 2019
- DFE – Prevent Duty June 2015
- DFE – What to Do if You're worried a Child is being abused March 2015

## **Preventing radicalisation**

For the purpose of this policy, “radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies.

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

### **Training**

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### ***Risk indicators of vulnerable pupils***

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.

- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

### **Channel programme**

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

### **Extremist speakers**

The Guest Speaker Policy will prevent speakers who may promote extremist views from using the school premises.

### **Building children's resilience**

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.

- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

## 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/>.

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin

- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

### **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.

For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### **Identifying cases**

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

### **Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

### **Forced Marriage (FM)**

For the purpose of this policy, a “forced marriage” is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place;
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer;
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)

### **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.

### **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 SEND**

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.

### **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.

### **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 Archbishop 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.

### **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.

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.

We would see these incidents as

- Domestic Violence
- Water /River safety
- Parent's mental health
- Deprivation / poverty
- Addictions, such as alcohol /drugs
- Cultural differences
- Aspirations
- Attitudes towards education
- County lines
- Prevent
- Children Missing in Education
- Peer on Peer abuse

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

### **Alternative provision**

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

### **Online safety**

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data and E-Security Breach Prevention and Management Plan.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

### **Mobile phone and camera safety**

Staff members will not use personal mobile phones or cameras when pupils are present unless for educational purposes.

Staff may use mobile phones in the staffroom during breaks and non-contact time.

Mobile phones will be safely stored and in silent mode whilst pupils are present.

Staff will use their professional judgement in emergency situations.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.

Mobile devices can only be used to take 'appropriate images' for twitter that are downloaded ASAP and then deleted from the phone..

The sending of inappropriate messages or images from mobile devices is strictly prohibited.

Staff who do not adhere to this policy will face disciplinary action.

ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer.

The school will adhere to the terms of the E-Safety Policy at all times.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.

The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

### **Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by the school.

Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

## SECTION C: A Safeguarding culture

At Archbishop Holgate's School we are very proud of our 'safeguarding culture'. Safeguarding permeates all aspects of school life. This includes the following sections:

### 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.

The SLT members who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (through the NSPCC) to be renewed every 5 years

You can read our full safe recruitment policy via our school website at:

<https://archbishopholgates.academy/our-school/policies/>

- All members of staff and volunteers are provided with child protection awareness information at induction so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- All staff and volunteers understand their responsibilities for being alert to signs of abuse and referring these to the DSL
- All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who

### Single central record (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

*The MAT holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.*

All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- [Academies, free schools and independent schools only] A section 128 check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

### **Staff Induction**

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

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs
- 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](http://www.course.ncalt.com)).

It is each member of staff's responsibility to apply the training, and must return their Certificates to the DSL.

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

### **Training**

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a termly basis or whenever there is a change in legislation.

Ongoing training includes:

- 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 Part 1" and complete the On-line training including Child Protection Training ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)).
- It is each member of staff's responsibility to apply the training and when completed handing in the certificate to the DSL.
- All students receive regular training via notices, assemblies, lessons and individual support as required. There is also a weekly Safeguarding question and answer with a short explanation in the weekly staff bulleting.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

### **Attendance**

Attendance is an essential part of safeguarding our students. Please see our 'attendance policy' for full details.

### **School Site Security**

We keep the school safe and secure by:

- Site access – the school has one main entrance, which is busy at all times. We have signs to inform visitors that they are not allowed on site unless they have a specific and legitimate reason and they must sign into main school reception.
- CCTV – we do have CCTV in school and all parents and students have been informed.
- Entrance to the building – all entrances at the front of school have either locks on doors or members of staff to supervise them. We ask that ALL visitors report to main school reception.
- All visitors to the school must sign in at main school reception. At this stage they will be issued with a lanyard. If you have provided a valid DBS and it is suitable you will be allowed to move around the school unsupervised, otherwise you will be escorted everywhere.
- We regularly remind all staff and students that they have a responsibility to either challenge or inform the nearest member of staff of anyone in the school without a lanyard or following our rules regarding lanyards
- Completion of Health and Safety Audits and following our policy.
- Like all schools we hire out our facilities and will have contractual staff on site at various times. We have suitable policies and procedures that includes following guidance from Keeping Children Safe Page 37, point 134. In short we ensure they have suitable DBS checks and where they hire our facilities there safeguarding procedures are in place and we believe are suitable to keep our students safe.

Further details on the above can be provided when visiting our school.

### **Visitors and lanyards**

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 a member of

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

# KNOW YOUR LANYARDS

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

Lanyard Color	Role
Dark Blue	Staff
Green	Pathfinder Staff
Blue	Pathfinder Multi Academy Trust Staff
Light Blue	6th Former
Green	Student Leader
Purple	Fulford Sixth Form Student
White	Regular Visitor
Red	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.

The following are free to walk around the school site:

- Students in school uniform
- 6<sup>th</sup> Form students wearing a blue lanyard
- 6<sup>th</sup> Form student leaders wearing a green lanyard
- Fulford 6<sup>g</sup> Formers wearing a purple lanyard
- AHS staff wearing a blue lanyard
- Pathfinder staff wearing a green lanyard
- Pathfinder MAT staff wearing a blue lanyard
- Visitors who have provided a suitable DBS on a white lanyard

All other visitors must:

- Wear a red lanyard
- Be accompanied by a MOS at all times

All staff must challenge anyone who does not meet the above criteria.

All students must inform a MOS of anyone who does not meet the above criteria.

### **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". Once the Evolve list has been completed this is then signed off by the DSL, SENCO and head of years.

### **Sports clubs and extracurricular activities**

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

### **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.

## SECTION D: Safeguarding procedures and protocols

### Concerns about a pupil

#### Receiving Disclosures

Below is advice on protocols staff should follow when receiving a disclosure:

##### 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.***

## Staff Referral

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy. However if the concern does not require immediate action and can be addressed by the end of the day staff can either email or filling out the Child Protection concern form this is accessible in the shared area M:\03-Staff Only\01-Pastoral\4 - Documentation\Child Protection Referral Forms. Or there are forms in the staff room on the Safeguarding boards. See APPENDIX 1.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

## 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@archbishopholgates.org  
01904 411341



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



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



Samantha Pugh - Safeguarding Governor  
reception@archbishopholgates.org  
01904 411341

Specific support can also be provided in school by:

- Lucy Ashcroft - Attendance Officer
- Year 7— Miss A Kincell (Head of Year) and Mrs S Stead (Pastoral Support Worker)
- Year 8 — Mrs A Edmondson (Head of Year) and Miss Clark

- Year 9 — Miss H Turvey (Head of Year) and Mrs Chappell (Pastoral Support Worker)
- Year 10 — Mrs Avey (Head of Year) and Mrs M Mennell (Pastoral Support Worker)
- Year 11 — Mr A Arthur (Head of Year) and Mr R Deamer (Pastoral Support Worker)
- Year 12 — Mr Charlton (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)

### **Staff referrals direct to social services or the police**

Anyone can refer a safeguarding concern direct to the social or the police. They do not have to refer via the DSL. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

Direct referrals can be made to: Children's Front Door: 01904 551900(option 2 then option 3)

### **Staff actions following a referral to social services**

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL on the schools safeguarding database CPOMS.

### **Managing referrals**

The reporting and referral process outlined in Appendix 2 will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.

Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

### **Supporting staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

The DSL and deputies have the opportunity to receive 'Supervision'. This can be in the form of peer 'supervision' or from an external source.

## **Early help**

All staff understand the Archbishop Holgate's 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 alerts 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 notice around the school with information on who the DSL is and who deputise in their absence, information in the staff room and round the school for Early Help CYC Front Door 551900. Information on visitor's lanyards of DSL and procedures.

### **Inter-agency working**

The school contributes to inter-agency working as part of its statutory duty.

The school is aware of the expected timeline for its LSCB to fully transition to new system of three safeguarding partners.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

## 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 children's 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.

## Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff, it will be raised with the headteacher.

If the concern is with regards to the headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Whistle blowing Policy.

## **Responding to allegations of abuse against staff**

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO3 for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>4</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer

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.

## **Allegations of abuse made against other pupils (peer-on-peer abuse)**

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

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence;
- Could put pupils in the school at risk;
- Is violent;
- Involves pupils being forced/coerced into drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

Staff are made aware of the importance of: making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts; Dismissing or tolerating such behaviours risks normalising them;

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment; non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- And sexual exploitation; coercion and threat.

### **If a pupil makes an allegation of abuse against another pupil:**

- Staff must tell the DSL and record the allegation, but do not investigate it;
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they

can talk to if needed; the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer abuse by: challenging any form of derogatory or sexualised language or behaviour; being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys; ensuring our curriculum helps to educate pupils about appropriate behaviour and consent; ensuring pupils know they can talk to staff confidentially; ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

## **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.

## APPENDIX 1: Child Protection Referral Form

Please record all concerns on a "Child Protection Concern Form". These are available in the staff room or on the shared area <M:\03-Staff Only\01-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: \_\_\_\_\_

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:

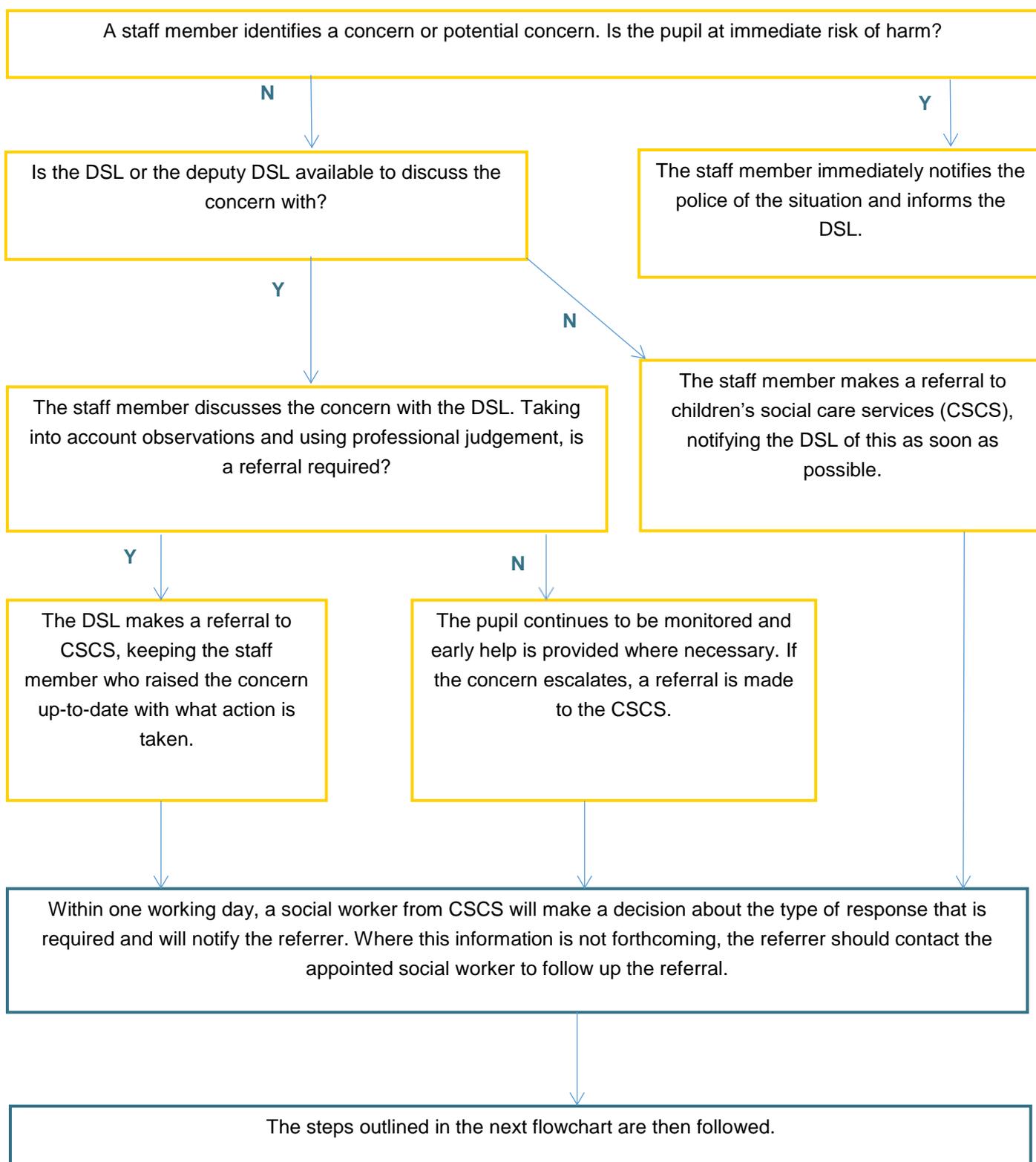
Recorded on CPOMs: Yes - No    HOY informed: Yes – No – N/A    FT informed: Yes – No – N/A

## APPENDIX 2: Safeguarding Reporting Process

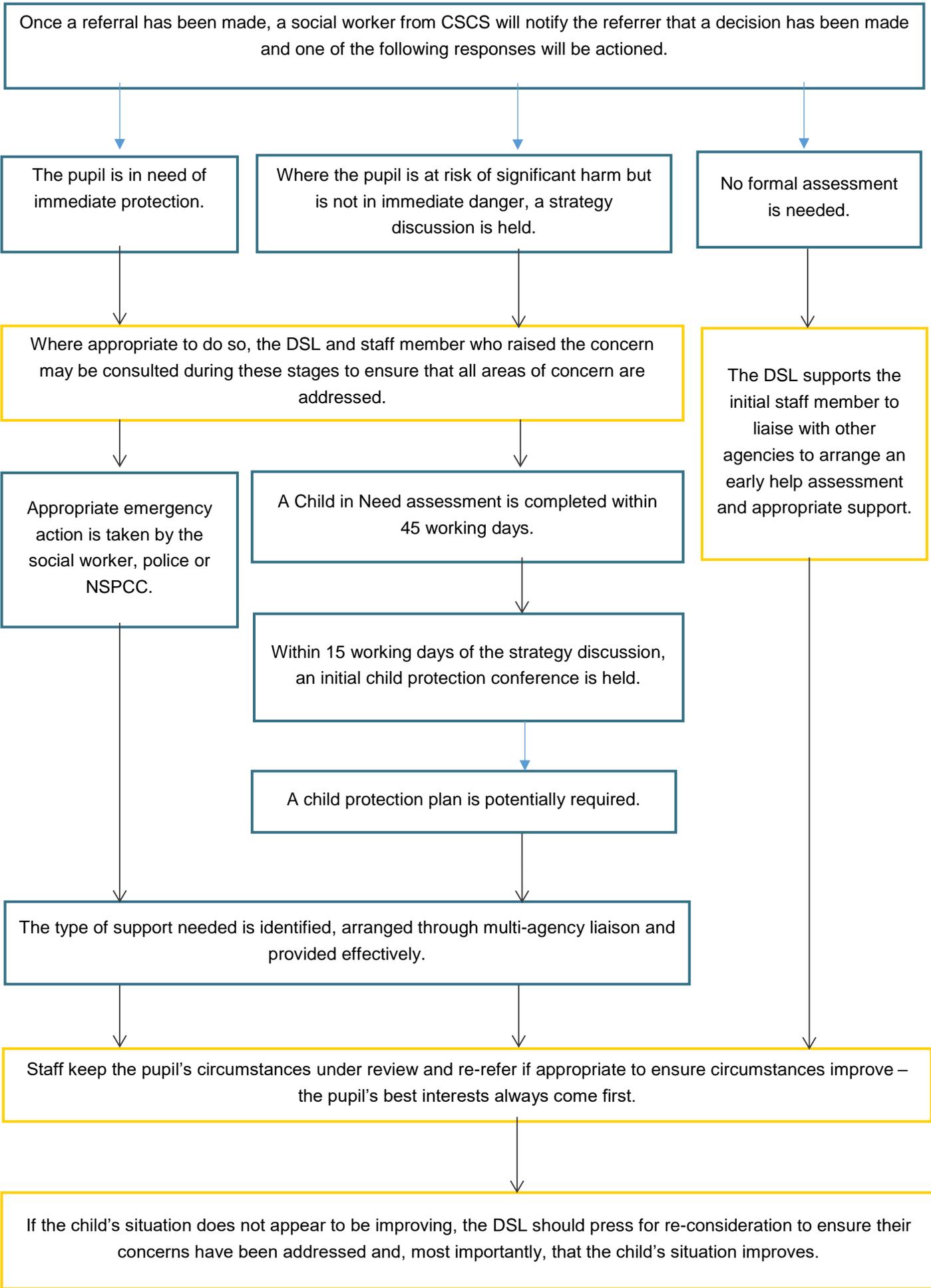
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

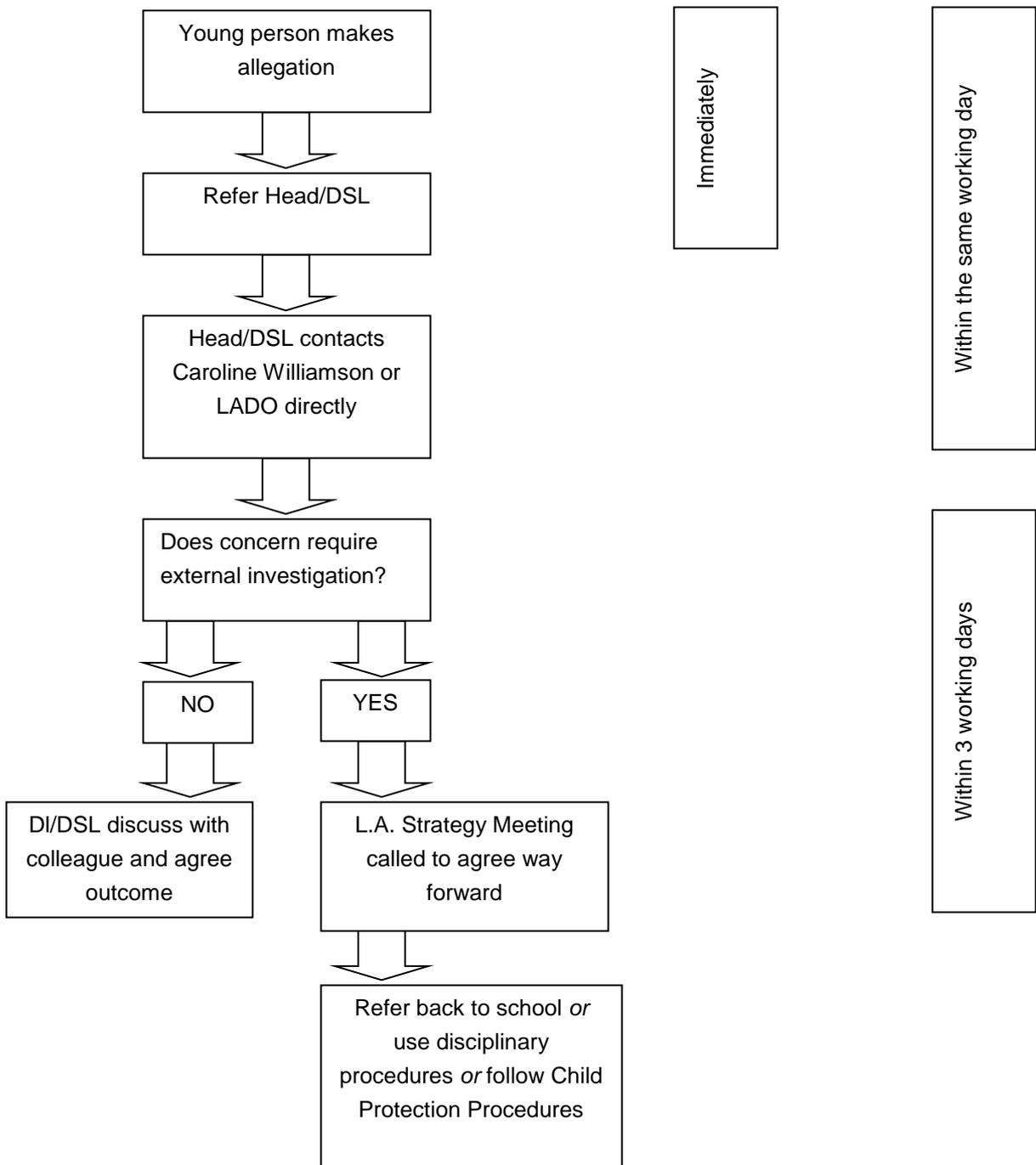
### Before a referral is made



**After a referral is made**



### Appendix 3 - 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 4: Contacts and Advice

### Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

### Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

### Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

### Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

### Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

### Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)