



St Peter's School
3-18YORK

Child Protection and Safeguarding Policy and Procedures

St Peter's School, York

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External Contacts

The details of the Designated Officer are as follows:

01904 551783 or lado@york.gcsx.gov.uk

The telephone numbers of the City of York children's social care department are as follows:

Children's Advice	01904 551900 (option 2) childrensadvise@york.gov.uk
Children's Front Door	01904 551900 (option 3) childrensfrontdoor@york.gov.uk The Children's Front Door, West Offices, Station Rise, York YO1 6GA
Local Area Team	01904 551814 07775 026102 sam.smart@york.gov.uk martine.eddon@york.gov.uk

If you urgently need to speak to a social worker outside office hours, before 8.30am or after 5.00pm, at weekends and on public holidays, please contact the Emergency Duty Team: Tel: 01609 780780 or e-mail: edt@northyorks.gov.uk

The local police non-emergency contact number is 101.

The telephone numbers of relevant Prevent partners are as follows:

Prevent Lead within the City of York Council: Jane Mowat	01904 555742 / 07984 496352 / jane.mowat@york.gov.uk
Police Channel Officers: DC Carolyn Hardman / DC Julie Whitehouse	101 / carolyn.hardman@northyorkshire.pnn.police.uk / julie.whitehouse@northyorkshire.pnn.police.uk
Non-emergency DfE advice	020 7340 7264 counter-extremism@education.gsi.gov.uk
Contact details for reporting FGM	101 or 999 if urgent
UK Safer internet Centre	0344 381 4772 helpline@saferinternet.org.uk

The National Society for the Prevention of Cruelty to Children (**NSPCC**) whistleblowing helpline can be contacted on:

NSPCC
Weston House
42 Curtain Road
London
EC2A 3NH

Telephone: 0800 028 0285

Email: help@nspcc.org.uk

1.1 **Contacts for pupils:**

Yor-Zone, City of York Contact Centre	01904 551773 yor-zone@york.gov.uk
Childline	0800 1111
Children's Commissioner	0800 528 0731
Independent Listeners	Dr Rosie Page, 'Ardnamurchan', Thirlby, Thirsk YO7 2DJ Stephen Griffith 07729 278294
School Counsellor	Pearl Humphries 01904 628736

School Contacts

<p>Designated Safeguarding Lead</p> <p>Matthew Grant</p>	<p>Email: m.grant@stpetersyork.org.uk</p> <p>Tel: 01904 527356</p> <p>Mobile: 07715 900974</p>
<p>Deputy Designated Safeguarding Lead (and St Olave's Designated Safeguarding Lead)</p> <p>Sarah Bennett</p>	<p>Email: s.bennett@stolavesyork.org.uk</p> <p>Tel: 01904 527377</p> <p>Mobile: 07889 433191</p>
<p>Clifton School Designated Safeguarding Lead</p> <p>Antonia Clark</p>	<p>Email: a.clarke@cliftonyork.org.uk</p> <p>Tel: 01904 527320</p> <p>Mobile: 07703 578882</p>
<p>Head Master</p> <p>Leo Winkley</p>	<p>Email: l.winkley@stpetersyork.org.uk</p> <p>Tel: 01904 527408</p>
<p>Chair of Governors</p> <p>William Woolley</p>	<p>Contactable through Clerk to the Governors</p> <p>Email: k.hodges@stpetersyork.org.uk</p>
<p>Nominated Safeguarding Governor</p> <p>Adrian Taylor</p>	<p>Contactable through Clerk to the Governors</p> <p>Email: k.hodges@stpetersyork.org.uk</p>

2 Policy statement

- 2.1 St Peter's School, York comprises of Clifton School (for pupils aged 3 to 8 years), St Olave's (for pupils aged 8 to 13 years) and St Peter's School (for pupils aged 13 to 18 years), collectively referred to in this policy as the School unless otherwise stated.
- 2.2 The aims of this policy are as follows:
- 2.2.1 to actively promote and safeguard the welfare of children;
 - 2.2.2 to have clear procedures in place for dealing with and referring concerns about a pupil's welfare and allegations of abuse;
 - 2.2.3 to raise the awareness of all staff and volunteers of their responsibilities to safeguard children and to report concerns;

- 2.2.4 to ensure consistent good safeguarding practice throughout the School.
- 2.3 The School's Child Protection and Safeguarding Policy and Procedures (**Policy**) has regard to the following guidance and advice:
- 2.3.1 Keeping children safe in education September 2016 (KCSIE);
 - 2.3.2 Working Together to Safeguard Children 2015;
 - 2.3.3 Disqualification under the Childcare Act (2016);
 - 2.3.4 Prevent Duty Guidance for England and Wales (2015)
 - 2.3.5 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015);
 - 2.3.6 Multi-agency statutory guidance on FGM (2016);
 - 2.3.7 What do to if you're worried a child is being abused: advice for practitioners (2015);
 - 2.3.8 Information sharing: advice for practitioners providing safeguarding services (2015);
 - 2.3.9 UKCCIS guidance *Sexting in schools and colleges* (2016);
 - 2.3.10 Children missing education (2016);
 - 2.3.11 Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (2017);
 - 2.3.12 Sexual violence and sexual harassment between children in schools and colleges (2017);
 - 2.3.13 City of York Safeguarding Children Board referral and threshold procedures and guidance.
- 2.4 Every pupil should feel safe and protected from any form of abuse and neglect. The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment. The School will:
- 2.4.1 ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people. See the School's separate Safer Recruitment Policy;
 - 2.4.2 follow the local inter-agency procedures of the City of York Children's Social Care;
 - 2.4.3 be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
 - 2.4.4 deal appropriately with every suspicion or complaint of abuse
 - 2.4.5 support children who have been abused in accordance with his / her agreed child protection plan;

- 2.4.6 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
 - 2.4.7 be alert to the needs of children with physical and mental health conditions, special educational needs or disabilities, where additional barriers can exist when detecting abuse or neglect;
 - 2.4.8 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
 - 2.4.9 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
 - 2.4.10 identify children who may be vulnerable to radicalisation, and know what to do when they are identified; and
 - 2.4.11 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area.
- 2.5 KCSIE defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- 2.6 Operation Encompass is a national Police initiative supported by both North Yorkshire Police and St Peter's School. Professionals realise that being exposed to domestic abuse is classed as an adverse childhood experience and that the more adverse childhood experiences a child has the greater the negative impact upon their mental and physical health and well-being now and in the future. Operation Encompass involves the reporting to schools before 9am on a school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening. The information is given to the school's Designated Safeguarding Lead to enable support to be given dependent on the needs and wishes of the child.
- 2.7 **Application and accessibility**
- 2.7.1 This Policy is a whole-school policy including the Early Years Foundation Stage (EYFS) provision and applies wherever staff, Governors and volunteers are working with pupils even where this is away from the School, for example an educational visit.
 - 2.7.2 This Policy is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.
- 2.8 **Related policies**
- 2.8.1 The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:
 - (a) Staff Code of Conduct
 - (b) Staff Acceptable Use and Social Media Policy

- (c) Whistleblowing Policy
- (d) Safer Recruitment Policy
- (e) Online Safety Policy
- (f) Anti-bullying Policy
- (g) Policy for Pupils on the Safe and Acceptable Use of ICT
- (h) Access and Security Policy
- (i) Risk Assessment Policy for Pupil Welfare
- (j) Missing Pupil Policy
- (k) Policy on Special Educational Needs and Learning Difficulties
- (l) Disability Policy
- (m) Policy on the administration of medicines and supporting pupils with medical conditions

2.8.2 These policies procedures and resource materials are available to staff on the School's intranet and hard copies are available on request.

3 The Designated Safeguarding Lead

- 3.1 The School's Governing Body has appointed a **Designated Safeguarding Lead**. The Designated Safeguarding Lead (Mr Matthew Grant) is a senior member of staff with the necessary status and authority to take lead responsibility for safeguarding and child protection.
- 3.2 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and/or inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.
- 3.3 The name and contact details of the Designated Safeguarding Lead are set out in the School Contacts list at the front of this Policy. The main responsibilities of the Designated Safeguarding Lead are set out in Appendix I.
- 3.4 If the Designated Safeguarding Lead is unavailable, his duties will be carried out by the Deputy Designated Safeguarding Lead. The Deputy Designated Safeguarding Lead's details are also set out at the front of this Policy. In this Policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable.
- 3.5 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead may be contacted on their mobile telephone in relation to any safeguarding concerns out of School Hours.

4 Duty of staff, Governors and volunteers

- 4.1 All staff, Governors and volunteers of the School are under a general legal duty:

- 4.1.1 to protect children from abuse;
 - 4.1.2 to be aware of the terms and procedures in this Policy and to follow them;
 - 4.1.3 to know how to access and implement the procedures in this Policy, independently if necessary;
 - 4.1.4 to keep a sufficient record of any concerns, discussion and decision in accordance with this Policy; and
 - 4.1.5 to report any matters of concern in accordance with this Policy.
- 4.2 Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Safer Recruitment Policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.
- 4.3 The Governing Body has nominated one of its members to take leadership responsibility of the School's safeguarding arrangements. The Nominated Safeguarding Governor is Mr Adrian Taylor whose contact details are set out in the School Contacts list at the front of this Policy.
- 4.4 The Head will ensure that the policies and procedures adopted by the Governing Body, particularly concerning the referrals of cases of suspected abuse and neglect, are followed by all staff.

5 Training

- 5.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. The level and frequency of training depends on role of the individual member of staff.
- 5.2 The School maintains written records of all staff training.
- 5.3 All training will be carried out in accordance with City of York Safeguarding Children Board procedures.

5.4 Induction

- (a) All staff, including temporary staff and volunteers, will be provided with induction training that includes:
 - (i) this Policy;
 - (ii) the staff Code of Conduct including the whistleblowing policy, Staff Social Media Policy and Acceptable Use Policy;
 - (iii) the role of the Designated Safeguarding Lead and his identity and contact details together with that of his Deputy;
 - (iv) child protection training in accordance with City of York Children's Social Care procedures; and

- (v) a copy of Part I and where appropriate, Annex A of KCSIE; and
- (vi) appropriate Prevent training.

5.4.2 **Safeguarding training**

- (a) All staff including the Head will receive a copy of this policy and Part I and, where appropriate, Annex A of KCSIE, and will be required to confirm that they have read these.
- (b) The Head and all staff members will undertake appropriate safeguarding training which will be updated annually and following consultation with the Schools' Safeguarding Advisor at the City of York Council. In addition, all staff members will receive safeguarding and child protection updates via e-mail and staff meetings on a regular basis and at least annually.
- (c) Staff development training will also include training on online safety and Prevent training assessed as appropriate for them by the School.
- (d) Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, harmful sexual behaviour, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- (e) The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.
- (f) The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings and professional development reviews.

5.4.3 **Designated Safeguarding Lead**

- (a) The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years.
- (b) In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the Designated Safeguarding Lead, see Appendix I.
- (c) Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

5.4.4 **Teaching pupils about safeguarding**

- (a) The School teaches pupils about safeguarding through the curriculum and PSHEE, including guidance on adjusting behaviour to reduce risks,

particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

- (b) Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PHSE education appropriate to their age and stage of development. Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised.
- (c) The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place (see the School's Online Safety Policy) and is mindful that this should not lead to unnecessary restrictions on learning.

6 Procedures

- 6.1 The child protection training provided to staff considers the types and signs of abuse and neglect staff must be aware of. The types of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 2.
- 6.2 Staff should refer to the guidance in Appendix 3 in the event of receiving a disclosure from a child and for guidance about recording concerns.
- 6.3 Staff members working with children should maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
- 6.4 **If staff are ever unsure, they must always speak to the Designated Safeguarding Lead.**
- 6.5 **Early help**
 - 6.5.1 The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
 - 6.5.2 The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.
 - 6.5.3 A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead will consider the appropriate action to take in accordance with the City of York Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
 - 6.5.4 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

6.6 Concerns about a pupil's welfare

- 6.6.1 If a member of staff is concerned about a pupil's welfare, the matter should be reported to the relevant Safeguarding Lead for either Clifton, St Olave's or St Peter's as soon as possible. See paragraph 6.10 and Appendix 4 for the procedures for dealing with allegations against staff and volunteers.
- 6.6.2 On being notified of a concern the Designated Safeguarding Lead will consider the appropriate course of action in accordance with the City of York Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care.
- 6.6.3 If it is decided that a referral is not required, the Designated Safeguarding Lead will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.
- 6.6.4 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 6.6.5 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the Designated Safeguarding Lead to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed of the referral as soon as possible.
- 6.6.6 Where the concern relates to the welfare of a pupil who is aged 18 or over, the Designated Safeguarding Lead will consider whether it is necessary to refer such concerns to the Safeguarding Adults Board rather than, or in addition to, children's social care.

6.7 If a child is in immediate danger or at risk of harm

- 6.7.1 If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.
- 6.7.2 Anybody can make a referral in these circumstances. See section 6.9 below for details on making a referral.
- 6.7.3 If a referral is made by someone other than the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed of the referral as soon as possible.

6.8 Female genital mutilation

- 6.8.1 Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 2 for further information about FGM and this reporting duty.

6.9 Making a referral

- 6.9.1 The relevant contact information is set out at the front of this Policy, and in Section 8 below. If the referral is made by telephone, this should be followed up in writing.
- 6.9.2 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If

this is not received, the Designated Safeguarding Lead (or the person that made the referral) should contact children's social care again.

- 6.9.3 If after a referral the pupil's situation does not appear to be improving, the Designated Safeguarding Lead (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.
- 6.9.4 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

6.10 **Dealing with allegations against teachers, the Head, Governors, volunteers and other staff**

- 6.10.1 The School has procedures for dealing with allegations against teachers, the Head, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSIE.
- 6.10.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (**Designated Officer(s)**). The Designated Officer(s) will be informed immediately and in any event within one working day of all such allegations that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.
- 6.10.3 Detailed guidance is given to staff, Governors and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Code of Conduct which is available on the staff intranet and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils. Corporal punishment is never used nor is its use ever threatened.
- 6.10.4 Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the section **Error! Reference source not found.** for the relevant contact details).

6.11 **Allegations against pupils**

- 6.11.1 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:
 - (a) violence, including gender based violence;

- (b) threatening or intimidating behaviour;
- (c) blackmail;
- (d) sexting and youth produced sexual imagery (see Appendix 2 and the School's Policy for Pupils on the Safe and Acceptable Use of ICT for the School's approach to sexting);
- (e) harmful sexual behaviour including sexual violence and sexual harassment;
- (f) any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- (g) bullying, including cyberbullying.

6.11.2 Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The School recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two.

6.11.3 The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and kept under review. Appropriate action is taken to protect pupils identified as being at risk including risks arising from behaviour in boarding houses (see the School's Risk Assessment Policy for Pupil Welfare).

6.11.4 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable.

6.11.5 Allegations against pupils should be reported in accordance with the procedures set out in this Policy. If sexual violence or sexual harassment is alleged to have occurred, the DSL will take into account the local response of the police and children's social care to these issues.

6.11.6 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care and / or the police, as appropriate, on when and how to inform the pupil about the allegations and how investigation of such allegations will be conducted. The School will carry out risk assessments and take all appropriate action to ensure the safety and welfare of all pupils including the pupil or pupils accused of abuse.

6.11.7 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

- 6.11.8 In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.
- 6.11.9 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

6.12 **Informing parents**

- 6.12.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head, the designated officer, children's social care and / or the police before discussing details with parents. In all cases the Designated Safeguarding Lead will be guided by the City of York Safeguarding Children Board referral threshold document.
- 6.12.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 6.12.3 See also section 3 of Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Head of the School.

6.13 **Use of mobile phones and cameras**

- 6.14 The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:
- 6.14.1 The School's Policy on the Safe and Acceptable Use of ICT sets out the expectations on pupils from Year 4 to Year 13. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.
- 6.14.2 Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff Code of Conduct.
- 6.14.3 Mobile phones should not be used in the EYFS setting. Staff phones should be switched off and stored in the staff room at all times. Only school cameras or devices should be used to take photographs of children.
- 6.14.4 Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents are informed that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

7 Record keeping, confidentiality and information sharing

- 7.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

- 7.2 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.
- 7.3 Staff must record all concerns about a pupil through CPOMS (the School's online child protection reporting system) ensuring that it is recorded as a Child Protection issue, to ensure that only the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead have sight of it.
- 7.4 The Designated Safeguarding Lead will open a child protection file following a report to him / her of a child protection concern about a pupil. The Designated Safeguarding Lead will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.
- 7.5 **Information sharing**
- 7.5.1 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.
- 7.5.2 The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.
- 7.5.3 Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

8 Monitoring and review

- 8.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The Designated Safeguarding Lead will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.
- 8.2 Any safeguarding incidents at the School will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Nominated Safeguarding Governor. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
- 8.3 The full Governing Body will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The Designated Safeguarding Lead will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 8.4 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Designated Officer. The full

Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

Authorised by: Board of Governors 21 March 2018

Next Review Easter Term 2019

A handwritten signature in black ink, appearing to read 'W. Woolley', written over a horizontal line.

William Woolley, Chair of Governors

Appendix I The Designated Safeguarding Lead

- 1 The Designated Safeguarding Lead for the School site is Mr Matt Grant, MFL teacher who may be contacted on 07715 900974. The Safeguarding Lead for St Olave's School is Mrs Sarah Bennett, science teacher who may be contacted on 01904 527377. The Safeguarding Lead for Clifton School is Mrs Antonia Clarke, Deputy Head, who is also the Designated Lead Practitioner for the EYFS setting, who may be contacted on 01904 527320.
- 2 The Deputy Designated Safeguarding Lead is Mrs Sarah Bennett, science teacher at St Olave's who may be contacted on 01904 527377.
- 3 In accordance with Annex B of KCSIE, the main responsibilities of the Designated Safeguarding Lead are:

3.1 Managing referrals

- (a) The Designated Safeguarding Lead is expected to:
 - (i) refer cases of suspected abuse to the local authority children's social care as required;
 - (ii) support staff who make referrals to the local authority children's social care;
 - (iii) refer cases to the Channel programme where there is a radicalisation concern as required;
 - (iv) support staff who make referrals to the Channel programme;
 - (v) refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Services as required; and / or
 - (vi) refer cases where a crime may have been committed to police as required.

3.2 Work with others

- (a) Liaising with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- (b) As required, liaise with the Case Manager (see Appendix 4 of this policy) and the Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- (c) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

3.3 Raise awareness

- (a) The Designated Safeguarding Lead should ensure this Policy is known, understood and used appropriately;

- (b) Ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- (c) Ensure this Policy is available publicly.
- (d) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- (e) Maintain links with the City of York Children's Social Care to ensure staff are aware of training opportunities and the local policies on safeguarding.

3.4 **Child protection file**

- (a) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

3.5 **Prevent**

- (a) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:
 - (i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - (ii) Co-ordinating Prevent duty procedures in the School;
 - (iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
 - (iv) Undergoing WRAP or other appropriate training;
 - (v) Maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
 - (vi) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

4 The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable.

5 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 5.1 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 5.2 have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- 5.3 ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- 5.4 are alert to the specific needs of children in need, those with special educational needs and young carers;
- 5.5 are able to keep detailed, accurate, secure written records of concerns and referrals;
- 5.6 understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- 5.7 obtain access to resources and attend any relevant or refresher training courses;
- 5.8 encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Appendix 2 Types and signs of abuse and specific safeguarding issues

1 Types of abuse

- 1.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 1.2 Part one of KCSIE defines the following types of abuse however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.
- 1.3 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 1.5 **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. The sexual abuse of children by other children is a specific safeguarding issue in education.
- 1.6 **Neglect:** 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.

2 **Signs of abuse**

- 2.1 Possible signs of abuse include, but are not limited to:
- 2.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference
 - 2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
 - 2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour
 - 2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
 - 2.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing
 - 2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed
 - 2.1.7 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers and
 - 2.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 2.2 The City of York Children's Social Care can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3 **Specific safeguarding issues**

- 3.1 *KCSIE* acknowledges the following as specific safeguarding issues:
- 3.1.1 children missing from education (see below)
 - 3.1.2 children missing from home or care
 - 3.1.3 child sexual exploitation (see below)
 - 3.1.4 bullying including cyberbullying
 - 3.1.5 domestic abuse
 - 3.1.6 drugs

- 3.1.7 fabricated or induced illness
- 3.1.8 faith-based abuse
- 3.1.9 female genital mutilation (see below)
- 3.1.10 forced marriage (see below)
- 3.1.11 gangs and youth violence
- 3.1.12 gender-based violence / violence against women and girls (VAWG)
- 3.1.13 hate
- 3.1.14 mental health
- 3.1.15 missing children and adults
- 3.1.16 private fostering
- 3.1.17 preventing radicalisation (see section below)
- 3.1.18 relationship abuse
- 3.1.19 sexual violence and sexual harassment between children (see below)
- 3.1.20 sexting (see below)
- 3.1.21 trafficking and modern slavery.

3.2 Children missing education

- 3.2.1 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).
- 3.2.2 This will assist the local authority to:
 - (a) fulfil its duty to identify children of compulsory school age who are missing from education; and
 - (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
- 3.2.3 The School shall inform the local authority of any pupil who:
 - (c) fails to attend School regularly; or
 - (d) has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

3.2.4 School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his / her welfare.

3.3 **Child sexual exploitation:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and /or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

3.4 **Honour-based violence**

All forms of so called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Staff should speak to the Designated Safeguarding Lead if they have any doubts.

3.4.1 **Female genital mutilation (FGM):**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse with long- lasting harmful consequences.

There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi- agency statutory guidance on FGM (pages 59-61 focus on the role of schools).

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the Designated Safeguarding Lead in accordance with this policy. See the Home Office guidance *Mandatory Reporting of Female Genital Mutilation - procedural information* for further details about the duty.

Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

3.4.2 **Forced marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they

cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the Multi-agency guidelines: Handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or fm_u@fco.gov.uk for advice and information.

4 **Radicalisation and the Prevent duty**

- 4.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 4.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 4.3 The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:
- Extremism:** "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"
- Radicalisation:** "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"
- 4.4 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.
- 4.5 *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social

behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others."

4.6 Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

4.7 The DfE's briefing note *The use of social media for on-line radicalisation (2015)* includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

6 Sexual violence and sexual harassment between children

- 6.1 Sexual violence and sexual harassment can occur between two or more children of the same or different gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 6.2 Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The school will respond to allegations seriously and all victims will be offered appropriate support.
- 6.3 The School is aware of the importance of:
- 6.3.1 making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - 6.3.2 not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
 - 6.3.3 challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- 6.4 References to **sexual violence** are references to sexual offences under the Sexual Offences Act 2003, specifically Rape, Assault by Penetration and Sexual Assault.
- 6.5 References to **sexual harassment** mean 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of child on child sexual harassment, it 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.
- 6.6 The DfE guidance Sexual violence and sexual harassment between children in schools and colleges (2017) provides further detailed advice.

7 Sexting

- 7.1 "Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.
- 7.2 The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.
- 7.3 Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.
- 7.4 The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

- (a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
 - (b) it is necessary to report the image to a website or agency to have it taken down; or
 - (c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.
- 7.5 Where an image must be viewed:
- (a) viewing should take place on School premises wherever possible;
 - (b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
 - (c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff does not need to view the image;
 - (d) full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
 - (e) any member of staff who views an indecent image should be given appropriate support.
- 7.6 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.
- 7.7 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.
- 7.8 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.
- 7.9 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).
- 7.10 Where a pupil receives unwanted images, the School should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.
- 7.11 The UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.

7.12 The College of Policing has also produced a briefing note Police action in response to youth produced sexual imagery ("sexting") (November 2016) which provides information on how police forces treat instances of sexting by young persons.

8 Special educational needs and disabilities

8.1 The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy.

8.2 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

8.2.1 Staff must not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;

8.2.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

8.2.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Appendix 3 Guidance for staff and volunteers on suspecting or hearing a complaint of abuse or neglect

1 Receiving a disclosure

- 1.1 A member of staff or volunteer suspecting or hearing a complaint of abuse or neglect:
- 1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
 - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer;
 - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and
 - 1.1.4 must keep a sufficient written record of the conversation. The record should include:
 - (a) the date and time;
 - (b) the place of the conversation; and
 - (c) the essence of what was said and done by whom and in whose presence;and must be signed by the person making it, using names and not initials.
- 1.2 All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record (see below) and passed on when reporting the matter in accordance with this Policy.

2 Recording the concern

- 2.1 Staff must record all concerns about a child in writing.
- 2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
- 2.2.1 the child's details: name, date of birth, address and family details;
 - 2.2.2 date and time of the event / concern;
 - 2.2.3 the action taken and by whom;
 - 2.2.4 the name and position of the person making the record.

The concern should be raised through CPOMS (the School's online child protection reporting system) ensuring that it is recorded as a Child Protection issue, to ensure that only the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead have sight of it.

Appendix 4 Dealing with allegations against teachers, the Head, Governors, volunteers and other staff

1 The School's procedures

- I.1 The School's procedures for dealing with allegations made against staff will be used where the teacher, the Head, Governor, volunteer or other member of staff has:
 - I.1.1 behaved in a way that has harmed a child, or may have harmed a child;
 - I.1.2 possibly committed a criminal offence against or related to a child; or
 - I.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she worked regularly or closely with children.
- I.2 Any allegations not meeting this criteria will be dealt with in accordance with the City of York Children's Social Care procedures. Advice from the Designated Officer will be sought in borderline cases.
- I.3 All such allegations must be dealt with as a priority without delay. The Designated Officer(s) will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph I.1 above.
- I.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation

- 2.1 The reporting requirements for allegations against a teacher, the Head, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his / her concerns with the DSL and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL. Staff may also make use of the School's Whistleblowing Policy.
- 2.2 Where an allegation or complaint is made against any member of staff other than the Head, the Designated Safeguarding Lead or a volunteer, the matter should be reported immediately to the Head. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Head / will consult with the Designated Safeguarding Lead.
- 2.3 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Head. The allegation will be discussed immediately with the Designated Officer before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.
- 2.4 Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the Designated Officer before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

- 2.5 If it is not possible to report to the Head or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.
- 2.6 The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

3 Disclosure of information

- 3.1 The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer(s) has been consulted.
- 3.2 The parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 3.3 Where the Designated Officer(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.
- 4.2 Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

5 Ceasing to use staff

- 5.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
- 5.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

- 5.3 Separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made where a teacher has been dismissed, or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

6 Malicious allegations

- 6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.
- 6.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 6.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7 Record keeping

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
- 7.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.¹

¹ In accordance with the terms of reference of the Goddard Inquiry all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.