

7a Safeguarding and Child Protection Policy – Including EYFS

Headmistress – Mrs Amanda Kirby

Named personnel with designated responsibility for Child Protection:

Academic year 2019-20		Contact Details
Designated Safeguarding Lead Inc. EYFS	Mrs Melissa Raubitschek	melissaraubitschek@cundallmanor.org.uk 01423 360918
Prevent Lead and Deputy Designated Safeguarding	Mrs Amanda Kirby Headmistress	amandakirby@cundallmanor.org.uk 01423 360200 / 07741292794
Deputy Designated Safeguarding and Prevent Lead (EYFS)	Miss Kathryn Creed Assistant Head	kathryncreed@cundallmanor.org.uk 01423 360200
Nominated Governor for Safeguarding and Prevent	Mrs Rachel Powell	rachelpowell@cundallmanor.org.uk 01423 360200
Chair of Governors	Sir Thomas Ingilby	sirthomas@ripleycastle.co.uk 01423 360200

STATEMENT OF INTENT

The safeguarding, safety and welfare of all our pupils at Cundall Manor School is our highest priority. The school is committed to safeguarding and will act in the best interests of the child. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the school will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Partnership (LSCP) which is the North Yorkshire Safeguarding Children Partnership (NYSCP) in accordance with locally agreed interagency procedures together with DfE guidance contained in Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (KCSIE) (September 2019) incorporating Disqualification under the Childcare Act and The Counter-Terrorism and Security Act 2015 ('The Prevent Duty')
www.gov.uk/government/publications/keeping-children-safe-in-education

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All staff in school should be aware that safeguarding incidents can happen at any time and anywhere and they are required to be alert to any possible concerns. All staff should be alert to identifying children who may benefit from early help. Any concerns regarding child protection and/or safeguarding must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead (DDSL). Safeguarding is everyone's responsibility and anyone can make a referral to the Children and Families Service and, if appropriate, to the police; a referral does not need to be made by the DSL. Advice on following NYSCP routes is available on www.safeguardingchildren.co.uk/referral-process

Although the risk of radicalisation has been assessed as low, Cundall Manor School has a due regard to the need to prevent people from being drawn into terrorism or being radicalised.

Contextual Safeguarding

The school reserves the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils. (AUP)

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and

deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's Social Care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of the abuse.

This policy also covers broader safeguarding duties such as making reports to the Disclosure and Barring Service (DBS) and pre-appointment checks (on volunteers, staff of contractors and other individuals that are not school staff or supply staff) which are completed according to the requirements set out in KCSIE.

RELATED CHILD PROTECTION POLICIES AND DOCUMENTS

- Anti-Bullying Policy
- Behaviour Policy
- Health and Safety Policy
- Induction of New Staff in Child Protection
- Missing Child Policy
- Recruitment Policy
- Confidentiality Policy
- Acceptable Use Policy (AUP)
- Photographic Images Policy
- Staff handbook
- Procedures for Outside Speakers visiting CMS
- Mental Health and Wellbeing Policy

All policies together form the 'suite' of child protection policies that the Regulations require. In accordance with those Regulations, all of them are available to parents on the school's website. The Safeguarding and additional policies are reviewed annually by governors or as needed following new statutory documentation.

PROCEDURES FOR DEALING WITH DISCLOSURE, ALLEGATIONS OR CONCERNS ABOUT A CHILD

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be in need or at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted, when appropriate, to the particular potential vulnerabilities of looked after children.

Every member of staff, including part-timers, temporary, visiting, permanent contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who will normally manage referrals, however anyone can refer concerns to the Children and Families Service about a child. This includes alleged abuse by one or more pupils against another pupil (peer on peer abuse). Advice on following NYSCP routes is available on www.safeguardingchildren.co.uk
www.safeguardingchildren.co.uk/aboutus/multi-agency-safeguarding-arrangements

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to their attention they must remember that it takes courage to disclose and the child may feel ashamed or embarrassed. They may have lost trust in adults and may have been told that the abuse is their own fault. Staff must therefore:

- Remain calm and avoid overreaction
- Not promise confidentiality, if the pupil does not disclose then the member of staff should still refer the information to the DSL or deputy (DDSL)
- Listen to the child, to provide re-assurance

- Not reprimand the pupil for failing to disclose earlier
- Record the child's statements, but not to probe nor put words into the child's mouth.
- Limit questioning to the minimum necessary for clarification.
- Do not ask leading questions
- Seek support if the child is distressed
- Report directly and without delay to the DSL or deputy
- Write up the conversation as soon as possible as a record of concern.
- Extensive information is available in the document *What to do if you're worried a child is being abused* published in March 2015 (a copy of which is displayed in the Staff Room).

Where an allegation is made of abuse by one or more pupils against another and there is a reasonable cause to suspect that a child is suffering or likely to suffer significant harm, then the case should be referred to the Children and Families Service, in which case all children involved will be treated as being 'at risk'. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm'. Where there is no reason to suspect significant harm the Anti-Bullying policy should be consulted.

The member of staff should make and submit an accurate written record and inform the DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. If appropriate, the DSL will contact the Designated Officer (LADO) for advice or direction and will inform Ofsted. The Designated Officer will provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school. If at any time there is a risk of immediate serious harm to a child, a referral should be made to the Children and Families Service immediately. In relation to our nursery/EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Where a serious allegation is made against a member of staff or other adult the Headmistress will refer allegations, suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering (or is likely to suffer significant harm) to the Designated Officer immediately or within one working day at the latest.

Borderline cases will be discussed with the Designated Officer (LADO) without identifying individuals in the first instance, and following discussions, the Designated Officer will judge whether or not an allegation or concern meets the relevant threshold. The Designated Officer and the Headmistress will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police. It is vitally important that children receive the right help at the right time to address risks and prevent issues escalating. Early signs of abuse and neglect will be acted upon without delay and clear records kept.

It is very important that children receive the right to help at the right time to address risks and prevent issues escalating. Information should be shared quickly and in-action challenged. It is of vital importance that any early signs are acted upon and clear records are kept. Throughout the process the views of the child should be listened to and concerns should be re-assessed when situations do not improve.

There is a need to differentiate between the safeguarding of children who have suffered or are likely to suffer significant harm, who should be reported to the Children and Families Service, and those who are in need of additional support from one or more agencies. MultiAgency assessment using processes and guidance from the NYSCP may use the Common Assessment Framework (CAF) or Team around the Child approaches. Although decisions to seek support for a child would normally be taken in consultation with parents and pupils, there is no consent required where there are reasonable grounds to believe that a child is at risk of significant harm. The Designated Officer is happy to act as an advisor in such situations. In the case of serious harm or a crime has been committed the police should be informed from the outset.

A child going missing from education is a potential indicator of abuse or neglect. Staff should be aware of children who may be at risk of running away and of families that may have children that may be missing from education (especially where it follows a pattern or happens on repeat occasions). Concerns about attendance should be discussed as a matter of urgency with the Headmistress. It is essential that all staff are

alert to safeguarding concerns such as Child Sexual Exploitation, travelling to conflict zones, FGM and forced marriage.

PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT STAFF

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE and referred to the Designated Officer within 24 hours. This part of the guidance relates to members of staff who are currently working in the school regardless of whether the school is where the alleged abuse took place. All allegations must be reported straight away to the Headmistress. However, should the allegation of abuse concern the Heads, the member of staff should immediately inform the Chair of Governors who will liaise with the Designated Officer. Allegations against a teacher who is no longer teaching or historical allegations of child abuse will be referred to the police. The Designated Officer will be informed within one working day of all allegations that come to our attention or that are made directly to the police. No investigation will be made before the Designated Officer is informed. Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the school; these should be reported either to the Headmistress or directly to the Designated Officer.

If an allegation, either written or verbal, is made against anyone working with children in the school all unnecessary delays should be eradicated. The school must not undertake its own investigations of allegations without prior consultation with the Designated Officer or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the Designated Officer can be held informally without naming either the school or individual.

If the allegation concerns a member of staff or a volunteer, they would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the Designated Officer is known. Advice will always be sought from the Designated Officer first. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), unfounded (which reflects a case where there is no evidence or proper basis which supports the allegation being made) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended (KCSIE).

If the Designated Officer or any of the statutory child protection authorities decides to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff, the matter will be dealt with in accordance with the Disciplinary Procedure. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the Behaviour Policy.

During the course of the investigation the school in consultation with the Designated Officer will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2002 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will make a referral to the DBS and Teacher Regulation Agency (TRA); a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral. The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

From 1st October 2012, there are restrictions on the reporting or publishing of allegations against teachers and Cundall Manor School must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children including; dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Reports to the DBS will include as much evidence about the circumstances of the case as possible. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Cundall Manor School will also make a referral to the TRA where a teacher had been dismissed, or would have been dismissed had they not resigned, and a prohibition order may be appropriate.

Where there has been a substantiated allegation against a member of staff CMS will work closely with the Designated Officer to determine whether any improvements should be made to the school's procedures or practice to help prevent similar events in the future.

Where the allegation(s) concern the DSL the staff member should report the matter to the Headmistress, Safeguarding Governor or Chair of Governors.

Staff may report their concerns directly to the Designated Officer. Contact details are at the end of this document.

For NYSCP Practice Guidance visit:

www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff

SAFER EMPLOYMENT PRACTICES

Cundall Manor School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training. This is currently Mrs Amanda Kirby.

In addition to carrying out safer recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. All governors, volunteers, contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Any other visitors to site are accompanied at all times. Our policies are reviewed by governors annually, generally at the first meeting following the annual safeguarding audit. Please refer to the school's Recruitment Policy for further details.

INDUCTION AND TRAINING – STAFF

Every new member of staff, including part-timers, voluntary, peripatetic and temporary staff working in the school receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL and her deputies. A useful tool, the North Yorkshire Safeguarding Children Partnership protection training, is also available to

new governors and volunteers. Everyone attends regular refresher training in line with advice from the North Yorkshire Safeguarding Children Partnership with the designated persons receiving training every two years. The required training content for the designated person is set out in Annex B of KCSIE. Training in child protection is an important part of the induction process. More detail is set out in our policy on 'Induction of New Staff'. Training includes scrutiny of the school's Safeguarding and child protection policy, this includes the staff code of conduct, the handbook, whistleblowing, AUP (including the use of mobile phones), the identity of the DSL and DDSs, the safeguarding response to children who go missing from education and the importance of the need to identify how children and young people are at risk from radicalisation. Staff must read Part 1 of KCSIE (including Annex A), the behaviour policy and the code of conduct and sign a declaration to confirm this. Training also promotes staff awareness of Prevent and the Channel process, online safety, child sexual exploitation, forced marriage and female genital mutilation (FGM). Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected. Specific attention should be given to arrangements by the sports and music departments where close one-to-one teaching is engaged. Music rooms should be visible, and a clear dialogue between sports staff and children regarding close contact should be established.

HELPING CHILDREN TO KEEP THEMSELVES SAFE

The school will proactively provide a range of opportunities throughout the academic year to enable the pupils to develop an understanding of the continuing need to stay safe (including online). This will be through a range of workshops and visiting speakers, the use of Crucial Crew and other training and the continued development of the PSHEE curriculum. The school will also, where appropriate, offer guidance and support with individual situations as and when they arise.

BOARDING

KCSIE notes that children can be particularly vulnerable in residential settings therefore we actively promote the development of co-operative, mutually respectful and supportive relationships between boarders and between boarders and staff. The staff are available to boarders at all times and an independent listener is available from outside the school setting. Staff must be routinely vigilant in supervising inter-personal relationships within the boarding house but should never intrude into individual relationships unless there is material cause for concern, with any such approach being made confidentially and discreetly. Staff must be vigilant and aware at all times where relationships may deteriorate and that within the boarding environment there exists the potential for abuse by peers. Pupils are actively encouraged to talk to the staff about their concerns.

DESIGNATED SAFEGUARDING LEAD

Melissa Raubitschek is our Designated Safeguarding Lead (DSL). She has been fully trained for the demands of this role in child protection and inter-agency working. She is a member of the senior leadership team at our school. Amanda Kirby who is also the school's Headmistress deputises for the DSL and leads on Prevent. Kathryn Creed who is Assistant Head (Pre Prep) deputises for EYFS. Both the DSL and her deputies attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo higher level update training every two years, last update training was November 2018 (Level 2). Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE).

A job description for the DSL is kept with the Bursar's Office.

The school's records on child protection are kept securely in the Headmistress' office, and are separated from routine pupil records. Access is restricted to the DSL and her deputies.

Role of the Designated Safeguarding Lead

The DSL has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority Children and Families Service and:
- The Designated Officer (LADO) for child protection concerns,
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Chair of Governors to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety, including online safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead receives appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection policy and procedures, especially new and part-time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Staff Awareness

- The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately:
- Ensure the school's Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Staff are regularly offered update training which is made compulsory at least every 3 years (2 years for EYFS) or sooner if deemed necessary. Where appropriate additional information is conveyed throughout the year via staff meetings and staff email.

Rachel Powell is the liaison governor for child protection issues and has undergone a range of training through AGBIS and North Yorkshire. The governors carry out an annual review of the school's Safeguarding and Child Protection Policy and procedures. This is conducted in conjunction with the North Yorkshire Annual Safeguarding Audit which, once completed, is discussed at a full meeting of the governing body. The nominated governor works closely with the DSL. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;

- approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.

APPOINTMENT OF A NEW DSL

Should a new DSL be appointed the process will be as follows:

Invitations will be made to the staff for applications from interested parties.

Skills and experience will be explored through an interview process conducted by the Headmistress and the Governor with Responsibility for Safeguarding.

INDICATORS OF ABUSE AND NEGLECT

All school staff should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection. They should also be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definitive label. In most cases, multiple issues will overlap with one another.

There are further sources of information such as Annexe A in Part 1 of KCSIE, What to do if you're worried a child is being abused and the NSPCC's website.

It is the responsibility of all staff to report any and all worries or concerns over safeguarding and welfare. 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
- 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, or
- display sexual knowledge or behaviour beyond that normally expected for their age.

Such lists, however, are not exhaustive, if staff are unsure they should always seek advice and report concerns even when signs or indicators are not present. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed. Staff do not need 'absolute proof' that a child is a risk but should act on any hunches or worries in the knowledge that they will be supported in their safeguarding role.

Staff should have an awareness of safeguarding issues. In particular, they should be aware that behaviours linked to the likes of drug taking, alcohol abuse, self-harm, truanting and youth produced sexual imagery (sexting) put children in danger. Likewise, all staff should be aware that safeguarding issues could manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to, bullying (including cyber-bullying), relationship abuse, harmful sexual behaviour and sexting.

Child abuse may take the following forms:

Abuse: 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. Abuse can take place wholly online, or

technology may be used to facilitate offline abuse. Children may be abused by an adult or by another child or children.

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.

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.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse (paragraph 27 KCSIE)

All staff should be alert to the risk of peer on peer abuse and understand their role in preventing, identifying and responding to it. All peer on peer abuse is unacceptable and will be taken seriously. Such abuse can take many forms and should never be passed off as 'banter' or 'part of growing up'.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new

possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the Home Office's guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

So-called 'Honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach. See Appendix 1 for more details.

Female Genital Mutilation mandatory reporting duty for teachers

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Appendix 1 for more details.

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.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. (See Appendix 1 for more information)

Bullying

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff

and the school. Any kind of bullying is unacceptable and the school keeps a record of any incidents. Please see our school policy on anti-bullying for further details.

Child Sexual Exploitation (CSE) 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. Further information can be found in Appendix 1

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent, the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their online safety education. CMS takes incidences of sexting extremely seriously and deals with them in accordance with child protection procedures, including reporting to the police.

Children with Special Educational Needs and disabilities

Children with special education needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These may include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further explanation;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities to be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

As a consequence, children with SEND may require extra pastoral support.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. As with 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. Further information in Appendix 1.

Prevent

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. See Appendix 1 for further information.

KCSIE contains useful and detailed information about Children and the court system, Children missing from education, Children with family members in prison, Child Sexual Exploitation, Child criminal exploitation: county lines, Domestic abuse, Homelessness, Honour-based violence including FGM and Forced Marriage, Preventing Radicalisation, The Prevent Duty, Channel, Peer on peer abuse, Sexual violence and sexual harassment between children in schools and colleges, including upskirting. See Appendix 1.

PARENTS

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must

be referred to the DSL or Heads who will seek advice from the Designated Officer. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk.

LOOKED AFTER CHILDREN

There are currently no looked after children on the school roll. This policy will be amended accordingly should this situation change.

EARLY YEARS – DISQUALIFICATION BY ASSOCIATION

In line with the supplementary advice issued by the DfE in addition to KCSIE, all staff working with children under the age of 8 or employees directly concerned in the management of the provision, even if they do not work there, will be expected to declare that they are not subject to being disqualified from doing so under the Childcare (Disqualification) Regulations as published in the DfE statutory Guidance 2018. Cundall Manor School asks all relevant new employees to sign a self-declaration that they are not disqualified. Staff are then charged with updating the school should their circumstances change.

WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmistress (or to the Chair of Governors where the concern relates to the Headmistress). Any concern will be thoroughly investigated under the school's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. The importance of Whistleblowing is stressed during the Induction meeting.

NSPCC Whistleblowing Advice Line 0800 028 0285

STAFF BEHAVIOUR AND CODE OF CONDUCT

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. Expectations of staff are clearly laid out in the Staff handbook (including the code of conduct).

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being, this includes current guidance on the prevention of terrorism and radicalisation. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in reinforcing our anti-bullying policy.

Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, Drama and RS lessons are frequently used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the independent listener and school nurse. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Our school and classroom notice boards display advice on where pupils can seek help.
- We provide leadership training to our Prefects which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. As part of the PSHEE programme of study age appropriate online safety workshops are provided to children, staff and parents. Internet safety is paramount and the IT Manager ensures filter systems are kept up to date. A description of the measures for internet safety where the school allows access to the internet onsite, including a description of the use of filters and monitoring of usage can be

found in the Acceptable User Policy (AUP). For more details on cyber-bullying please refer to the school's anti-bullying policy.

Our prefect system is supervised by senior staff. The Prefects have been trained to ensure that they are suitable for their duties and do not abuse their roles, which are specified clearly in writing. In particular, prefects are given induction on appointment which includes how to contribute to the school's anti-bullying practice, how to respond to allegations of serious bullying or abuse and how to act if they hear allegations of abuse.

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. Expectations of staff are clearly set out in the Staff Handbook.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

ACTION IF A PUPIL IS MISSING

Please refer to the school's missing child policy and procedures which include the requirements for a day pupil, EYFS or boarder in its content.

EQUAL TREATMENT

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. Please refer to the school's equal opportunities policy.

COMPLAINTS

The school's Complaints Policy is available on the school website. Copies of the policy can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure. Photographs will only be taken of children with their parents' permission (provided in writing via consent form). Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school devices. They must then be downloaded onto school computers, where they can be monitored. Photos must not be used or passed on outside the school. Mobile phones are not allowed in our EYFS classrooms. Neither staff nor children may use their own mobile phones to take photographs or make calls within our EYFS setting, i.e. Nursery and Reception.

THE USE OF MOBILE PHONES AND CAMERAS

Mobile phones are not allowed within the EYFS buildings. The use of mobile phones is prohibited to all pupils whilst at school. Boarders may bring a phone for use, at the discretion of the House Parents and these must be either handed in to the House parent or Reception at the start of the day/week. They must not be kept with the pupil during the day. Likewise the same applies to children whose parents feel the need for their child to have a phone when they travel to school via the school bus. All pupils from PP1 to Thornton and all staff are expected to sign our Acceptable Use Policy (AUP) annually. Pupils should tell a member of staff if they are worried about a photograph that has been taken of them.

TRANSPARENCY

Cundall Manor School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

This policy was updated September 2019 and will be reviewed in September 2020 unless new statutory guidance requires an intermediate update.

Mrs Amanda Kirby
Headmistress

Mrs Melissa Raubitschek
Designated Safeguarding Lead

Appendix 1

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Annex A of KCSIE 2019 contains important additional information about specific forms of abuse and safeguarding issues. If staff have any concerns about a child's welfare, they should act on them immediately.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the Children and Families Service (and if appropriate the police) is made immediately.

Schools and colleges can also access broad guidance on the issues listed below

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
“Honour Based Violence” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHEE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

<https://helpwithchildarrangements.service.justice.gov.uk/>

Children missing from education All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or 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).

Further information on Child Sexual Exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and /or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Further information on Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further information on Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Further information on Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into Children and Families Service where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have [published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: here](#).

Further information on So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local

safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, 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. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

Further information on Forced marriage

Forcing a person into a 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. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Further information on Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

Further information on Prevent

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent Guidance”). Paragraphs 57-76 of the Prevent Duty Guidance are concerned specifically with schools (but also cover childcare).

The statutory Prevent Duty Guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Further information on Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Further information on Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely 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. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be 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”; and
- 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.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting.

Further information on Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

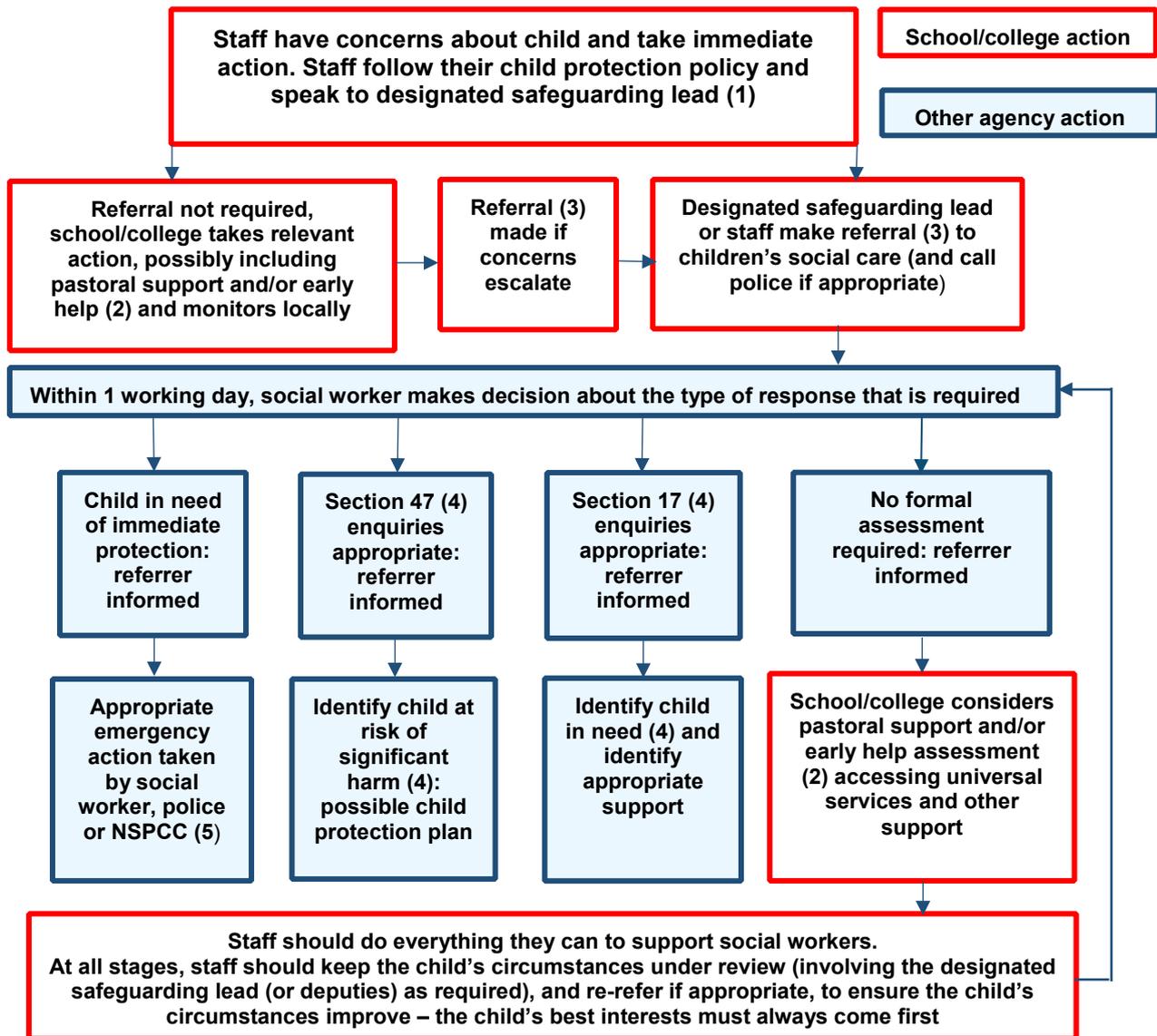
The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 36 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix 2

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

Appendix 3

External Agency Contact Information

NORTH YORKSHIRE POLICE (Non- Emergency) 101
(Ask for Protecting Vulnerable Persons Unit or Serious Crime Team)

CHILDREN AND FAMILIES' SERVICE

Customer Service Centre 01609 780780
social.care@northyorks.gov.uk

For advice please ask to speak to a Team Manager in the Customer Service Centre
Emergency Duty Team 01609 780780

Safeguarding Unit

Safeguarding / Designated Officers for Managing Allegations (LADOs)

Craven / Harrogate / Selby

Susan Crawford 01609 532152 07813 005161

North / White Horse / Coast

Karen Lewis 01609 534200 07715 540711

Dave Peat 01609 535646 07814 533363

Managers (part-time):

Alan Critchlow 01609 532320 07715540712

Heather Pearson 01609 532301 07715540741

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk 01609 532477

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk 01609 798343

Customer Service Contact numbers for referral to Children's Social Care/ Children and Families Service (NYSCP) in neighbouring Local Authorities:

Redcar & Cleveland 01642 771 500

Stockton on Tees 01642 527 764

Darlington 01325 346 200

Middlesbrough 01642 726 004

Durham 03000 267 979

Cumbria 0333 240 1727

Lancashire 0300 123 6720

Bradford 01274 437 500

Leeds 0113 376 0336

East Yorkshire 01482 395 500

Wakefield 03458 503 503

Doncaster 01302 736 000

York 01904 551 900

District	Area Prevention Manager	Contact number
Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knaresborough	Rachel Copping	01609 533446
Richmondshire	Jos Mortimer	01609 533682
Hambleton North	Sharon Jones	01609 536468
Hambleton South	Margaret Mitchell	01609 536206
Selby Town	Pat Scully	01609 532385
Tadcaster & Rural Selby	David Fincham	01609 534022
Whitby & The Moors	Diane Leith	01609 532479
Ryedale	Stuart Davidson	01609 536009
Scarborough Town	Liz White	01609 533139
Scarborough South & Filey	Simone Wilkinson	01609 532927
OFSTED Safeguarding Children		0300 1231231 or 0300 123 4666
Whistleblowing@ofsted.gov.uk		

Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA National College for Teaching and Leadership CAPE (Child Protection in Education)		01325 953795 0345 609 0009
DBS Box 181, Darlington DL1 9FA		01325 953795
Prevent Partnership Education	Rebecca Mason (Equalities Adviser)	rebecca.mason@northyorks.gov.uk
Channel Police Practitioner	DC Julie Whitehouse	07872 678665
Anti-Terrorist Hotline		0800 789 321
Crime Stoppers		0800 555 111
www.gov.uk/report-suspicious-activity-to-mi5		
www.gov.uk/report-terrorism		
NSPCC Whistleblowing Advice Line		0800 028 0285

Acronyms

LADO - Local Authority Designated Officer

Children and Families Service – Previously Children’s Social Care now includes the Prevention Service

SCT – Police Serious Crime Team

NYSCP – North Yorkshire Safeguarding Children Partnership