

# CHILD PROTECTION (SAFEGUARDING)

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## Introduction

There is no aspect of pastoral care within the School of greater importance than that of child protection. This embraces the total welfare of all children especially their shielding from any kind of injury, ill-treatment, bullying, harassment, emotional neglect or sexual abuse. It is axiomatic that abuse of any form always constitutes serious harm to a child.

The trust vested in a boarding school should be jealously guarded by all members of staff. Staff must be sensitive to the needs, worries and concerns of individual children in their care. The concept of 'loco parentis' carries with it fundamental responsibilities, thus necessitating that Criminal Records Bureau pre-employment checks be made on all staff, together with checks on identity, background, qualifications, medical and references. The school will also take measures to satisfy itself that similar checks have been carried out on the staff of other institutions who may work with our pupils.

The incidence and manifestation of ill-treatment, although relatively rare in schools, is not easily detectable and requires constant vigilance. The assumption that 'it could not happen here' is not a tenable position.

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

This policy has been developed, and will be amended as necessary, with due regard to those procedures recommended, and advice provided, by the North Yorkshire Safeguarding Children Board, particularly with help from Rosemary Cannell, Karen Lewis & Claire Hamilton (North Yorkshire County Council Education Child Protection and Safeguarding Managers). It also includes information from the CAPE sample school policy. This policy is also in line with the North Yorkshire Safeguarding Children Board Child Protection Procedures ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)) "Working Together To Safeguard Children" (2010) and 'What To Do If You Are Worried A Child is Being Abused' (2006). This policy will be made available to parents on request and is published on our website. The policy applies to all adults, including volunteers, working in or on behalf of the school.

Implementation of this policy will be through adherence to a set of established procedures by which any suspicion, allegation or instance of abuse can be investigated. Referral of any such suspicion should normally be to the members of staff named below or exceptionally directly to the local Education Safeguarding and Child Protection Managers. The contact details for these and other agencies are to be found at the end of the 'Reporting' section of this policy.

The nominated members of staff with special responsibility for protection and welfare issues, and for liaison with the Social Services Department are the Headmaster (Designated Senior Person - DSP) and Nurse Searle (his Deputy). Miss B. Easton is the Trustee (Governor) with responsibility for Child Protection (Safeguarding). Their responsibility extends to all pupils including those in EYFS.

In order for the procedures outlined to remain appropriate and effective the policy will require that:

- All staff (part time and voluntary), will undertake appropriate training in Child Protection related matters every three years.
- The Headmaster and Nurse Searle will undertake training in child protection and inter-agency working every two years
- The Trustees will carry out an annual review of the Child Protection policies and procedures, and of the efficiency of the related duties.
- Any deficiencies or weaknesses in the Child Protection arrangements identified as a result of the review, or from other scrutiny, will be remedied without delay.

## Providing a Safe and Supportive Environment

### 1 Safe Recruitment and Selection

Fyling Hall pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors who will be working unsupervised. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking ISA Children's List and Criminal Records Bureau checks.

The statutory requirements which we adhere to are:

- a CRB Enhanced Disclosure is obtained for **all** new paid appointments to the school's workforce
- a CRB Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact

- contracted staff who are left unsupervised are CRB checked where appropriate
- we keep a single central record detailing checks carried out on their staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- the school satisfies itself that supply staff have undergone the necessary checks
- identity checks are carried out on all appointments to the school workforce before the appointment is made.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of its students. The Headmaster and the Chair of Trustees have undertaken the National College for School Leadership Safe Recruitment training. They are involved in all staff appointments.

## **2 Safer Working Practice**

The school has adopted and made all staff & volunteers aware of the DCSF "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" available on Teachernet to ensure that staff are safe and aware of behaviours which should be avoided. Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender or sexuality
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **3 Safeguarding Information for Pupils**

The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE materials are used to help pupils learn how to keep safe. A display "help-lines" board with organisations and how they can be contacted is situated in school for all pupils to access.

Our arrangements for consulting with and listening to pupils include the School Council, the Food Committee, pupil questionnaires, Nurse Searle, tutor support and the use of an external counsellor. We make pupils aware of these arrangements through assemblies, form tutors and literature given to the children and parents when they join the school.

## **4 Partnership with Parents**

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

We encourage parents to discuss any concerns they may have with their child's tutor and members of the senior management team. We make parents aware of our policy and guidance through information sent to new parents and through our website. Parents are aware that they can view this policy on request.

## **5 Partnerships with Others**

The school recognises that it is essential to establish positive and effective working relationships with other agencies including Social Services, the Police, Ofsted and the Health Services.

## **6 Roles and Responsibilities**

### **Governing Body**

- ensure that the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- ensure that a senior member of the school's leadership team is designated to take lead responsibility (the Headmaster) for child protection and he has a deputy (Nurse Searle)
- ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- ensure that staff undertake appropriate training
- remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- nominate a governor to be responsible for liaising with partner agencies in the event of allegations of abuse being made against the headmaster
- seek assurance that, where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate

- ensure that there is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher (where the proprietor is not the head teacher)
- operate a safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- undertake an annual review of the school's policies and procedures relating to safeguarding and how the above duties have been discharged
- ensure that where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

#### **Headmaster**

- ensure that the policies and procedures adopted by the Governing Body is fully implemented, and followed by all staff
- ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities
- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

#### **Senior Member of Staff with Designated Responsibility for Child Protection**

##### **Referrals**

- refer cases of suspected abuse or allegations to the relevant investigating agencies
- act as a source of support, advice and expertise within the educational establishment;
- liaise with headmaster/Chair of Trustees to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

##### **Training**

- to recognise how to identify signs of abuse and when it is appropriate to make a referral
- have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these
- ensure that all staff have access to and understand the school's child protection policy
- ensure that all staff have induction training
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

##### **Raising Awareness**

- ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE.

##### **All staff and volunteers**

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

#### **7 School Training and Staff Induction**

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and attends training in inter-agency working (to standards agreed by the NYSCB) and refresher training at least every 2 years.

The Headmaster and all school staff, including non-teaching staff, undertake appropriate induction training (Basic Awareness online training [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)) to equip them to carry out their responsibilities for child protection effectively. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction. Assurances are obtained from external agencies that their staff are CRB checked when the pupils are to be left alone with their members of staff.

All staff undertake refresher training at 3 yearly intervals.

#### **8 Related Policies**

Safeguarding Children and Safer Recruitment in Education DfES 2007 states '.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ...providing first aid, school security, drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population'

Fyling Hall has a number of related policies, for example confidentiality, behaviour and discipline, drugs and

alcohol and interviews – one-to-one. All these policies are available via the school office.

Should children be missing from education, the school will follow the North Yorkshire LA procedure "Children Who May Be Missing/Lost From School"

## 9 Confidentiality

School has regard to "Information Sharing: Practitioner's guide" HM Government, 2008 [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing). Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

We have a clear and explicit confidentiality policy which indicates:

- a) when information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm
- b) when the pupil's and/or parent's confidentiality must not be breached

### Indications of abuse

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children. Staff should be alert to the outward signs of physical abuse and to uncharacteristic changes in behaviour patterns which may give rise to suspicion.

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

### The school will monitor:

#### Any cause for concern including where there could be serious child welfare concerns:

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

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

### Definitions

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **a) Physical Abuse**

### **Physical Signs**

All children have accidents and may have bruises from time to time. The child or his or her parents will usually tell you how the injuries occur and what happened. However, if they do not tell you or do not give you an adequate explanation of what happened, you need to consider whether the injuries are a possible sign of physical abuse.

Injuries not adequately explained including:

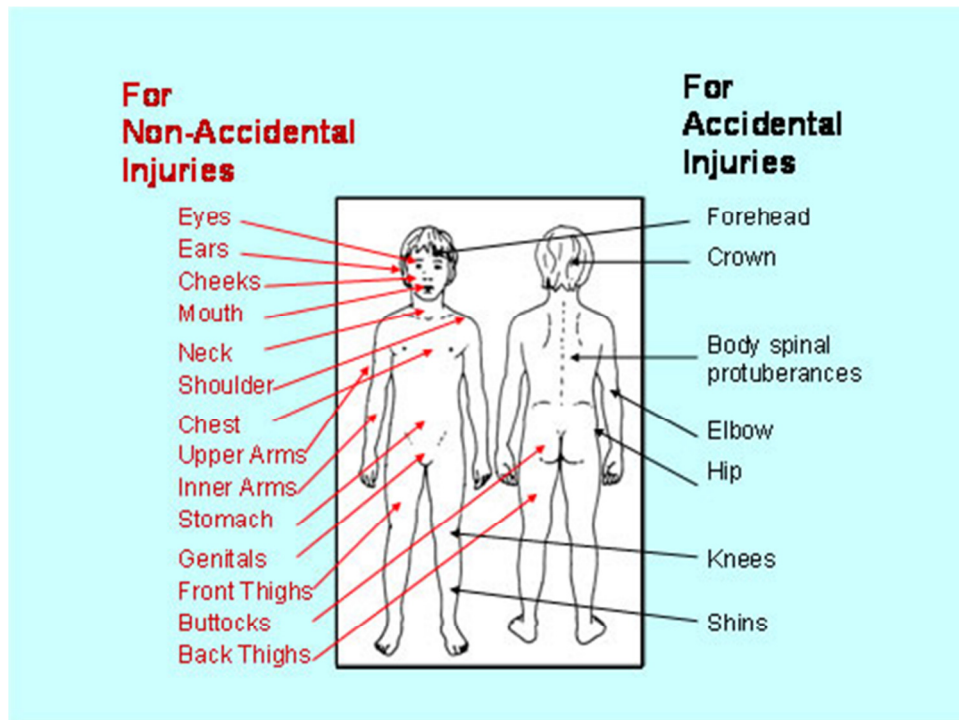
- Fractures, bruises, burns, bite marks, slap marks, implement marks e.g. belt mark.

Other signs of abuse include:

- Grip marks - may indicate shaking
- Slap marks - cheeks, buttocks, limbs (may leave a hand imprint)
- Soft tissue marks
- Long marks
- Symmetrical bruising
- Bruising in unusual places e.g. bruises on ears
- Teeth / bite marks
- Burns with outline, e.g. outline of an iron
- Cigarette burns
- Fractures or other injuries
- Injuries which haven't been treated properly and there is delay in seeking medical attention
- Any injury to a child who isn't mobile e.g. baby under 1 year, disabled child

### **Behavioural Signs**

- Child appears frightened of others, e.g. parent(s) or carer(s)
- Child doesn't want to go home, or runs away
- Child flinches when approached or when someone stretches a hand towards them
- Child reluctant to get undressed e.g. for games or sport activity
- Child very passive or very aggressive
- Frozen watchfulness - child sits very still watching what's going on (waiting for the next hit)
- Equally could appear overly "happy" and "eager to please"



## b) Sexual Abuse

### Physical Signs

- Repeated, inappropriate, masturbation
- Presence of sexually transmitted disease
- Children with age inappropriate sexual knowledge, e.g. penetration, ejaculation, oral sex
- Explicit sexual drawings
- Pain, soreness or itching in the genital or anal areas or mouth
- Recurrent genital or urinary infections.
- Pregnancy

### Behavioural Signs

- Disclosure from a child (to another child or an adult)
- Young children acting out sexual behaviours, e.g. simulating intercourse, grabbing genitalia etc
- Young children displaying sexually inappropriate behaviour
- Persistent bedwetting, nightmares and sleep problems
- Anorexia, bulimia, self harm or excessive 'comforting' eating
- Fear of a specific person
- Running away from home
- Substance abuse
- Child having unexplained gifts, including money
- Children having 'secrets' that an adult says they are not allowed to tell

## c) Neglect

### Physical Signs

- Looks excessively thin or ill
- Well below average weight and height, failure to thrive,
- Recent unexplained weight loss.
- Complains of hunger; lack of energy
- Untreated conditions/injuries
- Repeated accidents, especially burns
- Left home alone inappropriately
- Repeatedly unwashed, smelly or dressed inappropriately for the weather
- Supervision/carers inappropriate (e.g 8 year old looking after other children)
- Badly decayed teeth

### Behavioural Signs

- Poor level of concentration
- Constantly hungry or 'stealing' food from others/from bins

- Not keeping Doctor or Hospital appointments
- Frequently not at school or persistent lateness
- Reluctant to go home from school
- Delayed speech development

#### **d) Emotional Abuse**

##### **Physical Signs**

- Physical, mental and emotional developmental delay / late developer with no obvious medical reason
- Sudden onset speech disorders, e.g suddenly developing a stammer

##### **Behavioural Signs**

- Acceptance of punishment which seems excessive
- Over-reaction to mistakes
- Continual self deprecation
- Excessive fear of new situations
- Inappropriate emotional response to painful stimuli
- Excessive behaviours, e.g. rocking, head banging, hair twisting, thumb sucking
- Self harm
- Compulsive stealing/scavenging
- Excessively sad, depressed, withdrawn,
- Low self esteem

#### **Taking Action to Ensure that Children are Safe at School and at Home**

All staff follow the NYSCB Child Protection Procedures and Guidance [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) which are consistent with 'Working Together to Safeguard Children' and 'What To Do If You Are Worried A Child is Being Abused'. It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSP with responsibility for child protection (or another senior member of staff/the deputy DSP in the absence of the designated person) prior to any discussion with parents.

#### **1 Staff will immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any hint or disclosure of abuse from any person or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

#### **2 Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. We recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and they are made aware of their responsibilities through training. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make contemporaneous record.

#### **3 Principles for Dealing with Disclosure**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm. Listen quietly, carefully and patiently
- acknowledge how difficult it must have been to talk
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature rather than leading questions e.g. "Can you tell me what happened?" rather than "Did x hit you?"
- do not investigate, interrogate or decide if the child is telling the truth
- try not to show signs of shock, horror or surprise
- do not express feelings or judgements regarding any person alleged to have harmed the child: the child may love him/her and a reconciliation may be possible
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person. Explain that only those who 'need to know' will be told, those whose job it is to protect children
- reassure and support the person as far as possible but only so far as is honest and reliable. Don't make

- promises that you can't be sure to keep, e.g "I'll stay with you" or "everything will be alright now"
- do reassure the child that he or she is right to tell
- explain what will happen next and that the person will be involved as appropriate
- don't promise confidentiality – you have a duty to report your concerns. Never agree to keep secrets – be honest
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken
- make some very brief notes at the time and write them up in detail as soon as possible
- do not destroy your original notes in case they are required in court
- record the date, time, place, words used by the child and how the child appeared to you – be specific. record the actual words used, including any swear words or slang
- draw a diagram to indicate the position of any marks
- record statements and observable things, not your interpretations or assumptions – keep it factual
- do not assume anything – do not speculate or jump to conclusions

#### **Remember**

- If a child discloses abuse to you, take it seriously
- Allegations of abuse should always be reported to the nominated person/s, on the basis that it is rare for firm accusations to be made.
- Seek advice from the designated child protection person/s about the child's disclosure
- Care must be taken in interpreting responses to questions since abused children may have been rehearsed.
- It is not the responsibility of staff to make enquiries of parents or guardians.
- It is for the statutory agencies to investigate suspected abuse, not the school.
- Where an adult discloses to you their own history of abuse, there may be children now who still need protecting. This is a complex area and you will need to tell the adult that you must seek advice from the appropriate agency contact.

#### **4 Reporting of abuse**

- Any suspicion of abuse must be reported directly to either the Headmaster, Nurse Searle or Miss B. Easton who will contact the external agencies within 24 hours in writing.
- Detailed records must be kept of any allegations made. (Please refer closely to the notes on Handling disclosures of abuse above, and Interviews and Confidentiality in the following section)
- The Chair of Governors will be notified and kept fully informed of developments. Miss B. Easton will be invited to attend all meetings with SSD and Police Child Protection Branch.
- Appropriate steps must be taken to protect the child/children involved.
- If staff have any concerns about school practices or the behaviour of colleagues which are likely to put children at risk of abuse or other serious harm, they may report these concerns without fear of retribution or disciplinary action to:
  - The Headmaster, Nurse Searle or Miss B. Easton
  - The Governors
  - The Office for Standards in Education (Ofsted)
  - The Independent Schools Inspectorate

#### **5 Action by the Designated Senior Person (or the Deputy DSP/other senior person in their absence)**

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- whether to make an enquiry to the Central Database: **01609 774298** to establish if the child is or has been subject of a Child Protection Plan (formerly known as Child Protection Register)
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. North Yorkshire Children's Social Care
- the child's wishes and any fears or concerns they may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
  - whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- or**
- not to make a referral at this stage
  - if further monitoring is necessary
  - if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. When deciding to make a referral, following an allegation or suspicion of abuse, the Headmaster and DSP should not make their own decision over what appears to be borderline cases. Doubts and concerns should be discussed with the local authority designated officer (LADO). All referrals to social care will be accompanied by a standard referral form.

#### **6 Action following a child protection referral**

The designated senior person will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and Initial Assessment
- provide a report for, attend and contribute to any subsequent Child Protection Conference

- if the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing,/is removed from school, or fails to attend school

## **7 Recording and Monitoring**

### **We will record:**

- Information about the child : name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- All concerns, discussions, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to,) and arrangements for monitoring/review

### **All records should be objective and include:**

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headmaster and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection.'

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE.

We will retain all original copies of C.P. files until the child's 25<sup>th</sup> birthday.

## **8 Supporting the Child and Partnership with Parents**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names (including any previous names), address and date of birth of child
- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan (formerly known as being on the Child Protection Register)
- name and contact detail of key persons in other agencies, including GP
- any other factors which may impact on the safety and welfare of the child

## **9 Allegations regarding person(s) working in or on behalf of school (including volunteers)**

The possibility of abuse by school staff must be recognised. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

The inadvisability of:

- developing unsuitable relationships
- spending too much time with individuals or groups

- overseeing more than a normal share of changing and showering activities must be recognised by all staff.

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

we will apply the same principles as in the rest of this document. We will always follow the NYSCB procedures [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk). Section 10 "Managing Allegations against Staff & Volunteers". Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the Child Protection file

## 10 Procedures

These procedures should be used in respect of all cases in which it is alleged that such a person has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

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

### Initial Action

The person who has received an allegation or witnessed an event will immediately inform the headmaster and make a record. If the Headmaster is absent the allegation should be passed to the DSP or the Chair of Trustees (B. Easton if the Chair is unavailable). In the event that an allegation is made against the Headmaster the matter will be reported to the Chair of Trustees who will proceed as the Headmaster as follows:

- the Headmaster will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- the member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- the Headmaster may need to clarify any information regarding the allegation, no person will be formally interviewed or asked to write a formal statement at this stage
- The Headmaster will consult with Education Local Authority Designated Officer LADO (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- consideration will be given throughout to the support and information needs of pupils, parents and staff
- the Headmaster will inform the Chair of Trustees of any allegation.
- Ofsted will also be informed 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 allegation. Ofsted will be informed of the above (via the ISI Office) as soon as is reasonably practicable, but at the latest within 14 days.

If the allegation involves a member of staff, consideration will be given to:

- contractual suspension of the individual concerned, (of itself a neutral act)
- where the member of staff is part of the boarding/residential team provision of alternative accommodation away from children

If there is insufficient evidence for a prosecution but gross misconduct has occurred and the school no longer uses the services of someone because he or she is considered unsuitable to work with the children, the school has a responsibility to report the matter to the Independent Safeguarding Authority (ISA) within one month of the person leaving the school. Their address is: PO Box 181, Darlington, DL1 9FA, (Tel: 0300 1231111).

In the above context, ceasing to use a person's services includes: 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, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the DfE register of independent schools.

### Useful contacts and sources of information

#### NYCC Education Social Work Service

Principal E.S.W.  
CP Admin

CP Admin Support  
CME Coordinator

**Alan Critchlow** 01609 532320/07715540712  
**Eleanor Birkhead** 01609 536210  
Eleanor.birkhead@northyorks.gov.uk  
**Valerie Hutchinson** 01609 534211  
**Julie Fenny** 01609 532477  
(Children Missing Education)  
cme.coordinator@northyorks.gov.uk

#### Safeguarding and CP Managers/LADOs

Craven & Harrogate

**Rosemary Cannell** 01609 534974/07715540723

North & White Horse	<b>Karen Lewis</b>	01609 534200/07715540711
Central Vale & Coast	<b>Claire Hamilton</b>	01609 535646/07814533363

**Senior Education Social Workers**

Craven	<b>Allan Tunningley</b>	01609 536765
Harrogate	<b>Annie Sheppard</b>	01609 535547
North	<b>Polly Hampton</b>	01609 536317
White Horse	<b>Sally Locke</b>	01609 534460
Central Vale	<b>Lis Grimshaw</b>	01609 536819
Coast	<b>Sean Fearn</b>	01609 534461

**Assessment and Safeguarding Teams (Admin.)**

Haywra Street, Harrogate	01609 534287
Brook Lodge, Selby	01609 535633
16 Dean Road, Scarborough	01609 536993
Thurston Rd, Northallerton	01609 533796
Manor Rd, Knaresborough	01609 536450
Ryedale House, Malton	01609 536521
Hipswell House, Hipswell	01609 536737
Armoury House, Skipton	01609 535471

**Emergency Duty Team**

0845 0349417

**NYCC Children's Social Care**

**Customer Service Centre**

[cru.customer.services@northyorks.gov.uk](mailto:cru.customer.services@northyorks.gov.uk)

01609 536993

01609 532009 (Fax)

For advice please ask to speak to the Deputy Service Manager/Duty Social Worker in your area

**Customer Service Contact numbers for referral to Social Care in neighbouring Local Authorities:**

Redcar and Cleveland	01642 774774
Stockton on Tees	01642 528501
Darlington	01325 346200
Middlesbrough	01642 854591
Durham	09195 608000
Cumbria	01228 606060
Lancashire	0161 7780123
Bradford	01274 432918
Leeds	0113 2477400
East Yorkshire	01482 393939
Wakefield	01924 201688
Doncaster	01302 736000
York	01904 554141

**Central Database**

(formerly known as the Child Protection Register)

01609 774298

**North Yorkshire Police**

0845 6060247

**Ofsted** (Boarding School Inspectors)

08456 404040

**ISI** (Independent Schools Inspectorate)

020 7600 0100

**Useful Websites**

NYSCB (CP Procedures and Training)	<a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>
Children Missing from Education	<a href="http://www.n-yorks.net">www.n-yorks.net</a>
CAPE (Child Protection in Education)	<a href="http://www.cape.org.uk">www.cape.org.uk</a>
Sexual Abuse	<a href="http://www.parentsprotect.co.uk/">www.parentsprotect.co.uk/</a>
Metropolitan Police	<a href="http://www.safe.met.police.uk/index.html">www.safe.met.police.uk/index.html</a>
Cyberbullying	<a href="http://www.digizen.org">www.digizen.org</a>
KS2/3	<a href="http://www.missdorothy.com">www.missdorothy.com</a>
Bullying & child abuse	<a href="http://www.anti-bullyingalliance.org">www.anti-bullyingalliance.org</a>
	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Domestic Violence	<a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a>
	<a href="http://www.idas.org.uk">www.idas.org.uk</a>
Internet Safety	<a href="http://www.ceop.org.uk/thinkuknow">www.ceop.org.uk/thinkuknow</a>
	<a href="http://www.childnet-int.org">www.childnet-int.org</a>
	<a href="http://www.clickcleverclicksafe.direct.gov.uk/index.html">www.clickcleverclicksafe.direct.gov.uk/index.html</a>
KS2/3	<a href="http://www.kidsmart.org.uk">www.kidsmart.org.uk</a>
Jenny's story	<a href="http://www.childnet-int.org/jenny">www.childnet-int.org/jenny</a>

Updated: 20 January 2011 by K D James  
Reviewed: 21 January 2011 by B Easton  
To be reviewed by 1 January 2012