

Safeguarding Policy



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Designated Safeguarding Lead

Fyling Hall School



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 including children in need and at risk. The school recognises that a child in need is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the services of the local authority. The School further recognise that if such help is not sought then their health or development is likely to be significantly, or further impaired. The school aims to identify children in need and put in place suitable support, which will involve the input of outside agencies, including children's social care. The school should, at all times, consider what is in the best interests of the child.

This policy applies to all adults, including volunteers, working in or on behalf of the school. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Keeping Children Safe in Education (KCSIE) DfE 2016

Further guidance may be found in the following policies:

- Special Educational Needs Policy
- Equality and Diversity Policy
- English as an Additional Language Policy
- Disability Policy
- Personal and Social Development
- Gifted and Talented Policy
- Anti-Bullying Policy
- E.Safety Policy
- Keeping Children Safe in Education 2016 (KCSIE) Part One
- Prevent Policy
- Whistleblowing Policy
- Transporting Pupils Policy
- EYFS Policy

This policy aims to ensure that children are protected 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.

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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 Disclosure and Barring Service (DBS) 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 who may be exposed to drug taking, truancing or sexting. 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 are aware of issues arising from pupils in relationships, current or past, and how this has the potential to result in peer abuse. 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 "Keeping Children Safe in Education 2016 (KCSIE), including Annex A" and "Working Together to Safeguard Children 2015 (WTTSC)", which ensures that the school contributes to inter-agency working in line with statutory guidance. This policy is 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, including any working in the junior school and also pertains to those involved in EYFS.

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 directly to children's social care. The contact details for these and other agencies are to be found at the end of the 'Reporting' section of this policy.

The role of Designated Safeguarding lead (DSL) with special responsibility for protection and welfare issues, and for liaison with the Social Services Department, will be a member of the Senior Management Team (SMT). The school will also assign a similarly trained member of staff to act as Deputy DSL in their absence, and to ensure continuity if the DSL leaves the school. At present the headmaster has appointed Miss Adele Gilmour (Deputy Head

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(Pastoral)) as the DSL and Mrs Louise Searle (School Nurse) as the deputy DSL. Miss Caroline Spencer is the Trustee with responsibility for Child Protection (Safeguarding). Their responsibility extends to all pupils including those in EYFS.

Training Completed:

DSL: Adele Gilmour (Further Child Protection) – 04/03/2017

Deputy DSL: Louise Searle (LSCB Child Protection (a refresher)) – 11/03/2015

Trustee: Caroline Spencer (child protection level 3, safer recruitment, internet safety)

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

- All Staff are required to read Part one of the KCSIE (2016) document, including Annex A. All staff are to speak to the DSL if any clarification is needed and as such, mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2016.
- All staff (part time and voluntary), will undertake appropriate training in Child Protection related matters every three years in accordance with the guidelines issued by the Local Safeguarding Children Board (LSCB). The DSL (Miss Adele Gilmour) and deputy DSL (Nurse Searle) will undertake training in child protection and inter-agency working every two years.
- Information regarding the role of the DSL is provided to all staff and volunteers on induction.
- 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 DfE guidance Keeping Children Safe in Education 2016; the Protection of Freedoms Act 2012; the Childcare (Disqualification) Regulations 2009 and NYCC Schools' Recruitment procedures and guidance (login required) <http://cyps.northyorks.gov.uk/index.aspx?articleid=14457>

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In accordance with the school's policy on staff recruitment, we ensure that all appropriate measures are applied in relation to everyone who works in the school and 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 DBS checks and follow NYCC guidance with regard to the principles of Value Based Interviewing www.nspcc.org.uk.

The statutory requirements which we adhere to are:

- a DBS check is obtained for all new paid appointments to the school's workforce
- a DBS check 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 DBS checked
- we keep a single central record detailing checks carried out on 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
- the Teacher prohibition list and has regard to
- the requirements of the Childcare (Disqualification) Regulations 2009
- any Section 128 direction (Independent Schools)

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of its students. The following staff have undertaken the NSPCC Safer Recruitment in education online training course:

Mr S. Allen (Headmaster)
Dr I. Richardson (Deputy Head)
Miss A. Gilmour (Deputy Head)

Safer Working Practice

The school has adopted and made all staff & volunteers aware of the DFE "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:

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- are aware that anyone can refer a child to the Local Safeguarding Children Board (LSCB) if necessary.
- 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 (this includes the use of phones, cameras and social media). If the parents of pupils have completed the consent form to use images and photographs then permission can be sought from the class teacher to use cameras or recording devices in the EYFS setting.
- should be aware that any electronic communication is a potential safeguarding issue and, as such, follow the guidelines put in place in the staff Code of Conduct and the E-safety policy.
- 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 will be reported to the police and could result in criminal prosecution.
- staff have the skills, knowledge and understanding necessary to keep looked after children safe
- appropriate staff have the information they need in relation to a child's looked after legal status
- are aware that disciplinary action may be taken against a member of staff if professional guidelines have not been adhered to.
- are aware that children identified as being at risk should be referred to children's social care **immediately**.
- are aware that any allegations will be referred to the Local Authority Designated Officer (LADO), within one working day.
- are aware of the school's whistle blowing policy.

2. 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 their right to be listened to and heard, and what steps can be taken to protect them from harm. Posters around the school alert pupils to whom they might talk to, both in and out of school and of the school's independent listeners. Telephone numbers of helplines (e.g. ChildLine, NSPCC and The Children's Commissioner for England) are also displayed. The scheme of work for Learning for Life (PSHCE) outlines opportunities for teaching pupils about safeguarding issues, including e-safety (e.g. Watch Over Me) and staying safe from abuse. We do this by:

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- developing healthy relationships and awareness of domestic violence, bullying, child sexual orientation, gender-based violence, hate, relationship abuse, faith abuse and abuse
- recognising and managing risks including online, including cyber bullying and online grooming for sexual exploitation and radicalisation enabling pupils to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography
- enabling pupils to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- raising awareness of female genital mutilation and forced marriage
- making available appropriate local and online advice

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's online safety, sex and relationships, substance misuse, smoke-free policy and anti-bullying policies.

Our arrangements for consulting with and listening to pupils include the School Council, the Food Committee, pupil questionnaires, the school doctor, 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. We ensure that appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (KCSIE 2016, para 67, 69). We ensure that a policy and procedures are in place with regards to peer on peer abuse and it is followed by all staff (KCSIE 2016, paras 76-78).

The school has due regard to the duties to prevent people from being drawn into terrorism and to report known cases of female genital mutilation. Appropriate

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safeguarding responses are in place to children who go missing from education (KCSIE, 2016 para 51), including the statutory duty to notify the LA, as appropriate, when a pupil's name is about to be deleted from the school admission register. 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. There is an annual review of policies and procedures and the NYSCB Schools' Safeguarding Audit is completed.

3. 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 circumstances when the school will discuss concerns with children's 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.

4. 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.

5. Roles and Responsibilities

Governing Body

- To appoint staff according to the school's Staff Recruitment Policy.
- ensure that the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally

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agreed inter-agency procedures, and the policy is made available to parents through the website or on request;

- ensure that an appropriate member of the school management team is designated to act as the Designated Safeguarding Lead (DSL). At present, Miss Adele Gilmour (Deputy Head (pastoral)) has been assigned. They should also assign the role of Deputy DSL. At present, this role is assigned to Mrs Louise Searle (School Nurse) on the authorisation of the headmaster.
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2016, including Annex A.
- 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. This will normally be every three years and should be in accordance with the requirements of the Local Safeguarding Children Board (LSCB). A note of the date training was completed will be retained by the DSL who will subsequently alert staff to when retraining is required
- 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 a nominated person responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the headmaster.
- to undertake an annual review of the school's child protection policies and procedures. The Chair of trustees, or the trustee with responsibility for safeguarding children, should amend the policy to indicate the date at which the policy and procedures were signed off.
- 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.
- ensure that the policies and procedures adopted by the Governing Body is fully implemented, and followed by all staff.

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- 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.
- staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- appropriate staff have the information they need in relation to a child's looked after legal status.
- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- the school has written recruitment and selection policies and procedures in place.
- the school has a Code of Conduct (staff behaviour policy) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff – including temporary staff and volunteers – on induction.
- 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 (Appendix A)
- the proprietor/chair of governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher.
- in the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

Members of Staff with Designated Responsibility for Child Protection (DSL and deputy DSL)

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies (e.g. LSCB, LADO)

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- act as a source of support, advice and expertise within the educational establishment;
- Liaise with the headmaster/Chair of Trustees/Trustee with responsibility for safeguarding children to inform him/her of any issues and on-going investigations and ensure there is always cover for this role.
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- As required, liaise with the "case manager" (as per KCSIE 2016, Part four) and the LADO for child protection concerns (all cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
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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, temporary staff and volunteers have appropriate induction training. This training should include:
 - The school's Safeguarding Policy
 - The Staff Code of Conduct Policy
 - Identification and role of the DSL / Deputy DSL
 - A copy of part one of the KCSIE 2016, including Annex A
 - The school's Prevent Policy and Prevent awareness training
 - The school's Anti-Bullying Policy
 - The school's E.Safety Policy
 - The school's Whistle-blowing Policy

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- Basic Safeguarding Awareness course
- Recognising and Preventing Female Genital Mutilation course
- keep detailed, accurate, secure written records and/or concerns of referrals
- obtain access to resources and attend any relevant or refresher training courses at least every two years.
- refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- 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 or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- 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 or college may put in place to protect them.

Raising Awareness

- ensure the safeguarding 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
- ensure the school's child protection policies are known, understood and used appropriately

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- ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the 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 or college in this
- link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 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.
- ensure that CP records are retained until the young person's 25th birthday if the school is the final school
- School must have regard to any other requirement requiring a longer retention period:
- The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry (please see details <https://www.iicsa.org.uk/letter-to-local-authority-ceos>).
- 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 ensuring secure transit and obtaining confirmation of receipt.
- ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.
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- **All staff and volunteers**
- are aware of the appropriate school policies and procedures (e.g. The Staff Code of Conduct Policy)
- attend appropriate training
- inform the designated person of any concerns

Availability

- During term time always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

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- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

6. 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 LSCB) 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, Prevent training and FGM training) 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 Safeguarding Policy, Staff Code of Conduct Policy and part one of the KCSIE 2016, including Annex A. Thus, assurances are obtained from external agencies that their staff are DBS checked when the pupils are to be left alone with their members of staff.

All staff undertake refresher training at 3 yearly intervals in accordance with the requirements of the Local Safeguarding Children Board (LSCB). In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

All staff and volunteers should read at least part one of KCSIE 2016, including Annex A and, in particular, will:

- have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education.
- where there are concerns about another staff member, refer these concerns to the Headteacher
- where there are concerns about the Headteacher, refer these concerns to the chair of governors or LADO where the Headteacher is also the sole proprietor

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- raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime
- be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's Child Safeguarding policy; the school's Code of Conduct Policy and the identity and role of the DSL
- receive appropriate child protection training which is regularly updated
- receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in **the best interests** of the child
- where there are concerns about a child, raise these with the DSL
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report their concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made.

Concerns should always lead to help for the child at some point.

Child Protection Whole School training must ensure staff are able to:

- understand the policy and procedures;
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- respond in a timely and appropriate way including appropriate communication with children
- understand the role of the DSL;
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- have up to date knowledge of safeguarding issues.



7. 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, anti-bullying, e-safety, behaviour and discipline, drugs, 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"

8. Confidentiality

School has regard to DfE guidance on Information Sharing @ <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>.

"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 ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. School ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

We have a clear and explicit confidentiality policy which indicates:

- when information must be shared with police and Children and Families' Service where the child/young person is / may be at risk of significant harm
- when the pupil's and/or parent's confidentiality must not be breached

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues overlap with one another.

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Indications of abuse

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th 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 characteristic 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 DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

Types of Abuse and Neglect

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, female genital mutilation (FGM) or otherwise causing physical harm to a child. Physical harm may also be caused when a

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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.

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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). This involves the exploitation of children resulting in sexual activities due to an imbalance of power in the relationship (child sexual exploitation (CSE)). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



a) Physical Abuse

Physical Signs

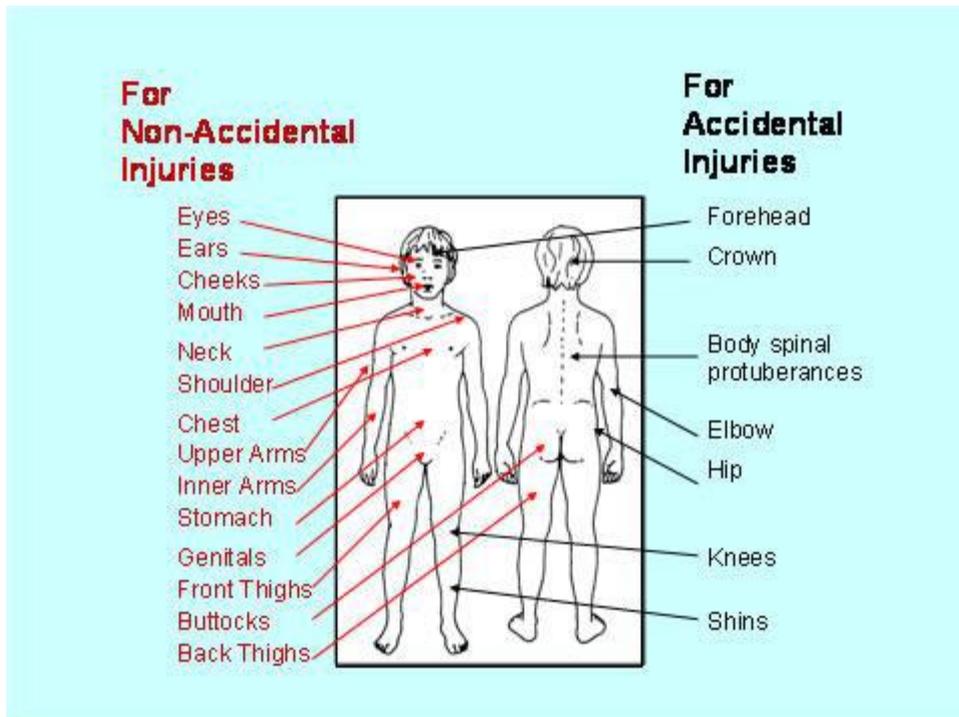
All children have accidents and may have bruises from time to time. The child or his or her parents will usually tell you how the injuries occur and what happened. However, if they do not tell you or do not give you an adequate explanation of what happened, you need to consider whether the injuries are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

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- 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 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 of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL with responsibility for child protection (or another senior member of staff/the deputy DSL in the absence of the designated safeguarding lead) 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. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse 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. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments;



excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. We recognise 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. We will ensure that pupils with communication difficulties are enabled to express themselves to a member of staff with the appropriate skills (e.g. language teachers, SEN trained staff). Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL

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 DSL. 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

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- 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
- 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:

- Allegations of abuse should always be reported to the DSL.
- Seek advice from the DSL 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 member of staff can make a referral to children's social care (this can include referral to specialist services or early help services but should be made in accordance with the referral threshold set by the LSCB). The LSCB should make a decision about any action to be taken within one working day of the referral. If early help is appropriate, the case will be constantly reviewed and support given to the member of staff in liaising with other agencies. Any acts of Female Genital Mutilation carried out on a girl under the age of 18 must be reported to the police.

For more detail on these, please refer to KCSIE Part One 2016, paragraphs 22-28.

- Any suspicion of abuse must be reported directly to the DSL (Miss Adele Gilmour), the deputy DSL (Nurse Searle) or the trustee responsible for safeguarding (Miss Caroline Spencer) who will contact the external

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agencies within 24 hours in writing (if not already done so by the member of staff).

- 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 Trustees will be notified and kept fully informed of developments. Miss Caroline Spencer 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 (Mr Steven Allen), Miss Adele Gilmour (DSL) or Miss Caroline Spencer
 - The Trustees
 - The Office for Standards in Education (Ofsted)
 - The Independent Schools Inspectorate (ISI)
 - Nurse Searle (Deputy DSL)

5. Action by the Designated Safeguarding Lead

The following actions will be taken where there are concerns about significant harm **to any child, including where there is already an open case to Children's Social Care**, (e.g. Looked After Child)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- whether to make an enquiry to the Central Database: **01609 780780** 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. Prevention Service, Children's Social Care ref. Appendix C
- 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

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- whether to make a child protection referral to Children and Families' Service 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
- if an allegation is made against a resident member of staff then alternative accommodation would be organised in conjunction with the member of staff. If no accommodation is available the school will organise a hotel

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 DSL 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 Children and Families' Service will be accompanied by a standard referral form.

<http://www.safeguardingchildren.co.uk/professionals/forms-for-professionals>

6. Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated safeguarding lead will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- 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 possible, 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

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(follow the NYSCB procedures)

<http://www.safeguardingchildren.co.uk/professionals/professional-resolutions>

- 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)
- Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Words child uses, (not translated into "proper" words)
- Diagram indicating position, size and colour of any injuries (not photograph)
- 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 headteacher and DSL. The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child's 25th birthday.

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 Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE.



When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information)(England) Regulations 2005 and the Freedom of Information Act 2000.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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 DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

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

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- 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 Lead 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/children.

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 (including where that person is no longer working in or on behalf of the school and/or the allegation is historical) 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

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- 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 Managing Allegations against Staff & Volunteers
<http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff>
- DfE Guidance Keeping Children Safe in Education 2016
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- NYCC Guidance
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>.

Detailed records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely in the Child Protection file. Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. If an investigation results in the dismissal of a member of staff for misconduct, or the member of staff resigns before being dismissed, the school will give consideration to making a referral to the National College for Teaching and Leadership (NCTL).

10. Allegations involving suspected abuse by one or more pupils against another pupil

In the case of abuse by a pupil, or group of pupils, the key issues identifying the problems as abuse (rather than an isolated incident which might be considered within normal bounds in the school community) are:

- the frequency, nature and severity of the incident(s),
- whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.
- whether the victim was coerced by physical force, fear or by a pupil or group of pupils significantly older than him or her, or having power or authority over him or her.

Should abuse be suspected, the procedure below should be followed.

11. Procedures

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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 involving a member of staff, pupil, volunteer etc., **MUST** immediately inform the DSL/Headteacher and make a record and have regard to the school's whistle-blowing procedure. If both the DSL and Headteacher are absent the allegation should be passed to the Deputy DSL or the trustee responsible for safeguarding (Miss Caroline Spencer).

In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.

- The DSL/Headteacher 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 DSL/Headteacher 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 DSL/Headteacher will consult with the Local Authority Designated Officer (LADO - see Contacts List), within 24hrs, in order to determine if it is appropriate for the allegation to be dealt with by school or if there is a need for a referral to Children's Social Care Services (CSCS) and/or the police for investigation
- consideration will be given throughout to the support and information needs of pupils, parents and staff
- the DSL/Headteacher 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

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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. Ofsted will be informed of the above (via the ISI Office) as soon as is reasonably practicable, but at the latest within 14 days, once the final outcome has been decided (please see additional requirements in the EYFS 2014).

- 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 the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Trustees, without notifying the Headmaster first. The chair of trustees will contact LADO for advice and guidance within 24hrs.
- Allegations, or suspicions of abuse involving the DSL, are to be passed immediately to the Headmaster who will then contact LADO within 24hrs.
- The DSL will inform the Headmaster of any safeguarding concerns raised regarding staff.
- In cases of serious harm, the police will be involved from the outset.
- If the allegation is made against a volunteer, a supply teacher, contractor, an investigation will necessarily involve the organisation or agency of employment. For those who are self-employed, the allegation will be passed directly to the LSCB team for advice or action.
- If the allegation is made about a member of the general public then the police would be contacted immediately and the allegation passed directly to the DSL.

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 National College of Teaching and Leadership (NCTL) and the Disclosure and Barring Service (DBS).

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.

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In the event that an allegation is made against the Headmaster, the matter will be reported to the Chair of Trustees (the Headmaster will not be informed). The Chair of Trustees will proceed following the guidelines given above.

Useful contacts and sources of information

Key Personnel at School

DSL:

Miss Adele Gilmour (Deputy Head (Pastoral))

a.gilmour@fylinghall.org

07846487446

Deputy DSL:

Mrs Louise Searle (School Nurse)

l.searle@fylinghall.org

07971079927

Trustee responsible for child safeguarding:

Miss Caroline Spencer

cdespencer@gmail.com

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01947 880804

Headmaster:

Mr Steven Allen

headmaster@fylinghall.org

07815190785

Chair of Trustees:

Mr Ken James

07725312336

Useful Contact Details

Local Safeguarding Children Board (North Yorkshire)

All Areas (8am – 5:30pm): 0845 034 9410

Emergency Duty Team: 0845 034 9417

(Outside office hours only)

social.care@northyorks.gov.uk

North Yorkshire LADO's (Local Authority Designated Officers)

Karen Lewis

Education Child Protection & Safeguarding Manager/LADO -
Hambleton/Richmond/Scarborough/Whitby/Ryedale,
Thurston Road, Northallerton

01609 534200

karen.lewis@northyorks.gov.uk

Rosemary Cannell

Education Child Protection & Safeguarding Manager/LADO –
Craven/Harrogate/Selby

Harrogate Education Office, Ainsty Road, Harrogate, HG1 7SN

01609 534974

rosemary.cannell@northyorks.gov.uk

Nick O'Brien

Acting General Manager, Children's Social Care - West
Manor Road, Knaresborough

01609 534234

nick.o'brien@northyorks.gov.uk

David Molesworth

General Manager, Children's Social Care - East
16 Dean Road, Scarborough YO12 7SN

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01609 534117

david.molesworth@northyorks.gov.uk

National College for Teaching and Leadership: 0370 000 2288

Ofsted (School Inspectors): 08456 404040

ISI (Independent Schools Inspectorate): 020 7600 0100

Basic Awareness online training www.safeguardingchildren.co.uk

NYCC Child Protection Whole School training materials with teaching notes to enable DSL to deliver:

<http://cyps.northyorks.gov.uk/index.aspx?articleid=15231>

E-safety training available from NYCC Education and Skills team via SmartSolutions.

Female Genital Mutilation <http://www.fgmelearning.co.uk/>

Domestic Abuse Basic Awareness www.idas.org.uk/training/index.asp

Forced Marriage <https://www.gov.uk/forced-marriage>

Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>

Health Staff

Hambleton & Richmond: 01845 521671

Craven, Harrogate & Rural District: 01423 558106

Selby & York: 01904 724797

Scarborough, Whitby & Ryedale [01723 380534](tel:01723380534)

NYCC Children and Young Person Services

Address: North Yorkshire County Council
Children and Young People's Service
Northallerton
North Yorkshire
DL7 8AE

Police

Protecting Vulnerable Persons' Unit: Dial 101, then press Option 1 and ask to be put through to the PVP Unit in your area

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Health Staff

Hambleton & Richmond: 01845 521671
Craven, Harrogate & Rural District: 01423 558106
Selby & York: 01904 724797
Scarborough, Whitby & Ryedale 01723 380534

Children Missing from Education Co-ordinator

Access and Inclusion

County Hall

Northallerton

DL7 8AD

Phone: 01609 532477

Email:

cme.coordinator@northyorks.gov.uk

Emergency Duty Team: 0845 0349417

Central Database 01609 774298

North Yorkshire Police: 0845 6060247

PREVENTION SERVICE

Area Prevention Managers

West

Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knares.	Rachel Copping	01609 533446

Central

Richmondshire	Jos Mortimer	01609 533682
Hambleton North	Sharon Britton	01609 536468
Hambleton South	Margaret Mitchell	01609 536206
Selby Town	Pat Scully	01609 532385
Tadcaster & Rural Selby	David Fincham	01609 534022

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East

Whitby & The Moors	Diane Leith	01609 532479
Ryedale	Simon Osman	01609 798167
Scarborough Town	Liz White	01609 533139
Scarborough South & Filey	Simone Wilkinson	01609 532927

Advice and Referral

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

NORTH YORKSHIRE POLICE 101
(Ask for the Serious Crime Team in your area)

Safeguarding Unit

Safeguarding / Designated Officers for Managing Allegations (LADOs)

Craven / Harrogate / Selby

Rosemary Cannell Part-time 01609 534974 07715540723

Susan Crawford 01609 532152 07813 005161

North / White Horse / Coast

Karen Lewis 01609 534200 07715 540711

Dave Peat (on leave until April 2017) 01609 535646 07814 533363

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Julie Kaye (covering Dave's post) 01609 532508 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 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



Useful Websites

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

Further websites

- **Poor or irregular attendance and persistent lateness at school**
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13580>
- **Children not attending school**
<http://cyps.northyorks.gov.uk/index.aspx?articleid=30623>
- **Children Missing Education**
<https://www.gov.uk/government/publications/children-missing-education>
- **Children Missing from Home or Care**
<http://www.safeguardingchildren.co.uk/professionals/missing>

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<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- **Children not collected**
<http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>

- **Female Genital Mutilation**

<http://www.safeguardingchildren.co.uk/professionals/fgm>

<http://www.safeguardingchildren.co.uk/news-free-e-learning>

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

Best Practice guidance

<http://www.trustforlondon.org.uk/wpcontent/uploads/2016/07/Communities-Tackling-FGM-in-the-UK-Best-Practice-Guid.pdf>

Online training is available @ <http://www.fgmelearning.co.uk/>

- **Forced Marriage**
<http://www.safeguardingchildren.co.uk/news-free-e-learning>
<https://www.gov.uk/forced-marriage>

- **Children who self-harm**
<http://www.safeguardingchildren.co.uk/pink-book>

- **Child Sexual Exploitation/Grooming**
<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

<http://www.safeguardingchildren.co.uk/professionals/cse>

Online training available @

<http://www.safeguardingchildren.co.uk/news-free-e-learning>

- **Children who are Bullied**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Children who are victims of sexting**

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

- **Children who Sexually Harm**
<http://www.safeguardingchildren.co.uk/professionals/YPWSH>
- **Children Privately fostered**
<http://www.safeguardingchildren.co.uk/professionals/private-fostering>
- **Radicalisation to extremist behaviour**

Prevent Guidance

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

DfE Safeguarding advice for schools:

<https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>

DfE and Home Office Social media guide:

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Online training

<http://www.safeguardingchildren.co.uk/news-free-e-learning>

- **Children with Risk-taking behaviours**
<https://fronter.com/northyorks>
(PSE room - a school log in will be required)

Updated: September 2017 by A. Gilmour

To be reviewed by July 2018

To be checked annually by Trustee with responsibility for safeguarding: Miss Caroline Spencer (Done on 11/09/17).