North Yorkshire Safeguarding Children Partnership

School Child Protection Manual

Updated September 2023

NOT PROTECTIVELY MARKED

Section A - School Practice Guidance and Additional Policies

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1. Allegations regarding person(s) who work or volunteer with Children

Schools should follow the NYSCP Managing Allegations Procedures NYSCP (safeguardingchildren.co.uk) when an allegation is made against any person working in or on behalf of the school, or any other person who works with children, (including supply staff, volunteers and contractors) that they have:

a. behaved in a way that has harmed a child or may have harmed a child
b. possibly committed a criminal offence against or related to a child or
c. behaved towards a child or children in a way that indicates they may pose a risk of harm to children
d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations management in the school will be undertaken by the Headteacher or principal or (where the Headteacher or principal is the subject of an allegation) the chair of governors or the chair of the management committee or proprietor of an independent school (the 'case manager'). Where the Headteacher is the sole proprietor, or where there is a conflict of interest in reporting to the Headteacher, this should be reported directly to the LADO.

The school has 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. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Where the school dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Supply teachers

Where the school is not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties (this includes supply teachers and volunteers).

Whilst the school is not the employer of supply teachers who are engaged through a third party, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. Agencies should be fully involved and fully cooperate in any enquiries, but the school will usually take the lead.

The school will always follow: The NYSCP procedures and DfE Guidance *Keeping Children Safe in Education* 2023 part 4:

The school will immediately contact the Duty Local Authority Designated Officer (LADO) on **01609 533080** and then, where appropriate, submit a LADO referral form within one working day:

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Where a child may have suffered significant harm, the school will also submit a referral to Children's Social Care.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in accordance with the retention period.

Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher or principal, (the senior manager,) make a record and have regard to the school's whistleblowing procedure
- In the event that an allegation is made against the Headteacher or Principal the matter will be reported to the alternative 'senior manager' as described above
- In the event of an allegation being made against the Headteacher or Principal, where they are also the sole proprietor of an independent school, allegations will be reported directly to the LADO
- The senior manager 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 senior manager may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage
- The senior manager will consult with the Duty LADO (**01609 533080**) 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

Where an Early Years' provider is registered with OfSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2021.

For specific information regarding The Dales School, please refer to the following school policies and NYSCP guidance:

- NYSCP Practice Guidance
- Disciplinary Policy and Procedure
- Guidance for schools on managing allegations against staff
- Schools Hearing and Appeals

Schools should have policies and processes to deal with Low Level Concerns that do not meet the harm threshold, to record concerns and take appropriate action to safeguard children, in line with Keeping Children Safe in Education 2023 Part 4 section 2.

The Dales School does this through a robust Cause for Concern reporting system that is embedded as a whole school approach. For further information please refer to the above policies and the school's child protection policy: https://www.thedalesschool.org/wp-content/uploads/School-CP-Policy-2022-2023-1.pdf

Where schools receive an allegation relating to an incident that happened when an individual or organisation was using their school premises running activities for children, they should follow their safeguarding policies and procedures, including informing the LADO.

2. Alternative Provision and Work Experience

This school is committed to safeguarding our children even if they are placed in alternative provision for a period within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including, a child protection policy, their response to concerns about a child, safer recruitment processes; attendance and child missing education procedure, and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff i.e. those checks that we would otherwise perform in respect of our own staff.

Alternative Provision

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Guidance is available at:

- Alternative provision - DfE Statutory Guidance
- Education for children with health needs who cannot attend school - DfE Statutory Guidance

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil, and will seek written assurances in order to be satisfied that the provider meets the needs of our pupil.

Work Experience

When we organise work experience placements we will ensure that the placement provider has policies and procedures in place to safeguard our pupils and protect them from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience placement. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to

determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight)

If the person working with our pupil is unsupervised and the same person is in frequent contact with our pupil, the work is likely to be regulated activity. If so, we will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

We are aware that we are not able to request an enhanced DBS check with barred list information for staff supervising our pupils who are aged 16 or 17 years old.

If the activity undertaken by our pupil on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where our pupil is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for them

3. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE):
Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in KCSIE 2023 Annex B

Child Sexual Exploitation (CSE):
CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in KCIE 2023 Annex B (pages 142-144).

The DfE provides: Child sexual exploitation: definition and guide for practitioners

County Lines:
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can

manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

NYSCP Guidance on Criminal Exploitation and County Lines is here.

Modern Slavery and the National Referral Mechanism:
School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs. Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available here.

MACE (Multi-Agency Child Exploitation):
Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see here and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for

more information see here. MACE Level 2 meetings should be regularly attended by DSLs for schools, for more information about those meetings please email MACE@northyorks.gov.uk. The NYSCP MACE Practice guidance can be found on the NYSCP website here.

4. Confidentiality

School has regard to DfE guidance on Information Sharing:

'*Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect*.'

School ensures 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 best interests of the child.

The school confidentiality policy indicates:

a) 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
b) when the pupil's and/or parent's confidentiality must not be breached

5. Curriculum

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. 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. Children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

The school has implemented the statutory requirements of relationships and sex education and health education which is compulsory for all schools from September 2020 . The statutory requirements could be taught through a wider Personal, Social, Health Education (PSHE) curriculum which incorporates an age-related, progressive and comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety.

We do this by, appropriate to age, stage and learning need and cognitive ability:

- developing pupils' age-appropriate understanding of healthy and respectful relationships through appropriate relationship and sex education, including awareness of relationship abuse, and other abuse, sexual violence and harassment, child on child abuse, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based abuse such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- stereotyping, prejudice and equality including bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- body confidence and self-esteem
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, 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
- making available appropriate local and online advice.

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, relationships and sex education, substance misuse, smoke-free, and vape-free, equalities and anti-bullying policies.

Training needs of staff are regularly reviewed to ensure that staff delivering safeguarding aspects of PSHE or online safety have the appropriate knowledge and skills.

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers and data from the bi-annual Growing Up in North Yorkshire survey.

The following Information is made available to pupils to support them should they need access to independent guidance and advice: helplines such as NSPCC ChildLine, local support providers, NYC advice agencies, and bespoke advice, guidance and support where required.

The Dales School's arrangements for consulting with and listening to pupils are embedded within the pastoral offer, including opportunities to speak with trusted members of staff, school council, Growing Up in North Yorkshire Survey, EHCP review pupils voice (parental advocacy where required).

We make pupils aware of these arrangements via the pastoral provision and embedded within the PSHE curriculum offer which is embedded within the breadth of the school curriculum.

6. Curriculum resources and support for schools

The schools accesses the North Yorkshire PSHE and Citizenship Planning and Assessment toolkit which contains the PSHE and Citizenship curriculum entitlement framework for key stages 1-4 along with suggested resources specifically to support the safeguarding aspects of the curriculum by year group. It is accessible and further supporting resources from the North Yorkshire Healthy Schools Website and also see also NSPCC teaching resources and lesson plans

7. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently, or deliberately, stray into cyber-dependent crime.

Additional advice can be found at: Cyber Choices, and National Cyber Security Centre - NCSC.GOV.UK Cyber Choices aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

8. Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical,

sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves of the abuse or may have had to leave the family home as a result.

Operation Encompass
Where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.
Advice is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Safe Lives: young people and domestic abuse

NYSCP guidance is also available:

- https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/domestic-abuse/

9. Early Years (provision for Children 0-5 years)

Schools are required to comply with the statutory framework for the early years foundation stage 2021 Statutory framework for the early years foundation stage (publishing.service.gov.uk)

Section 3 – The safeguarding and welfare requirements. In para 3.3, the guidance clarifies that schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. The school has evaluated the content of the EYFS framework to confirm if there are any aspects that are not already included in existing policies and has ensured that any gaps are covered by producing further policy documentation.

School may wish to include the following requirements in the policies as suggested below (in red):

Child Protection policy:

EYFS 3.4 Policies should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). Policies must cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to "Safeguarding children and protecting professionals in early years settings: online safety considerations" Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK (www.gov.uk)

You will need to consider:

- *the use of tablets and other equipment with the capacity to record images*
- *the purpose of images taken within the school, how they will be used and stored*
- *permission from parents for taking images of their children and for how these may be used*
- *how you can make sure that images are only taken and used in the way that parents give permission for*
- *what procedures you will put in place to safeguard all children e.g. to ensure that children who are not to be photographed can be kept safe, whilst still taking part in the event*
- *Who will have access to stored images and how this is to be monitored*

You must ensure that:

- *the school has equipment for taking images so that staff do not use their own personal equipment*
- *the arrangements for the secure storage of staff's personal equipment is stored away from the EYFS classrooms whilst children, volunteers and parents are on site*
- *in personal emergencies staff and volunteers should be contacted via the school setting telephone*
- *all devices which have a camera, video and/or internet access are used appropriately*
- *images are printed or reproduced at the setting to ensure that photos and recordings of the children cannot be used inappropriately*

Child Protection policy

EYFS 3.69 Information and records

Recruitment and Selection Policy and Procedure

EYFS 3.9 Ensuring that people looking after children are suitable to fulfil the requirements of their roles.

- *3.14 . Schools are required to have regard to the disqualification guidance published by the Department for Education, which is available at Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)*
- *3.15 Disqualification by association is still relevant for childminders, childminder assistants or childcare practitioners working on domestic premises including where a childminder or assistant/practitioner works on non-domestic premises (50% rule).*

Safe Working Practice/Code of Conduct:
EYFS 3.19 Staff taking medication/other substances
EYFS 3.20 Equality and diverse workforce

EYFS 3.25 First Aid

EYFS 3.27 Key person

EYFS 3.28 – 3.40 Staff: child ratios

Health and Safety policy:

EYFS 3.45 – 3.47 Medicines

EYFS 3.48 – 50 Food and drink

EYFS 3.51 and 3.52 Accident or injury

EYFS 3.55 and 3.56 Safety and suitability of premises, environment and equipment

EYFS 3.65 Risk assessment

Behaviour policy:

EYFS 3.53 – 3.54 Managing children's behaviour

EYFS 3.57 – Smoking and Vaping

Complaints' policy

EYFS 3.75 and 3.76 Complaints

10. Host Families, homestay during exchange visits N/A for The Dales School

School arranged homestay – suitability of adults in UK host families
When arranging a homestay, we will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

In circumstances where we arrange for a visiting child to be provided with care and accommodation in the UK (including where we engage a company to make those arrangements) in the home of a family to which the child is not related the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where we have the power to terminate such a homestay we are the regulated activity provider.

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore we would not be the regulated activity provider

When we arrange a homestay we will consider what intelligence/information will best inform our assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay and use our professional judgement to decide what is relevant. We will obtain a DBS enhanced certificate with barred list information.

In addition to those engaging in regulated activity, we will decide whether we consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household.

Suitability of adults in host families abroad

It is not possible to obtain criminality information from the DBS about adults who provide homestays abroad. We will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. We will use professional judgement to satisfy ourselves that the arrangements are appropriate and sufficient to safeguard every child who will take part in the exchange and make parents aware of agreed arrangements.

11. Partnership with Parents and Carers

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Parents and families are reminded of the safeguarding procedures in place in school in the termly newsletters, on the school website and there is a culture that promotes open discussion in all aspects of pupil welfare. National and regional safeguarding information is also shared on the school Facebook page.

NYSCP
NSPCC
CEOP
Internet Matters
Parent Zone
Childnet
Parents Protect
A-Z Index for Schools and Curriculum

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.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child / young person's class lead or a member of the Leadership and Management Team.

The child protection policy is available publicly either via the school or college website or by other means.

We make parents aware of our policy in termly newsletters and on the school Facebook page.

12. Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies and we work closely with the Disabled Children's Service, the Children's Resource Centre, our Health colleagues and other professionals who are vital to the holistic support our pupils require in order to thrive.

All schools and colleges should allow access for children and families service staff from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the Early Help service or under section 17.

School complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children.

13. Child on child abuse/Child on child abuse including Sexual Violence and Sexual Harassment

The statutory guidance in relation to child-on-child sexual violence and sexual harassment is contained in KCSiE 2023 Part five.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's "Advice to schools and colleges on gangs and youth violence" and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Additional information and support

DfE advice "Child abuse concerns: guide for practitioners" provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Annex B of KCSIE 2023 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance Children and Young People Who Display Sexualised Behaviour

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the guidance:

- Gov.uk guidance on Sharing nudes and semi-nudes: advice for education settings working with children and young people

Where appropriate, The Dales School will make children and young people aware of the new Childline and Internet Watch Foundation (IWF) tool which helps children and young people to report a nude image or video of themselves that has been shared online. The IWF can then take steps to remove it from the Internet. More information from the IWF can be found **HERE** and the Childline reporting tool, 'Report Remove', can be found **HERE**.

The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate.

The school will make every effort to minimise the risk of child-on-child abuse by teaching pupils, in an age appropriate way about:

- how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment;
- tolerance;
- boundaries;
- consent;
- how to manage conflict; and
- how to recognise unhealthy relationships.

The embedded PSHE curriculum offer, which is targeted in line with cognition and need across all phases of school facilitates age-appropriate learning about relationships, sex and health and respect for others. More broadly, this is critically embedded in the holistic curriculum offer and promoted across the school community.

Staff awareness is promoted and maintained via the schools' robust CPD schedule, which includes reference to appropriate websites, resources and other organisations.

A document is available at the end of this guidance to support schools to review and put in place effective practice in relation to Child-on-child Sexual Harassment, Online Sexual Abuse and Sexual Violence.

14. Child on child Sexual Harassment, Online Sexual Abuse and Sexual Violence

Supporting Effective Practice

Child on child Sexual Harassment, Online Sexual Abuse and Sexual Violence

At The Dales School, we recognise that even if there are no reported cases of child-on-child sexual harassment, online sexual abuse and sexual violence (including sexualised language), such abuse may still be taking place in our school and is not being reported. The assumption that such abuse is happening is in line with government and Ofsted recommendations.

At The Dales School, we have a **zero-tolerance** approach to abuse. It is never to be passed off as "banter", "just having a laugh", "part of growing up" or "children being children" as we know that can lead to a culture of unacceptable behaviours and an unsafe environment for our children and young people.

We recognise that it is **more likely** that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and is taken seriously. We will ensure that no child or young person is ever made to feel ashamed for making a report.
All staff have undertaken training to recognise the different forms that peer or peer abuse can take, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Actions school needs to implement:	Action(s) identified by the school to ensure this is effectively implemented (time scale and person(s) responsible):	Monitoring the effectiveness of the schools actions on outcomes for children:	Supporting information and resources (add details of any additional resources used):
School ensures that staff are confident to recognise and report concerns.	Regular whole staff training and workshops / quizzes to promote culture of reporting procedures and thresholds. Monitoring of reporting Whole school responsibility lead by Headteacher (DSL)	Termly sample scrutiny of CPOMS records Regular workshops / quizzes to identify staff awareness and practice. Outcomes fed back with key safeguarding information to staff. Workshops allow for immediate feedback and addressing of misconceptions. Ongoing dynamic response as CPD areas are identified. Weekly staff briefings allow for key information to be shared with all staff effectively, including positive handling refreshers to support best practice and support LMT oversight.	*Keeping Children Safe in Education 2023 Part five: Child-on-child sexual violence and sexual harassment* *'What to do if you're worried a child is being abused'* Online Sexual Harassment Guidance and Policy from the School of Sexuality Education: https://schoolofsexed.org/guidance-for-schools
School has put in place robust procedures to minimise the risk of child on child abuse.	PSHE programme High levels of supervision Positive relationships – whole school community culture Promoting a culture of talking to someone if hurt or scared Pastoral programme promotes emotional identity and resilience	*See Behaviour, Discipline and Anti-Bullying Policy and Behaviour Principles* *See Relationships, Sex and Health Education Policy* *CPOMS records*	***Beyond Referrals**: levers for addressing harmful sexual behaviour in schools (Contextual Safeguarding Network)* • *Student Survey* • *Staff Survey* • *Parents' Survey* • *Reviewing Policies and Procedures* • *Reviewing Safeguarding and Behaviour Logs in Schools* • *Hotspot Mapping Guidance*

NOT PROTECTIVELY MARKED

			Pre-recorded webinars to support some aspects of the toolkit including effective Student Engagement *https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools*
The School curriculum covers relationships, sex and health education and specifically addresses sexual harassment, online abuse, sexual violence and issues of consent and healthy relationships.	Targeted PSHE curriculum offer	• EYFS PSED • Pre-formal curriculum 'My Care and Independence' • Semi-formal curriculum 'My Care and Independence' • KS3 & 4 ASDAN My Independence Programme • KS5 PSHE Units	***Online Sexual Harassment: Guidance for Students*** *This document provides guidance for young people on what online behaviours constitute sexual harassment, and what to do if they experience any form of online harm* *https://schoolofsexed.org/guidance-for-schools* PSHE association teachers guidance on teaching about consent https://pshe-association.org.uk/consent ***Project de Shame*** ***Teaching resources to use with 9–12-year-olds – Just a joke****- sexualised online bullying* *problematic online sexual behaviour, with a focus on online sexual harassment e.g. bullying or harmful behaviour online based on gender or sexual orientation stereotypes, body-shaming, nudity and sexually explicit content.* *https://www.childnet.com/resources/just-a-joke* ***Step Up, Speak Up! Teaching Toolkit for 13-17 year old***

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			issue of online sexual harassment amongst 13–17-year-olds. *Increase awareness and understanding on peer-on-peer online sexual harassment* • *Address responses to those targeted, including tackling victim-blaming culture* • *Call on young people to report if they see it happening online* *https://www.childnet.com/resources/step-up-speak-up/teaching-toolkit*
School has systems in place for children and young people to confidently report abuse and know their concerns will be treated seriously.	Embedded pastoral structure DSL information around school	*The very nature of our pupils' needs makes this difficult to measure, although pupil and parent voice would evidence that pupils communicate their emotional state, either verbally or via their behaviours and the nature of multi-agency support accessed by our most vulnerable pupils ensures a rapid and collaborative response*	***Peer-on-peer abuse toolkit*** *(Farrer and Co) Legal provider Farrer & Co's Safeguarding Unit, in collaboration with Dr Carlene Firmin, MBE, from the University of Bedfordshire, peer-on-peer abuse toolkit which was updated in 2019: https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/* ***NAHT and PSHE association*** *guidance on preventing and responding to sexual harassment and sexual violence between children and young people https://www.naht.org.uk/Advice-Support/Topics/Pupil-support-and-safeguarding/ArtMID/555/ArticleID/1038/Preventing-and-responding-to-sexual-harassment-and-sexual-violence-between-children-and-young-people* ***Harmful sexual behaviour prevention toolkit*** *(Lucy Faithfull Foundation) Stop It Now! https://www.stopitnow.org.uk/wp-content/uploads/2020/10/Stop_It_Now_har*

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			mful_sexual_behaviour_prevention_toolkit_Oct_2020.pdf *https://www.stopitnow.org.uk/resources/* ***Agenda** to support schools work effectively engage with pupils in conversations about healthy relationships and challenge gender based and sexual violence.* *https://agendaonline.co.uk/welcome/*
School has processes in place to handle reports of sexual violence and harassment both on and off the school premises.	C4C reporting system – CPOMS and StaffSafe now in use in addition to basic CPOMS	CPOMS records See Behaviour, Discipline and Anti-Bullying Policy	
School has process in place as to how victims, perpetrators and any other children or young affected by child on child abuse will be supported.	Bespoke support will be implemented via a multi agency response pertinent to individual circumstance and need	Multi agency collaboration records in evidence	
School recognises the factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).	The Dales School recognises that all of our pupils are increasingly vulnerable and so the measures in place are available to all pupils in line with their circumstance and need.	*A positive relational approach is embedded across school with pastoral staff supporting our pupils in all aspects of our holistic offer. This includes feeling comfortable to talk to somebody in school if they feel vulnerable or unhappy or hurt. Information about DSLs is presented in an accessible and differentiated way around school.*	

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15. Prevent, Protect and Prepare and Channel

Prevent:

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be susceptible to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving, if that would allow the new school to continue supporting victims of abuse or those receiving support through the Channel programme.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist ideologies. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Roles and responsibilities:

- The strategic Prevent lead in school is Ann-Marie Ellis, who is also the DSL.
- They understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedure
- The senior leadership team and governing body are aware of the Prevent Strategy and its objectives
- There is a clear awareness of roles and responsibilities throughout the school / college / setting regarding Prevent
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
- The school's premises do not give a platform for extremist speakers and events

- School provides a broad and balanced curriculum that that promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect pupils against extremism and developing strong community cohesion
- Links to curriculum resources can be found in the PSHE Entitlement Framework at http://cyps.northyorks.gov.uk/health-wellbeing-pshe

Training:

- PREVENT is embedded within the school CPD programme so that key staff, including senior leaders and governors, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be susceptible
- Details of training courses including frequency and availability are cascaded to all relevant staff
- Further training on the Prevent agenda, such as around Far Right Extremism is made available to the Safeguarding, pastoral and PSHE leads where appropriate
- There is appropriate staff guidance and literature available to staff on the Prevent agenda
- Staff are aware of curriculum resources and teaching strategies to teach pupils about extremism and the risk of radicalisation
- All staff in the organisation have accessed appropriate prevent training for their role

For further information and links to key documents see:

- http://cyps.northyorks.gov.uk/prevent

North Yorkshire Community Safety Partnership Working with Individuals Vulnerable to Extremism in Education Settings (Practice Guidance)

The Home Office e-learning training package on Introduction to the Prevent Duty is available here. All staff and governors should have completed this training.

There are 2 further Home Office e-learning modules:

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention (eg suitable for DSLs)

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel

A programme of 'Prevent' training and consultancy is available to schools through the NYSCP website.

Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place
- All staff including the Prevent lead/ DSL follows the NYSCP procedures
- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists

- Prevent referrals/notifications are managed or overseen by The Prevent lead
- A process is in place to identify and develop 'lessons learnt'

Protect and Prepare:
As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The North Yorkshire Schools' Emergency Procedures guidance, requires schools to:

- Ensure all staff undertake the Action Counters Terrorism (ACT) Awareness Training
- Assess the security of the school site and make necessary improvements
- Develop lock down and invacuation procedures
- Teach pupils how to stay safe if they were caught up in an attack- Run, hide, tell guidance

The guidance can be accessed at:

- https://cyps.northyorks.gov.uk/school-emergency-response
-

The Prevent Duty
The school understands that it is subject to a duty under section 26 of the Counter Terrorism and Security Act 2105 and that this is part of its wider safeguarding obligations.

Channel
The school understands that Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being susceptible to being drawn to terrorism.
NYSCP (safeguardingchildren.co.uk)

16. Pupil Information

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)
- where possible three emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child absent from education is identified as a welfare and/or safeguarding concern
- 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
- 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

The school will collate, store and agree access to this information on the School's MIS system.

17. Related School Safeguarding Policies

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- racist, disability and homophobic, transphobic and biphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist ideologies
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- risks linked to using technology and social media, including online bullying; and the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography
- teenage relationship abuse
- child on child abuse
    - serious violence, including knife crime
    - bullying (including online bullying and prejudice-based bullying)
    - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
    - sexual violence and sexual harassment
    - sexting (also known as youth produced sexual imagery)
    - initiation / hazing type violence and rituals
    - upskirting

- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- So called 'honour –based' abuse
    - female genital mutilation
    - forced marriage
    - Breast-ironing [1]
- faith abuse
- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children

It relates to aspects of care and education, including:

- children absent from education
- children with family members in prison
- homelessness
- children's and learners' health and safety and well-being including their mental health
- meeting the needs of children who have special educational needs, disabilities or physical health issues
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- alternative provision
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- children not collected from school
- lost children

It relates to other policies including:

- Private fostering
- Complaints
- Admissions
- Safer recruitment
- Key person
- Teaching and learning

[1] **Breast-Ironing:** Involves flattening a girl's chest with a hot stone or other objects to delay breast growth, as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the victim has consented. The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison.

- Partnership with parents
- Confidentiality
- Record keeping
- Administering medication
- Intimate care
- Disciplinary procedure
- Whistle blowing
- Acceptable use of ICT
- Educational Visits (guidance is available here (schools will be required to have a Service Level Agreement with NYC to access this guidance)

NYC Guidance for schools is available for PSHE (including relationships and sex education) / Health and Wellbeing

NYC Online Safety Guidance updated 2021 for schools and settings which includes sample acceptable use polices

New Guidance for safer working practice for those working with children and young people in education settings issued in May 2019

NYC: Guidelines for dealing with and reporting prejudice-based incidents, hate incidents and hate crimes in schools and settings (updated October 2019)

Hate Incidents should be reported to the local authority through the online reporting tool in the NYC Guidelines for Dealing with and Reporting Prejudice Based Incidents and Hate Crimes in Schools and Settings . The guidance can be found here

Any prejudice-based incident, hate incident and / or hate crime must always be reported to the Designated Safeguarding Lead in order to identify appropriate follow-up. Online reports are shared with the multi-agency Hate Crime Working Group, in order to identify common themes and inform future approaches to tackling hate crime

18. Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education* the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006 and NYHR Schools' Recruitment procedures and guidance (login required).

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult and follow guidance on checking volunteers and contractors, and NYC Education and Skills guidance ~~on checking host families~~ for educational visits and work experience providers.

It is vital that schools create a culture of safer recruitment and, as part of that, adopt written recruitment and selection policies and procedures that help deter, reject or identify people who might abuse children. Safer recruitment practice includes scrutinising applicants,

verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous educational and employment history and ensuring that a candidate has the health and physical capacity for the job. The school will take a planned approach to recruitment and ensure it takes appropriate safeguarding actions at each stage of the process. The selection decision will be appropriately recorded and a copy of relevant documents, including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file. As part of the shortlisting process schools should consider carrying out an online search as part of their due diligence.

Online searches should only be completed on shortlisted candidates for interview and assessment and should focus on gaining an insight only into the applicant's suitability to work with children. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks. It is recommended that the person undertaking searches receives suitable training and guidance and as a minimum, is Safer Recruitment trained. The person carrying out the online searches should not be otherwise involved in the recruitment process. The same search engine should be used for all searches to establish what relevant information is publicly available online. Searches of social media sites such as Facebook are not recommended, however LinkedIn may be useful to compare against employment history declared in the candidate's application form. The specific searches and search engine used (for example www.google.com), conducted on a candidate should be recorded. Prior to the interview and assessment stage, the panel should consider the findings of the searches and decide how they intend to make further enquiries with the candidate. Any concerns should be explored with the candidate and their responses recorded, along with the decision made.

All school staff at The Dales School are made aware that they are required to notify their line manager of any convictions or cautions during employment with the Council or if they receive a Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting) or any circumstances which could lead to consideration of disqualification.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a new member of staff and all appropriate checks for the post carried out.

The school must keep a Single Central Record detailing a range of checks carried out on their staff (including supply staff, and teacher trainees on salaried routes) who work at the

school and, additionally, for independent schools, including academies and free schools, all members of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the school's workforce and for unsupervised volunteers working in regulated activity
- a risk assessment will be undertaken by the Headteacher to decide whether to obtain an Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration and nature of contact with children, the level of supervision of the volunteer, what is known about the volunteer, including formal or informal information offered by staff, parents and other volunteers, whether the volunteer has other employment or undertakes activities where referees can advise on suitability. Details of the risk assessment will be recorded and retained on file (see KCSIE)
- an Enhanced DBS check without Barred List Check, is obtained for maintained school governors and members of the proprietary body of an independent school, including academies and free schools (see KCSIE)
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see e KCSIE)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work (see KCSIE)
- Academies, Independent and Free and Schools will ensure a check of any Section 128 direction for those taking up a management position. Maintained school must undertake this check for all governors.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate (see KCSIE)
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer
- identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the school workforce before the appointment is made
- evidence must be obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations. http://www.legislation.gov.uk/uksi/2018/794/contents/made

Since 1 January 2010 it has been mandatory that any appointments of maintained school staff are made by a recruitment panel that includes at least one person who has been

trained in safer recruitment. Ofsted will request evidence as part of their inspections that each recruitment panel meets this requirement.

Ann-Marie Ellis (Headteacher), Sharon Kettleborough (Deputy Headteacher), Cheryl Hagyard (School Business Manager) and Andrew Rickard (Safeguarding Governor) have undertaken accredited training in Safer Recruitment and one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Training is available as follows:

- Accredited face to face training for individuals or groups of schools through North Yorkshire Education Services
- NSPCC on line and face to face training

Visitors

"*Schools and colleges should not request DBS checks and barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. Headteachers and principals should use their professional judgment about the need to escort or supervise visitors*."

KCSIE 2023

19. Safer Working Practice

"All staff members should 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 protection policy; the school's staff code of conduct; the safeguarding response to children who are absent from education, particularly on repeat occasions and / or prolonged periods; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)."

KCSIE 2023

This guidance was updated in February 2022 via the safer recruitment consortium, this guidance can be accessed here

Staff behaviour policy

The school is required to have in place a staff Code of Conduct. The school adopts and makes all staff and volunteers aware on induction of the *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings* can be accessed here and here. In addition the information provided by the NSPCC to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

Safer working practice ensures that pupils 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

20. Self-Harm and Suicidal Ideation

Self-harm and self-injury

Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk taking behaviours in the same way as experimenting with drugs and alcohol and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not.

Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves.

Some examples of how young people may self-injure include:

- Cutting or burning.
- Taking an overdose of tablets (whether these are prescribed or not).

Self-harm can include anything that causes an injury but can also be about taking risks. It can also involve using alcohol or drugs excessively – though many young people do not see this as self-harm or self-injury. Recognising these behaviours can be as important as those that are obvious, such as cutting.

Self-harming is always dangerous, even if it is not intended to be, one example of this is superficial cutting. This may not require an immediate response but it is still probably a sign of emotional distress and the young person still needs support. As a member of staff you may wish to get advice and support to help you work with the student to access services.

Suicide

Paradoxically, self-harm can be a coping mechanism to dull mental distress with the aim to preserve life, which can be a difficult concept to understand. Despite this clear distinction, young people who self-harm are known to be in a high risk group for future suicide; however suicidal feelings are likely to originate from the issues behind the self-harm rather than the self-harm itself. In some cases death occurs as a result of self-harm but is not the intention.

Suicide is still a rare event in young people; attempted suicides are uncommon in childhood and early adolescence, but increase markedly in the late teens and continue to rise until the early 20s. Nevertheless, all people working with children/young people must be aware of

the potential for someone to complete suicide and must work together to ensure that no child/young person feels suicide is their only option.

You may feel anxious about asking a child/young person if they are self-harming or considering suicide; however, it is important to talk about it even if you find it uncomfortable. Remember: It is a myth that you may put the idea into their head.

Questions you could ask include:

- Are you having suicidal thoughts?
- Are you planning to self-harm?
- Are you considering taking your own life?
- What is happening for you?
- How is this affecting you?
- What help do you need?
- What would you like to happen next?

If you feel that the child/young person is at risk of self-harm or suicide, then it is necessary to understand the seriousness and immediacy of the risk. Depression, hopelessness and continuing suicidal thoughts are known to be associated with risk.

If the child/young person talks about killing themselves always take this seriously as many people who do complete suicide have previously told a professional about their intention. The following warning signs suggest that the risk is high:

- Current self-harm, especially if it poses a risk to the child/young person's health and wellbeing.
- Thoughts of suicide are frequent and not easily dismissed.
- Specific plan to complete suicide.
- Access to the means to complete suicide (for example, stockpiling tablets).
- Significant drug or alcohol abuse.
- Situation felt to be causing unbearable pain or distress.
- A friend or family member who has died by suicide.
- Previous, especially recent, suicide attempt.
- Evidence of current mental illness.
- Limited protective factors that may prevent them from attempting suicide or harming themselves, for example, socially isolated, poor relationships with parents/carers etc.
- No support mechanisms when distressed.

Self-Harm and Suicidal Ideation Pathway

The NYSCP Self-Harm and Suicidal Ideation Pathway has been developed for staff working with children and young people in North Yorkshire under the age of 18 (under 25 for those with disabilities or for care leavers) who self-harm or feel suicidal. It is not aimed at people who work within the mental health sector; instead, it is targeted at people who work with children/young people in a wide range of settings, including as schools.

The guidance sets out key principles and ways of working but does not prescribe how to act in individual situations. It is not intended to override individual organisational or professional guidelines where they exist. It can however be used as a prompt for discussions about organisational approaches to working with self-harm and suicidal intent, or to highlight individuals' skills or training needs.

To access the Self-Harm and Suicidal Ideation Pathway visit the North Yorkshire Safeguarding Children Partnership website at:

- www.safeguardingchildren.co.uk/shsip

The school has in place a self-harm and suicide ideation policy which is available in the appendices of the school's Child Protection Policy.

21. Staff Induction and Training

School governors and proprietors are responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where they feel able and are supported in their safeguarding role.

Schools should, through training needs analysis, determine what level of training individual staff will require, depending on their roles and responsibilities.

Staff must be 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
- be aware of and understand their role in the early help process
- respond to concerns in a timely and appropriate way
- communicate appropriately 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
- understand the requirements of the Prevent duty on protecting children from radicalisation
- recognise the unique risks associated with online safety
- recognise the additional risks that children with SEN and disabilities face online
- understand the safeguarding response to children who are absent from education

Induction
All staff (including temporary staff, school governors and volunteers) are provided with the school's child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), information on the safeguarding response of children who are absent from education and informed of school's child protection arrangements including the role and identity of the DSL and the deputy.

Staff undergo safeguarding and child protection training (including online safety, and also the expectations, applicable roles and responsibilities in relation to filtering and monitoring).
All staff are provided with and read Part One, Part Five and Annex B of KCSIE, and information on the role and identify of the DSL. This is provided to all staff on induction. A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors';

Safeguarding Children: New Online Learning Child Protection Basic Awareness Package can be accessed via the NYSCP site here. This training is free to access for all schools.

Staff training
In addition to the training at induction, staff training should be regularly updated.

All staff should also receive regular safeguarding and child protection updates (for example via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
All staff at The Dales School have a Personal Record of Development (PRD) file which includes direct access to all safeguarding updates and essential reading.

DSL Training
The designated safeguarding lead and the deputy should undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills should be updated (for example via e-bulletins, meeting with other DLSs, or taking time to ready and digest safeguarding developments), at regular intervals and at least annually to keep up with any developments relevant to their role.

Child Protection Training Courses and Resources
Training for DSLs and staff can be accessed via North Yorkshire Education Services, or any other suitable alternative provider/s.

The **NYSCC Signs of Safety Conferencing Pathway** is an NYC course for DSLs who may be invited to child protection conferences. This and other courses are available on NYES or through the NYSCP website.

NSPCC Courses can be accessed here

School Governors
In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in Part two of KCSIE 2023. This training should be regularly updated.

Online training / e-learning
Training is available from NYC Education and Skills team here

Domestic Abuse Basic Awareness training

Forced Marriage Guidance

Introduction to Prevent E-Learning

Action Counters Terrorism (ACT) Awareness Training

Managing Sexualised Behaviour in Schools

Suicide Prevention

Additional Training

Further training is available from the North Yorkshire Safeguarding Children Partnership including monthly masterclasses, DSL Termly Updates and more. Further information is available from:

- www.safeguardingchildren.co.uk/training-north-yorkshire/training-courses

22. Supervision, Support and Advice for Staff

All staff are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

At The Dales School, supervision provides support, coaching and training for staff and promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning children's development or wellbeing;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to review their practice to ensure they improve; identify any training needs and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by their line manager and the Leadership and Management Team.

The designated safeguarding lead will be supported by the Chair of Governors and the Safeguarding Governor.
Child Protection advice and support is available from NYSCP, and other agencies as detailed in the Child Protection Policy.

23. Vulnerable Children

All staff are particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate NYSCP/LA guidance:

- Child Abduction and Community Safety Incidents (see KCSIE 2023)
- Searching, screening and confiscation at school
- Elective Home Education
- School Attendance
- *Children and the courts*
    - *Advice for 5-11 year olds witnesses in criminal courts*
    - *Advice for 1-12 year olds witnesses in criminal courts*
    - *CAFCASS*
- Children Missing Education:
  National and NYC guidance
- Children who run away or Missing from Home or Care:
  National and NYSCP guidance
- Children with a Family Member in Prison
    - NICCO guidance
- Children and the Court System (CAFCASS guidance / KCSIE 2023 page 144)
- Children not collected – See cyps.info Child Protection and Safeguarding Schools
- Private Fostering
- Child Sexual Exploitation/Grooming:
    - National Guidance
    - NYSCP Be Aware Knowledge Hub
    - Online training
- Child Criminal Exploitation: County Lines and NYSCP guidance
- Preventing Bullying
- Children who are at risk of or display self-harm and suicidal behaviour:
    - Self-Harm and Suicidal Ideation Pathway (Section 3 includes resources specifically for schools)
    - Online training

- Children and Young People who Display Sexually Harmful Behaviours
  - NSPCC Harmful Sexual Behaviour in Schools Training

  NYSCP Domestic Abuse Practice Guidance
  - Training
- Drugs Advice for Schools
  - NYC Substance Misuse Guidance for schools
  - Drugs: advice for schools
  - Information and advice on drugs
- Honour Based Abuse (including Female Genital Mutilation, Forced Marriage and Breast-ironing)
  - Female Genital Mutilation information and resources
  - Female Genital Mutilation: multi-agency statutory guidance
  - NYSCP Female Genital\l Mutilation Practice Guidance
  - Online Training
  - Forced marriage: statutory guidance and government advice
  - Forced marriage: Online Training
  - "So-called honour-based abuse and forced marriage" CPS guidance including Breast-ironing or flattening
- Homelessness code of guidance for local authorities
- Modern Slavery and Human Trafficking
- Parental Mental Health:
  - NYSCP Parental Mental Ill Health One Minute Guide

  Radicalisation to extremist behaviour:
  - Prevent Guidance
  - The use of social media for online radicalisation
  - Online training
  - School emergency response
  - NYCSP Working with Individuals Vulnerable to Extremism Practice Guidance
  - NYSCP Working with Individuals Vulnerable to Extremism in Education Settings Practice
- Serious Violence Strategy
- Sexual violence and sexual harassment between children in schools and colleges
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- NYSCP Perplexing Presentations, Fabricated and Induced Illness in Children Practice Guidance