

**North Yorkshire LEA  
Slingsby Community Primary School  
Child Protection Policy  
2017/2018**

**School: Slingsby Community Primary School**

**Head teacher: Mrs Georgie Metcalfe**

**Named personnel with designated responsibility for Child Protection**

Academic year	Designated Senior Person	Designated Deputy Senior Person in absence	Nominated Governor	Chair of Governors
2012/13	Karen Vickers	Susan Hinrichs	Helen Orchison	Nikki Thomson
2013/2014	Georgie Metcalfe	Carrie Darley	Helen Orchison	Nikki Thomson
2014/2015	Georgie Metcalfe	Leigh Smith	Helen Orchison	Nikki Thomson
2015/2016	Georgie Metcalfe	Leigh Smith	Helen Orchison	John Mills
2016/17	Georgie Metcalfe	Leigh Smith	Sophie Wigby Ashurst	Sohie Wigby Ashurst

**Policy Review dates**

Review Date	Changes made	By whom	Date Shared with staff
<b>2012/2013</b>	<b>none</b>		
<b>2013/14</b>	<b>New Senco – C Darley</b>	<b>HT</b>	<b>September 2013</b>
<b>2015/16</b>	<b>New Senco – Mark Else</b>	<b>HT</b>	<b>September 2015</b>

Whole School + Date	Course Title	Training Provider
<b>9/10/14</b>	<b>RPI Training</b>	<b>NYCC – Sue Ellis</b>

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### **INTRODUCTION**

This policy was written by Rosemary Cannell, NYCC LEA, and Karen Lewis, IRSC, with acknowledgement that they have included information from the CAPE sample school policy and IRSC guidance documents (see Appendix 3).

The policy replaces the LEA Sample policy issued Feb 2002 and is in response to:

- i) Sections 175 and 157 of the Education Act 2002, implemented June 2004
- ii) 'Safeguarding Children in Education' issued by DfES 2004

It is in line with the above, the North Yorkshire Education and ACPC Child Protection Procedures [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) "Working Together To Safeguard Children"(1999) and 'What To Do If You Are Worried A Child is Being Abused' (2003)

**This policy applies to all adults working in or on behalf of the school.**

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school'

*Safeguarding Children in Education DfES 2004*

### **SCHOOL COMMITMENT**

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

# PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

## 1. Safe Recruitment and Selection

The school pays full regard to DfES guidance 'Safer Recruitment and Selection in Education Settings' June 2005. Safe recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of its pupils.

Mrs G. Metcalfe registered for the National College for School Leadership Safe Recruitment training and undertook this training before it was removed to the Childrens Workforce Development Council on 1 November 2009. Mrs Fiona Farnell has undertaken Safer Recruitment training. They will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services). Mrs Metcalfe is registered to undertake the NSPCC Safer Recruitment training in February 2015.

## 2. Safe Practice

The school has adopted IRSC "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" and has undertaken Safe Practice training (available at [www.teachernet.gov.uk/IRSC](http://www.teachernet.gov.uk/IRSC)) to ensure that staff are safe and aware of behaviours which should be avoided.

Safe 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.

### **3. Safeguarding Information for pupils**

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. materials we use to help pupils learn how to keep safe are taken from the SEAL project amongst other resources.

The following Information is made available to pupils in the form of posters and help line information. Year Six children attend Crucial Crew every year where they are taught practical aspects of keeping safe. I.M.P.S training is also done.

School's arrangements for consulting with and listening to pupils are through the School Council, classroom 'circle time' and through individual discussions with children.

We make pupils aware of these arrangements by discussing them in assembly as well as in the classroom.

### **4. Partnership with Parents**

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

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 the class teacher in the first instance, or with the Head teacher.

We make parents aware of our policy and guidance by placing information in our school handbooks as well as regular reminders on the school newsletters. Parents are made aware that they can view this policy on request.

### **5. Partnerships with others**

The school recognises that it is essential to establish positive and effective working relationships with other agencies. We work closely with a wide variety of outside agencies including the Local Authority, Social Services, Police, Health, District Council, Childline in Partnership with schools and the NSPCC.

### **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 training in inter-agency working, (that is provided by, or to standards agreed by, the ACPC) and refresher training at 2 yearly intervals (contact 01609 785928 for details). The Headteacher and all other school staff, including non teaching staff, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

**Whole School training materials available @ [www.n-yorks.net](http://www.n-yorks.net) or contact 01609 785928**

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

## **7. Support, Advice and Guidance for Staff**

Staff will be supported by the Headteacher.

The designated senior person will be supported by the nominated school governor, and the Chair of Governors.

Additional support is always available from the Local Authority Educational Social Work Service.

School Education Social Worker / name- Sally Locke

Home/School Support Worker tel. no. 01609 534487

Senior Education Social Worker name – Alan Critchlow

tel. no. 01609 534460

## **8. Related School Policies**

'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' *Safeguarding Children in Education DfES 2004.*

Related policies: Admissions, Health and Safety, First Aid, School Security, Inclusion, SEN, Racial Equality.

## **Children Missing from Education**

School follows the North Yorkshire LEA. "Procedures for Locating Missing/Lost Pupils"  
Contact e-mail [cmecoordinator@northyorks.gov.uk](mailto:cmecoordinator@northyorks.gov.uk)

## **9. 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 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, Injunctions etc.)
- If the child is or has been on the Child Protection Register.
- Name and contact detail of G.P.
- 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

This information is stored electronically as well as a paper copy. This information is kept securely on the schools information system which is password protected. The paper copies are kept locked in the school office.

## **10.Roles and Responsibilities**

### ***Governing Body***

- ensures school has effective policies and procedures in place and monitors school's compliance with them
- ensures that a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy)
- ensures that staff undertake appropriate training
- remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements
- nominates a governor to be responsible for liaising with the LEA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- seeks 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.
- reviews its policies and procedures annually
- provides annual information to the LEA about how the above duties have been discharged

### ***Headteacher***

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

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

- ensures that all staff have access to and understand the school's child protection policy
- ensures that all staff have induction training
- keeps detailed accurate secure records
- obtains access to resources
- attends appropriate training
- ensures the child protection policy is updated and reviewed annually and works with the governing body regarding this
- ensures parents have access to the school's child protection policy
- ensures that, where children leave the school, their child protection file is copied and promptly transferred, separately from the main pupil file

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

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



## IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which could give rise to concerns 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.

### Definitions

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

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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. They may be abused by an adult or adults or another child or children.

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

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**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 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 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

All staff follow the North Yorkshire Education and ACPC Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and 'What To Do If You Are Worried A Child is Being Abused'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

## **STAFF WILL IMMEDIATELY REPORT:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any 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 known to be indicators of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

## **2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Pupils with communication difficulties are supported (where necessary) to express themselves to a member of staff (teaching or support) with appropriate skills.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make contemporaneous record.

## Principles

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
- 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 e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

### **3. Action by the Designated Senior Person (or other senior person in their absence)**

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

- any urgent medical needs of the child
- making an enquiry to the Child Protection Register
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a formal referral to social care and if this needs to be undertaken immediately because a child may be at immediate risk
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

### **4. Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

- make regular contact with Social Care
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and review Child Protection Conferences
- 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 a senior member of E.S.W. staff to agree how to proceed

## **5. Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

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 senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' Original copies will be retained until the child's 25<sup>th</sup> birthday.

## **6. 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 working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

## Allegations regarding person(s) working in or on behalf of school

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

- 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. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- DfES 2005*

Where such an allegation is made against any person working in or on behalf of the school, we will apply the same principles as in the rest of this document and we will always follow the ACPC procedures [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) (Chapter 10 "Child Protection in Specific Circumstances" section 10.17 "Allegations against staff and Volunteers who work with Children and Young People"), L.E.A. Personnel Guidance (Sec. 22 Personnel Manual), DfES and NEOST guidance.\* Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely, these will be securely stored in the school office.

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

### Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- 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' as follows:
- The 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 headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with Safeguarding Manager / Officer / Lead LEA Officer (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

(School may wish to expand this section to include procedures with reference to A.C.P.C. Procedures and Disciplinary Procedures).

### Appendix 1

## CONTACTS

### **Lead LEA Officers:**

Principal E.S.W Alan Critchlow	01609 532320/ 07715540712
Safeguarding Manager RosemaryCannell	01609 534974/ 07715540723
Safeguarding Officer Pete Roberts	01723 508458/ 07715540739
Admin. Support Valerie Hutchinson	01609 785928

### **Education Social Work Service:**

Hambleton & Richmondshire	01748 832351
Scarborough, Whitby & Ryedale	01723 508460
Harrogate	01423 700175
Craven	01756 792427
Selby	01757 213366

### **Education Personnel**

Harrogate	01423 700180
Northallerton	01609 780780

### **Social Care:**

#### Customer Relations

Hambleton & Richmondshire	01609 779999
Scarborough & Ryedale	08459 501555
Harrogate	01423 568099
Craven	01756 793700
Selby	01757 213651
Ripon	01765 608636

#### Children and Families

Haywra Street, Harrogate	01423 505049
Brook Lodge, Selby	01757 705421
Westbourne House, Selby	01757 213399
16 Dean Road, Scarborough	01723 508117
The Close, Northallerton	01609 779922
Sharow View, Ripon	01765 605135
4 Stockwell Lane, Knaresborough	01423 799450
Ryedale House, Malton	01653 600666
9 The Broadway, Colburn	01748 832600
St Helen's Close, Ainderby Steeple (Disabilities)	01609 772127
May Lodge, Scarborough	01723 364701
31 Trinity Road, Scarborough	01723 380000
The Ghyll, Skipton (Disabilities)	01756 792949
Nidderdale, Harrogate	01423 506196
Stepney Road, Scarborough	01723 373891

Child Protection Register	01845 574742
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**Appendix 2**

**Referral Form to Social Services - Personal Details (Page 1)**

Surname:		First Name:	Title:
Preferred Name/Mode of Address:			
D.O.B.:		M/F/Unborn	
<u>Permanent Address</u>		<u>Temporary Address</u>	
Tel:		Tel:	
School attended:		Name of School Contact:	
First Language:		Interpreter Required?	
Ethnic Origin:		Religion:	
If Refugee/Asylum Seeker:			
Nationality:		Status:	
Any Risk to Professionals?			
Does the Child have any Special Needs?			
<u>G.P. (Inc. Telephone Number)</u>			

**FAMILY/OTHER MEMBERS OF THE HOUSEHOLD**

Name	Address/Telephone	Age/DOB	Relationship	Parental Responsibility

**OTHER PROFESSIONALS INVOLVED**

Namer	Address & Telephone Number	Role

**Referral Form to Social Services - Personal Details (Page 2)**

<b>Surname:</b>	<b>First Name(s):</b>
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Subject aware of Referral ?	Responsible Adult aware ?
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Referred By:
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Designation:	Date & Time:
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Address:
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Telephone Number
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<u>Reason for Referral:</u>
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<u>Current Issues:</u>
(Continue on separate sheet if necessary)

Copy for:	Customer Relations	Own Records
		If Education and a Child Protection Referral, copy to Valerie Hutchinson, Child Protection Administrator, Pupil & Parent Services 121-123, High Street, Northallerton, DL7 8PQ

## Appendix 3

### References:

#### Websites

North Yorkshire ACPC (CP Procedures and Training)	<a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>
Children Missing from Education	<a href="mailto:cmecoordinator@northyorks.gov.uk">cmecoordinator@northyorks.gov.uk</a>
CAPE (Child Protection in Education)	<a href="http://www.cape.org.uk">www.cape.org.uk</a>

#### **Keeping Children Safe**

KS2/3	<a href="http://www.missdorothy.com">www.missdorothy.com</a>
Safety Plan	<a href="http://www.educate.co.uk/keepsafe.htm">www.educate.co.uk/keepsafe.htm</a>
Bullying & child abuse	<a href="http://www.anti-bullyingalliance.org">www.anti-bullyingalliance.org</a> <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> <a href="http://www.childline.org.uk">www.childline.org.uk</a> <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a>
Domestic Violence	<a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a>
Internet Safety	<a href="http://www.safety.ngfl.gov.uk/schools">www.safety.ngfl.gov.uk/schools</a> <a href="http://www.msn.co.uk/youngpeoplesafeonline">www.msn.co.uk/youngpeoplesafeonline</a> <a href="http://www.childnet-int.org">www.childnet-int.org</a>
KS2/3	<a href="http://www.kidsmart.org.uk">www.kidsmart.org.uk</a>
Jenny's story	<a href="http://www.childnet-int.org/jenny">www.childnet-int.org/jenny</a>

#### Documents

##### **DfES Documents**

Safeguarding Children in Education Extended Work Experience and Child Protection – Supplementary Guidance	<a href="http://www.teachernet.gov.uk/childprotection">www.teachernet.gov.uk/childprotection</a>
Safer Recruitment and Selection in Education Settings Dealing with Allegations of Abuse against Teachers and other Staff	

##### **IRSC Documents**

Designated Senior Person Information Pack A Self Review Tool for Safeguarding and Child Protection in Schools Annual Report to the Governing Body on Safeguarding Children	<a href="http://www.teachernet.gov.uk/irsc">www.teachernet.gov.uk/irsc</a>
Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings Guidance for Education Staff facing Allegations of Abuse Guidance for Staff contributing to Strategy Discussions Definitions and Thresholds for Managing Allegations against Education Staff Staff subject to Allegations: Thresholds for and Alternatives to Suspension Managing the Aftermath of Unfounded and Unsubstantiated Allegations	

##### **NEOST Guidance**

	<a href="http://www.lg-employers.gov.uk / conditions / education / schools">www.lg-employers.gov.uk / conditions / education / schools</a>
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#### Training Materials

Whole School CP Training Materials	<a href="http://www.n-yorks.net/training">www.n-yorks.net/training</a>
Safe Recruitment Training	<a href="http://www.ncsl.org.uk/saferecruitment">www.ncsl.org.uk/saferecruitment</a>

Reference 4



# **A Self-Review Tool for Safeguarding and Child Protection**

Written to assist Governing Bodies and Headteachers in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

## **Published by:**

The National Network  
Of Investigation & Referral  
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## A Self-Review Tool for Safeguarding and Child Protection in Schools

This document has been written to assist Governing Bodies and Headteachers in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. Section 175 of the Education Act 2002 introduced this new duty for governing bodies which was enacted in June 2004. The guidance 'Safeguarding Children in Education', published in September 2004 outlines the arrangements that need to be in place to meet those duties (Reference should be made to 'Safeguarding Children in Education', DfES September 2004

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0027+2004>

- Section 175 of the Education Act 2002 requires the governing bodies of maintained schools to make arrangements that ensure their functions are carried out with a view to safeguarding and promoting the welfare of children.
- In addition, governing bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make to meet the requirements of Section 175.

**Objective: providing a safe environment for children and young people to learn in**

<b>Governing bodies should ensure that the school:</b>	<b>Types of evidence</b>	<b>'How do you know' in your school?</b>  <b>'What do you have to do in your school to get or keep this up to date?'</b>
<ul style="list-style-type: none"> <li>▪ has a child protection policy and procedures in place which is               <ul style="list-style-type: none"> <li>○ in accordance with LEA guidance and locally agreed inter-agency procedures</li> <li>○ given in writing to all school personnel, including volunteers</li> <li>○ the policy is made available to parents on request</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Written policy and procedures complying with national, ACPC and LEA guidance.</li> <li>▪ Child protection policy and procedures in induction pack for all staff.</li>   <li>▪ Explanation of availability (e.g. newsletter, prospectus)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Operates safe recruitment procedures               <ul style="list-style-type: none"> <li>○ Makes sure that all appropriate checks are carried out on new staff volunteers and parents who will work with children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recruitment policy</li> <li>▪ References, previous employment history, List 99/CRB/ Identity, qualifications, health and fitness checks + interview</li> <li>▪ Copy of recruitment procedures in schools</li> <li>▪ Minutes of governors' personnel committee meetings</li> <li>▪ Record of training undertaken by Governors and</li> </ul>	

	headteacher	
<ul style="list-style-type: none"> <li>▪ has procedures for dealing with allegations of abuse against members of staff and volunteers</li> <li>▪ that comply with guidance from the LEA and locally agreed inter-agency procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Copy of LEA and ACPC procedures in schools</li> <li>▪ Record of training undertaken by headteacher and Chair of Governors</li> <li>▪ Appropriate Governors' Disciplinary and Complaints Committees in place</li> <li>▪ Minutes of Governing Body &amp; committee meetings</li> <li>▪ Evidence that staff aware of duties of Head &amp; Governors and of procedures (e.g. induction pack, staff handbook, staff room posters)</li> <li>▪ Records of cases being reported to Secretary of State where there are grounds for believing a person may be unsuitable to work with children.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ a member of the governing body (usually the Chair) is responsible for liaising with the LEA and /or partner agencies in the event of allegations of abuse being made against the head teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Record of training undertaken by Chair of Governors</li> <li>▪ Chair of Governors received copy of cp policy and procedures for dealing with allegations of abuse against members of staff and volunteers</li> </ul>	
<ul style="list-style-type: none"> <li>▪ the governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Child Protection governor reports on Child Protection systems and statistics to Governing Body at least annually and to termly personnel/pastoral committee meetings (minuted) with due regard to confidentiality – names should not be included.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ the governing body reviews its policies and procedures annually, provides information to the LEA about both policies and how their duties have been discharged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minutes of meetings</li> <li>▪ Report to LEA</li> </ul>	
<b>Head teachers of schools should ensure that</b>		
<ul style="list-style-type: none"> <li>▪ the policies and procedures adopted by the Governing Body are fully implemented</li> <li>▪ policies and procedures are followed by all staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Policy documents; staff handbook, induction procedures</li> <li>▪ Staff meeting minutes</li> <li>▪ Staff discussions</li> <li>▪ Monitoring for purposes of reporting to LEA/Ofsted</li> </ul>	
<p>Guidance is given to staff on appropriate behaviour, including:</p> <ul style="list-style-type: none"> <li>▪ Use of physical restraint</li> </ul>	<p>Handbooks available for all categories of staff. Sections in handbooks explaining:</p> <ul style="list-style-type: none"> <li>▪ Policy and procedures concurring with Circular 10/98.</li> <li>▪ Record of all staff having received copy of policy and procedures.</li> <li>▪ Explained at induction.</li> </ul>	

<ul style="list-style-type: none"> <li>▪ What might constitute abuse of trust</li> <li>▪ Boundaries to professional behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rigorous record keeping system and procedures in school + reporting to LEA</li> <li>▪ Inform parents/carers if restraint has been used.</li> <li>▪ Agree protocol with parents/carers if use of restraint is thought likely.</li> <li>▪ Any form of sexual relationship with pupil under 18 is an offence</li> <li>▪ Prohibiting activities that may be construed as ‘grooming’, e.g. singling out individual pupils for special favours, sending pupils text messages.</li> <li>▪ Guidance about which behaviours constitute safe practice and which behaviours should be avoided</li> </ul>	
<ul style="list-style-type: none"> <li>▪ all staff and volunteers feel able to raise concerns about poor or unsafe practice, such concerns are addressed sensitively and effectively in accordance with agreed whistle blowing policies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Copy of ‘What to Do if You’re Worried a Child is Being Abused’ known about and available to all staff.</li> <li>▪ Copy of LEA whistleblowing procedures available to staff (e.g. in staff room, in induction pack)</li> <li>▪ Whistle blowing procedures clear to all staff (e.g. in staff handbook)</li> <li>▪ Staff meeting agendas/minutes</li> </ul>	
<p>Clear procedures are in place for pupils in the specific circumstances of long term work placements, in line with detail in ‘Safeguarding Children in Education’, September 2004, Annex A, sections 4 – 9, where the placement is:</p> <ul style="list-style-type: none"> <li>▪ for more than one day per week;</li> <li>▪ for longer than one term in any academic year;</li> <li>▪ aimed at children who may be vulnerable, e.g. those who have special needs or are young (aged under 16);</li> <li>▪ one where the workplace supervisor or a colleague will have substantial unsupervised access to the child, because of the nature of the business (i.e. micro business, sole trader or journeyman);</li> <li>▪ or has a residential component.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff who arrange, vet or monitor long term work placements have Child Protection training</li> <li>▪ Clear policies and procedures + clarity in relation to action to be taken if concerns raised at any stage.</li> <li>▪ Records of discussions about child protection measures and safeguards with training organizations and employers.</li> <li>▪ Record of commitment by employers to safeguard children and endorsing child protection policy/principles.</li> <li>▪ CRB checks for those who are specifically designated to have responsibility for looking after, supervising or directly training a child or children.</li> <li>▪ Basic child protection training given to trainers/supervisors in accordance with ‘What to do if You’re Worried a Child is Being Abused’ .</li> <li>▪ Copy of ‘What to do if You’re Worried a Child is Being Abused’ for trainers/supervisors/employers.</li> <li>▪ Record of training for young people as to what is acceptable and what they should do if worried/uncomfortable.</li> <li>▪ Record that suitability of pupil for a particular placement has</li> </ul>	

	<ul style="list-style-type: none"> <li>been considered</li> <li>▪ In some cases CRB checks on pupils if working with younger children.</li> </ul>	
Safeguarding is part of the curriculum	<ul style="list-style-type: none"> <li>▪ Schemes of work include lessons on keeping safe and recognising behaviour that is not acceptable based on guidance given in framework for Personal, Social and Health Education and Annex B, sections 6 –8 of 'Safeguarding Children in Education'</li> </ul>	
Children are listened to	<ul style="list-style-type: none"> <li>▪ Made explicit to staff – handbook, staff meeting minutes</li> <li>▪ Displays of helpful information accessible to pupils (e.g. Childline, NSPCC, peer support schemes).</li> <li>▪ Particular vigilance for pupils with special needs.</li> </ul>	

**Objective: Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school.**

<b>Governing bodies should ensure that:</b>	<b>Type of evidence</b>	<b>How do you know' in your school?  What do you have to do in your school to get or keep this up to date?</b>
<ul style="list-style-type: none"> <li>▪ There is a senior member of the school's leadership team who is designated to <ul style="list-style-type: none"> <li>○ take lead responsibility for dealing with child protection issues</li> <li>○ provide advice and support to other staff</li> <li>○ liaise with the LEA</li> <li>○ work with other agencies.</li> <li>○ Trained person to deputise in absence of designated person – large schools may require &gt;1 designated person</li> </ul> </li> <li>▪ the governing body decides either to act collectively or for an individual member of governing body to: <ul style="list-style-type: none"> <li>○ champion child protection issues within the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Correct name(s) <ul style="list-style-type: none"> <li>○ on the LEA database – inform LEA of changes</li> <li>○ In the school prospectus</li> <li>○ In staff handbook</li> <li>○ on staff room notice board</li> <li>○ Governor's minutes and annual report to parents</li> </ul> </li> <li>▪ School policy includes the name of the designated person(people).</li> <li>▪ Named designated person; record of training</li> <li>▪ Ask adults in school if they know the name of designated person</li> <li>▪ Record in minutes of governing body as to how the</li> </ul>	



<ul style="list-style-type: none"> <li>○ liaise with the Head teacher about them</li> <li>○ provide information and reports to the governing body.</li> </ul> <p>▪The school considers the needs of individual pupils who may need safeguarding( with due regard to confidentiality)</p> <p>▪sufficient time and resources are available to designated senior person</p>	<p>responsibility is to be carried out.</p> <ul style="list-style-type: none"> <li>▪ Regular reports in minutes of Governors' meetings.</li> </ul> <ul style="list-style-type: none"> <li>▪ Record in minutes of governing body</li> </ul> <ul style="list-style-type: none"> <li>▪ Minutes of governor committee meetings, e.g. finance; personnel</li> </ul>	
<p>▪the designated person undertakes</p> <ul style="list-style-type: none"> <li>○ basic child protection training,</li> <li>○ training in inter–agency working that is provided by, or to standards agreed by, the ACPC</li> <li>○ refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date</li> </ul>	<ul style="list-style-type: none"> <li>▪ Date of training on central database</li> <li>▪ Inset records list</li> <li>▪ Certificates</li> <li>▪ Ask the designated person</li> <li>▪ INSET report to Governors includes reference to the training</li> </ul>	
<p>▪the Head teacher + all other staff who work with children</p> <ul style="list-style-type: none"> <li>○ undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, <ul style="list-style-type: none"> <li>▪ that is kept up to date by refresher training at 3 yearly intervals</li> </ul> </li> <li>○ temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part of new headteacher's induction</li> <li>▪ Induction of staff volunteers (including parent helpers)</li> <li>▪ A record of staff child protection training</li> <li>▪ Staff training programme</li> <li>▪ Staff meeting records/agenda</li> <li>▪ Governors' minutes</li> <li>▪ Notices on staff notice boards</li> </ul>	
<p>▪Consideration is given to all members of governing bodies undertaking training about child protection</p> <ul style="list-style-type: none"> <li>○ to ensure they have the knowledge and information</li> </ul>	<ul style="list-style-type: none"> <li>▪ A record of governing body child protection training</li> <li>▪ Governors' minutes</li> </ul>	

<p>needed to perform their functions</p> <ul style="list-style-type: none"> <li>○ understand their responsibilities.</li> </ul>		
<p><b>Head teachers of schools should ensure that:</b></p>		
<ul style="list-style-type: none"> <li>▪ all staff follow policies and procedures adopted by the Governing Body are fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written School Child Protection Policy and Procedures, regularly reviewed and updated</li> <li>▪ INSET</li> <li>▪ Procedures on staff room wall</li> <li>▪ Procedures in pack for supply teachers</li> <li>▪ Staff handbook</li> <li>▪ Governors' statement on cp in school prospectus/brochure</li> <li>▪ Element of induction procedures</li> </ul>	
<ul style="list-style-type: none"> <li>▪ sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children</li> <li>▪ Designated person carries out duties</li> </ul>	<ul style="list-style-type: none"> <li>▪ Timetable</li> <li>▪ Minutes of Governor committee meetings , e.g. finance, personnel</li>   <li>▪ Evidence of records of concerns being kept</li> <li>▪ Copies of referrals made to Social Care in securely kept pupil records away from Education records</li> <li>▪ Copies of CP conference minutes and subsequent actions implemented.</li> <li>▪ Liaison with, copying and forwarding of records to, other schools, as necessary separate from Education records.</li> </ul>	
<p>Staff are knowledgeable about what constitutes abuse and what conditions may be of particular concern</p> <p>Staff should:</p> <ul style="list-style-type: none"> <li>▪ Know categories are sexual, physical, neglect and emotional <ul style="list-style-type: none"> <li>○ how these categories are defined</li> <li>○ the indicators of abuse.</li> </ul> </li> <li>▪ Be aware that parental substance abuse and domestic violence will be causes for concern.</li> <li>▪ Be aware that children may be abusers</li> <li>▪ Be aware that children may be involved in prostitution and therefore victims of abuse.</li> <li>▪ Be aware of female genital mutilation and that it is an offence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff handbooks</li> <li>▪ Staff meeting agendas/minutes</li> <li>▪ A record of staff child protection training</li> <li>▪ Staff training programme</li> </ul>	

<ul style="list-style-type: none"> <li>▪ know that forced marriage is an abuse of human rights</li> <li>▪ be alert to possibility of fabricated or induced illness</li> <li>▪ consider whether children are 'young carers' with rights to additional support services</li> </ul>		
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**N.B. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except where exercising their disciplinary functions in respect of allegations against a member of staff)**

**Summary - How do you know?**

1. Are we confident that staff volunteers parents and pupils know that our school is a safeguarding environment?
2. Which areas of the school- departments/faculties/phase/curricula/training of the school provide the most effective safeguarding environment?
3. Which areas of the school departments/ faculties/phase/curricula/training are in need of improvement in relation to safeguarding and what plans do you have to develop them?

Action points- what deficiencies or weaknesses need to be remedied?

Action	By whom	By when

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Appendix 1 – policies relevant to safeguarding children

<b>LEGALLY REQUIRED</b>	<b>Notes – (suggested details)</b>	<b>In place</b>	<b>Not in place</b>	<b>Person/s responsible</b>	<b>Deadline</b>
<b>Action Plan following OFSTED inspection</b>	Addresses any issues relating to safeguarding	X		SMT	
<b>Annual Report to Parents</b>	Include measures school makes for safeguarding children	X		SMT	
<b>Attendance Policy</b>	Include targets and links with safeguarding	X		SMT	
<b>Child Protection</b>	Detailed procedures familiar to <b>all</b> staff, governors and volunteers, all of whom have a copy.	X		SMT	
<b>Complaints procedure</b>	Headteacher, Deputy Headteacher and Chair and Vice Chairman of Governors to be thoroughly versed.	X		SMT	
<b>Curriculum</b>	Include how curriculum contributes to safeguarding children	X		SMT	
<b>Discipline (including anti-bullying)</b>	Include measures taken for safeguarding children; cross- reference to physical restraint policy	X		SMT	
<b>Health and Safety</b>	Include measures taken for safeguarding children	X		SMT	
<b>Home-school agreements</b>	Include measures taken for safeguarding children	X		SMT	
<b>Minutes of and papers considered at meetings of the governing body and its committees</b>	Includes reviewing and monitoring of safeguarding procedures	X		SMT	
<b>Prospectus</b>	Include information on school's duties and procedures regarding safeguarding children, including name of Designated Officer(s).	X		SMT	
<b>Race Equality</b>	Include measures taken for safeguarding children	X		SMT	
<b>Risk assessments</b>	Include measures taken for safeguarding children; evidence of a clear procedures and record keeping systems.	X		SMT	
<b>Sex Education</b>	Include how curriculum contributes to safeguarding children	X		SMT	
<b>Special Educational Needs</b>	Include reference to safeguarding children, particularly regarding identifying safeguarding needs of individuals	X		SMT	
<b>Staff discipline, conduct and grievance procedures</b>	Include details of procedures that must be followed if allegations of abuse are made and information for	X		SMT	

	staff involved				
<b>RECOMMENDED</b>					
<b>Safe working practices for the protection of children and staff in education settings-boundaries to professional behaviour</b>	* include in department handbooks guidance about which behaviours constitute safe practice and which behaviours should be avoided	X		SMT	
<b>First Aid, including administration of medicines</b>	Include details of first aiders and dates of training, including child protection training; protocols agreed with parents/health professionals for individual medical needs	X		SMT	
<b>Internet access and use</b>	Include clear rules regarding what is permissible for staff and pupils and pupil supervision requirements	X		SMT	
<b>Out of school visits</b>	Include explicit references to safeguarding children	X		SMT	
<b>Use of photography and video recording</b>	Include protocols for displaying photographs, publication in prospectuses, newspapers and guidelines for parents at school events. Parental consent to use of photographs could be obtained.	X		SMT	
<b>Recruitment procedures</b>	Have rigorous procedure, as detailed in Safeguarding Children in Education,2004	X		SMT	
<b>School security</b>	Measures taken; management of visitors	X		SMT	
<b>Staff and departmental handbooks</b>	Include measures school takes for safeguarding children	X		SMT	
<b>Use of force and restraint</b>	Clear procedures based on Circular 10/98. Documents LEA/0242/2002 and LEA/0264/2003 should be referred to for more extreme behaviours. Clear recording systems should be in place.	X		SMT	
<b>Volunteers and occasional visitors</b>	Include measures school makes for safeguarding children	X		SMT	
<b>Whistle blowing</b>	Clear information for staff on steps to take if they have concerns about persons working in school	X		SMT	

\*Further details are available, including model policies, NEOST guidance, documents produced by Investigation and Referral Support Co-ordinator network and more detailed guidelines on [www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm), [www.ncsl.org.uk](http://www.ncsl.org.uk), and teacher union sites.

Reference should be made to 'Safeguarding Children in Education', DfES September 2004  
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