

St Oswald's CE Primary School

Child Protection and Safeguarding Policy



Learning for all, caring for each other, preparing for the future
Let us encourage one another – Hebrews 10.25

Last Review Date: December 2021

Next Review Date: December 2022

Frequency of Review: Annual

KEY CONTACTS:

School Designated Safeguarding Lead	Sue Bland (Headteacher)
School Deputy DSL	Jemma Dunne (Deputy Headteacher)
School Designated Safeguarding Governor	Debbie Nott
City of York Children's Front Door (Advice Team / Children's Social Care)	01904 551900 childrensfrontdoor@york.gov.uk
Local Area Team Support Practitioners:	All referalls via MASH 01904 551900 earlyhelp@york.gov.uk
North Yorkshire Police	101
Local Authority Designated Officer (LADO)	lado@york.gcsx.gov.uk If you do not have secure email please contact 01904 551783 to make your referral or to seek advice.
LA Safeguarding Adviser (Education):	01904 555694
York Family Information Service	01904 554444
Yor-Ok website:	www.yor-ok.org.uk
Assistant Director Children and Families, Children's Services :	01904 554212 sophie.wales@york.gov.uk
City of York Safeguarding Children Board (CYSCB) website	www.saferchildrenyork.org.uk
City of York Council Prevent Lead:	Jane Mowat 01904 555742 preventenquiries@york.gov.uk
Primary Mental Health Worker:	01904 294200
School Nurse:	01904 725341
Educational Psychologist: Cathy Arden	01904 554345
School Wellbeing Worker (South Cluster)	07767318184 SchoolWellbeingService@york.gov.uk

STATEMENT OF INTENT

St Oswald's CE Primary School is committed to safeguarding and caring for one another through promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

DEFINITIONS

For the purpose of this policy, St Oswald's CE Primary School adopts the definition of safeguarding used in the Guidance, '*Keeping children safe in education*' (DfE, updated September 2021):

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

Child Protection

- Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or at risk of suffering significant harm.
- Everyone employed at our school has a responsibility in relation to child protection. In most cases this will be the referral of concerns to the DSL/Deputy DSL. In day to day contact with children at risk, we have opportunity to note concerns and to meet with parents and other associated adults, where this is appropriate.
- Increasingly, schools are expected to work with, and support, different agencies to enable the most appropriate form of intervention to take place.

LEGAL FRAMEWORK

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003

- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Counter-Terrorism and Border Security Act 2019

Statutory guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working together to safeguard children'
- DfE (2021) 'Keeping children safe in education'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2021) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'

Related school policies/ documents

Anti-bullying policy

Drugs education policy

Educational visits policy

Equalities Policy

Fire safety policy

Health and safety Policy

Intimate Care Policy

Online Safety Policy

Managing medicines in school policy

Positive Behaviour Policy

School specific risk assessments

Staff Code of Conduct

Whistle blowing policy

Class information pack

City of York Safeguarding Children Board guidance: 'The use of photographic images of children in schools'

Moving and Handling Policy

AIMS AND PRINCIPLES

At St Oswald's CE Primary School, the governors and staff fully recognise the vital role the school plays in safeguarding children.

Key Principles

We believe that:

- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.
- the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

- effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of vulnerable children.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- ensure that all staff are aware of the possible signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- confirm the procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with City of York Children's Front Door and other agencies and, where appropriate with similar services in neighbouring authorities.

The policy applies to all staff, including senior managers, governors, paid staff, volunteers, sessional workers, agency staff, students, or anyone working on behalf of St Oswald's CE Primary School

We will seek to safeguard children and young people by:

- Valuing, listening to and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff and volunteers through supervision, support and training
- Taking action to enable all children to achieve the best outcomes.

ROLES AND RESPONSIBILITIES

The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2020.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).

- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

The Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2021 guidance at induction.

The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.

- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns. (This duty is undertaken by the Deputy DSL in the DSL's absence.)

All staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL.
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.

- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in Appendix C

INTER-AGENCY WORKING

- St Oswald's CE Primary School contributes to inter-agency working as part of its statutory duty.
- The school will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.
- In light of the above, staff members are aware that whilst the Data Protection Act 2018 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

Social care meetings

At times school staff will be called to participate in meetings organised and chaired by social care. These might be:

- Strategy discussion
- Child protection conferences and review meetings
- Family group conferences- for children in need, in a range of circumstances where a plan is required for the child's future welfare
- Professionals' meetings – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- core group meetings – meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews

At these meetings, representatives from the school should be ready to report providing information about

- attendance and punctuality
- academic achievement
- the child's behaviour and attitude
- relationships with peer group and social skills generally
- child's appearance and readiness for school
- contact with parents/ carers
- any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments. Following the meeting, feedback should be given and staff brought up to date with any actions that are needed.

Children with a Child Protection Plan

Children subject to a child protection plan will require additional support and monitoring. The social care department will inform a school receiving a child with a plan and accompanying records should follow from the child's previous school.

CONFIDENTIALITY

Where children are subject to a child protection plan and leave one school for another, the DSL must inform the receiving school and the key worker at the social care department. If the child leaves the school with no receiving school, details should be passed to the Principal Education Social Worker.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and that that will be for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved should listen sympathetically and non-judgementally.

Staff should be careful and ensure that information is only given to the appropriate person. When a concern or worry is raised, not everyone needs to know about it. This respects the child's, family's and/or staff's rights to privacy. Otherwise there might be gossip and rumours or other people may be genuinely concerned. It is acceptable to say that a concern has been raised and it is being dealt with following the school's procedures. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the DSL and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in a secure cabinet.

Discretion should be used when talking about the personal, and changing circumstances of children e.g. when a child goes into care. Care is particularly necessary after attending child protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

ALLEGATIONS AGAINST A MEMBER OF STAFF OR VOLUNTEER

This is an extremely difficult and sensitive area to address. All allegations should be handled in accordance with the government guidance 'Keeping Children Safe in Education' (2021).

- **If a member of staff has concerns about an adult in school they should report these immediately to the DSL.**
- **All allegations and concerns must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take.**

Where you have a safeguarding concern about a professional or volunteer who works with children, this matter should be notified to the LADO Service.

Where appropriate, a referral should be sent to the LADO using the [LADO Referral Form](#) (also available on the York Safeguarding Board website) giving as much detail as possible. Completed forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, [nhs.net](#), etc.) to: lado@york.gcsx.gov.uk. If you do not have secure email please contact 01904 551783.

For more information please see the York Safeguarding Board website:

<http://www.saferchildrenyork.org.uk/allegations-against-childcare-professionals-and-volunteers.htm>

SUPPORTING CHILDREN AT RISK

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only being alert to potential abuse but providing support to help children through difficult times, providing them with the coping skills that can help avoid situations arising and deal with emotional difficulties afterwards if they do.

Looked After Children

Looked After Children should have their own Personal Education Plan (PEP) which will be drawn up in discussion with social care, the class teacher, foster parents and the child themselves. These are known as Personal Provision Plans at St Oswald's CE Primary.

Support in school – pastoral care

All class teachers and senior leaders are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for the children to share their concerns and following the guidance in this document.

Our RHE curriculum and collective worship themes may present children with issues that are particularly relevant to the class at that time. This allows the children to explore sensitive themes in a safe, structured environment led by a trusted class adult.

Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns. The school has a variety of resources to support RHE lessons and the discussion of issues, including the use of the Discovery Education Programme.

Support in school – the curriculum

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their make-up.

Assumptions about member of families and the presence of both parents should be avoided both in discussion and the presentation of materials.

During health and safety discussion and sex education, staff should be alert to the fact that some children will have very different experiences and may find content 'sensitive' within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

PHYSICAL CONTACT WITH PUPILS

Some form of physical contact with pupils by teachers is inevitable. In some cases it is necessary for reassurance. However, all members of staff should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Key members of staff in school have received training in restraint. Where teachers or members of the support staff haven't attended 'Team teach' training, they should refer, if possible, to a member of staff who has.

In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention the incident will be logged using the CPOMS safeguarding system.

WORKING WITH PARENTS

The school endeavours to work in partnership with parents. Parents' and children's need for privacy should be respected. Attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this. It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document. We do have access to support from other agencies for parents where it is felt that this would be useful eg Home/ school liaison, counselling support, Ethnic Minority and Traveller Support Service.

FURTHER SAFEGUARDING ISSUES

Safeguarding is not just about protecting children from deliberate harm. Effective safeguarding involves developing an Arena of Safety whereby safe practices are incorporated into the thinking and behaviour of everyone who works for or has contact with our school.

At St Oswald's CE Primary School there are a range of additional policies, practices and procedures which contribute to developing an arena of safety and promote the welfare of pupils. These are summarised below:-

CODE OF CONDUCT FOR PUPILS, STAFF AND GOVERNORS

The school's Positive Behaviour Policy includes a code of conduct for pupils. There are separate Codes of Conduct for staff and for governors. See **Staff Code of Conduct** and **Governor Code of Conduct**. The school has an Anti-Bullying Policy, with a separate child-friendly version which is displayed around school. See **Anti-bullying Policy**.

PUPILS' HEALTH AND SAFETY

Workplace inspections are conducted every term by the School Business manager, together with a member of the governing body and a representative of Sewell FM. Potential risks to the health and safety of staff and pupils are identified and control measures put in place. Workplace instructions and risks assessments are distributed to all staff and are reviewed regularly. Electronic copies are stored on the school network and a hard copy is available in the health and safety 'risk assessment' file which is kept by the teacher responsible for Health & Safety.

Each term there is a fire drill to practice efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. The school has developed a disaster plan that details what staff and parents should do in the case of emergencies.

The 'Evolve' system is used for to notify the Headteacher / LA as appropriate about educational visits. Risk assessments for visits are attached to the visit notification form. Teaching staff liaise with the Educational Visits Co-ordinator to complete these.

SCHOOL SECURITY

- St Oswald's Church of England Primary School provides a secure site, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:
- Access to the school premises is strictly via the main entrance between the hours of 9.00am and 2.50pm. All other gates are secured.
- Visitors must only enter through the main entrance and after signing in at the office, using the electronic sign-in system. A visitors badge will be printed via the electronic sign-in system, and this must be worn by the visitor at all times whilst on the premises.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.
- Should a child leave the school premises without permission, staff have been informed never to chase after a child, but rather to report immediately to the Headteacher who will immediately inform the police and then parents.

E-SAFETY/INTERNET SAFETY

Children are encouraged to use the internet whenever appropriate to support their learning, but at all times in a safe way. Internet safety is taught as part of the computing curriculum in all year groups. If teachers know of misuse, either by an adult or child, the issue should be reported to the Headteacher without delay. As DSL, the Headteacher has overall responsibility for internet safety. All staff, volunteers and pupils are expected to read and sign the school's Acceptable Use Policy Agreement. The school has procedures for monitoring use of the internet and for reporting any incidents. The e-Safety Group is responsible for monitoring and reviewing the implementation of the school's Online Safety Policy. For more details see the school's **Online Safety Policy**.

SAFER RECRUITMENT

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

Pre-employment checks

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Carrying out a Risk Assessment if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.
- A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.
- An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.
- An enhanced criminal records DBS check will be carried out on for each member of the governing body.
- The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

Barred list check

- An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.
- Applicants will be asked to complete an application form giving written information about their previous employment history. The selection panel will undertake appropriate checks to ensure information is not contradictory or incomplete.

References

- References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

Induction of newly appointed staff

All newly-appointed staff are asked to complete a declaration to show that they have completed on-line Basic Child Protection training as a minimum and also to confirm that they have read and understood the school's Policy for Safeguarding and Promoting the Welfare of Children.

VOLUNTEERS

- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- All volunteers are given a leaflet which gives key information regarding safeguarding, health and safety etc.

Contractors

- The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.
- Sewell FM will undertake to ensure that all their employees are subject to the appropriate checks and that anyone visiting under their auspices (e.g. contractors) is escorted whilst on the school site.
- Sewell FM will provide evidence to the school that appropriate checks have been undertaken as above.

SINGLE CENTRAL RECORD (SCR)

- The school keeps an SCR which records all staff who work at the school.
- The following information is recorded on the SCR:
 - An identity check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - A check of professional qualifications
 - A check to determine the individual's right to work in the UK
 - Additional checks for those who have lived or worked outside of the UK
- For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.
- If any checks have been conducted for volunteers, this will also be recorded on the SCR.

VISITORS TO SCHOOL

It is assumed that visitors with a professional role (e.g. the School Nurse or members of the police) already have relevant clearance. Office staff will check their identity before admittance is granted. All visitors will be asked to sign in and out at reception and will be issued with a visitors' badge.

ATTENDANCE AT SCHOOL

When children are unwell parents are expected to confirm absence by telephone before the close of register at 9.30 a.m. If there is no notification the school has a policy of phoning home to ascertain each child's whereabouts. Attendance rates are reported each term to the governing body and the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Some pupils' absence, whether single days, part of a pattern or persistent, is an indicator of wider needs and will be addressed as part of the work to secure good attendance. Staff in school are alert to this possibility and try to identify and address the underlying causes of pupils' absence. Where appropriate, staff will refer pupils to the Headteacher and other agencies.

CHILDREN MISSING FROM EDUCATION

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

St Oswald's CE Primary School will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.

If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent/carer with whom the pupil will live
- The new address
- The date from when the pupil will live at this address

If a parent/carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use the *internet system school2school* to securely transfer pupils' data.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has

indicated the intention to continue to attend the school after ceasing to be of compulsory school age.

- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives
- At least one telephone number of the parent/carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

The school will also highlight any other necessary, contextual information, including safeguarding concerns.

RACE EQUALITY

We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response. Racism is tackled in both the RE and in the RHE curriculum. The children take part in discussions designed to raise awareness and address prejudices. All racist incidents are reported to the Local Authority immediately and the Governing Body on a termly basis.

PROVIDING FIRST AID

In school there are always trained members of staff who volunteer to oversee first aid. All staff are issued with a list of those staff who have paediatric first aid training. First aid supplies are stored in the First Aid Room next to the Headteacher's Office. Additional supplies for minor injuries are stored in a first aid box next to the playground. When a child has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A member of staff with appropriate first aid training is consulted
- The incident is logged on an accident report form.
- If a child has suffered a bumped head, a form is completed and sent home.
- If there is any doubt at all a parent is contacted and asked if they would like to review their child.

When a child is poorly, they are sent to the school office. If appropriate, the school administrator will contact the child's parent / carer. The school uses the 'Guidance on Infection Prevention and Communicable Diseases in Schools and Colleges' published by North Yorkshire and York Primary Care Trust in February 2007 to advise parents and guardians on issues relating to the spread of infection.

MANAGING MEDICINES IN SCHOOL POLICY

School policy is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the Headteacher. For the majority of medicines, however, a dose before and after school is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication.

For further details, read the ***Managing Medicines in School Policy***

INTIMATE CARE

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters (see ***Intimate Care Policy.***)

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Most pupils with medical conditions don't need to take their medicine or treatment during the school day. For pupils that do, procedures are outlined in the Managing Medicines at School Policy. For some conditions, a health care plan may need to be drawn up. The school liaises closely with the school health team / medical professionals on such matters (see ***Policy for Supporting Pupils with Medical Conditions.***)

DRUG AND SUBSTANCE MISUSE

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme of teaching children through curriculum opportunities in science and PSHE has the primary objective of helping children to become more confident and responsible young people through teaching them to be aware of the dangers of the misuse of drugs. We aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

For further details, see the school **Drugs Policy**.

THE CURRICULUM

The curriculum deals with safeguarding in two ways. Firstly, it provides opportunities for exploration and discussion of key issues through RHE (Relationships and Health Education). Topics include such themes as Healthy Bodies, Healthy Minds, Coping with Change and Healthy Relationships. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology and Internet safety in Computing.

EDUCATIONAL VISITS

Experiences gained by pupils through off-site educational opportunities are a vital part of a pupil's education at St Oswald's. They are seen as an integral part of the school's broad and balanced curriculum, offering opportunities to promote pupils' personal development and to stimulate and engage them in meaningful contexts.

The School adheres to the City of York Guidelines for Educational Visits. Appropriate staffing levels and pupil:adult ratios are maintained for all educational visits.

The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher and the Local Authority, where appropriate, using Evolve.

Educational Visits are recorded in the Headteacher's Report to governors.

TAKING IMAGES AND VIDEO OF CHILDREN

The school allows parents or external organisations to photograph or film children providing they follow certain guidelines:

- Parent/guardians consent to school taking photographs by signing a permission slip on admission. School photographs that are for use outside of school are anonymous unless specific permission has

been received from parents. External organisations will not be allowed to photograph or film pupils whose parents have not given their consent.

- Parents/Guardians are allowed to video school performances and key events for personal use only, where the parents of all pupils in the performance or event have given consent.

WHISTLEBLOWING

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. (see ***Whistleblowing Policy***.)

APPENDIX A - GUIDANCE ON DEALING WITH SUSPECTED ABUSE

Types of abuse and neglect

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

There are 4 categories of abuse:

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Further definitions and guidance on recognising each of these is contained in APPENDIX B

Dealing with disclosures

All staff should refer concerns to the DSL as soon as possible. In the meantime:

- **Listen to the pupil**, keeping calm and offering reassurance
- **Observe bruises but do not ask a child to remove or adjust their clothing to observe them**
- If a disclosure is made the child should lead the discussion. **Do not press for details by asking questions like ‘what did they do next?’**
- **Listen – don’t investigate** using questions such as “is there anything else you’d like to tell me?”
- **Accept what the pupil says without challenge** – reassure them that they are doing the right thing and that you recognise how hard it is for them
- **Don’t lay blame or criticise** either the child or the perpetrator
- **Don’t promise confidentiality-** explain that they have done the right thing and who you will need to tell and why
- **Information should only be shared with those who need to know**
- **The needs and safety of the child must always come first**
- **When in doubt - ask**

Procedures for monitoring, recording and reporting

At the time

Make brief notes at the time or immediately after when you are able. You should note:

- Date and time of disclosure/incident observed
- Place and context of disclosure/concern
- Facts you need to report

When you can

Complete a Cause for Concern record using the CPOMS system. This will notify the DSL immediately.

In the case of there being bruises or observed injuries, the Body Map element of the CPOMS entry record form should be completed.

Minor concerns or 'niggles' should also be recorded on CPOMS and brought to the attention of the DSL.

Remember to keep to factual information and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that the information may be used at a later date to support a referral to an external agency.

Designated Lead

The DSL will:

- Follow-up the referral using the written record as a basis for consideration before action
- Make additional records of discussions and any investigation that takes place
- Make a decision whether to continue to monitor the situation or make a referral, based on the CYSCB guidance (Interagency Safeguarding Procedure)
- When a referral to social care is made this should be confirmed in writing within 48 hours using the CYCSB Child in Need of Protection Referral Confirmation Form.
- Inform parents if a referral is to be made, unless doing so could put the child at greater risk of harm, or impede a criminal investigation.

Recorded information from social care meetings and other reports or written records are stored in the individual children's safeguarding files in a secure cabinet in the Headteacher's office and/or uploaded electronically onto CPOMS. Any documents for inclusion in these files should be given directly to the DSL.

Further Information: More detailed information is available on the City of York Safeguarding Children Board website www.saferchildrenyork.org.uk

APPENDIX B – GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

It may not be our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. **The health, safety and protection of a child is paramount.**

PHYSICAL ABUSE

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

Possible signs include:

Unexplained injuries or burns Refusal to discuss injuries Improbable explanations of injuries Untreated injuries or lingering illness Admission of punishment which appears excessive Shrinking from physical contact Fear of returning home or parents being contacted Fear of undressing Fear of medical help Aggression/ bullying Over compliant behaviour Running away Significant changes in behaviour Deterioration in work Unexplained pattern of absences

EMOTIONAL ABUSE

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

Possible signs of emotional abuse include:

Continual self-deprecation Fear of new situations Inappropriate emotional responses to painful situations Self-harm or mutilation Compulsive stealing/ scrounging Drug/ solvent abuse 'Neurotic' behaviour – obsessive rocking, thumb-sucking Air of detachment 'don't care' attitude Social isolation Attention-seeking behaviour

Eating problems
Depression, withdrawal

SEXUAL ABUSE

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

Possible signs include:

Bruises, scratches, burns or bite marks
Scratches abrasions or persistent infection in the anal or genital regions
Pregnancy
Sexual awareness inappropriate to the child's age
Frequent public masturbation
Attempts to teach other children about sexual activity
Refusing to stay with certain people or go to certain places
Aggressiveness, anger, anxiety, tearfulness
Withdrawal from friends

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs include:

Constant hunger
Poor personal hygiene
Inappropriate clothing
Frequent lateness or non-attendance
Untreated medical problems
Low self-esteem
Poor social relationships
Compulsive stealing or scrounging
Constant tiredness

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

- physical
- verbal
- emotional

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by a member of the SLT and/or headteacher as appropriate.

A more detailed guide can be found in the school's anti-bullying policy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated teacher for child protection. Actions by the designated teacher might include:

- contacting parents
- contacting Child Adolescent Mental Health Services
- contacting Social Care if the child meets the referral criteria

Specific Safeguarding Issues

School staff need to be alert to a number of specific safeguarding issues and where to find up-to-date guidance and practical support on these.

CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation(CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Possible signs include:

- | |
|---|
| <ul style="list-style-type: none">• underage sexual activity• inappropriate sexual or sexualised behaviour• sexually risky behaviour, 'swapping' sex• repeat sexually transmitted infections• in girls, repeat pregnancy, abortions, miscarriage• receiving unexplained gifts or gifts from unknown sources• having multiple mobile phones and worrying about losing contact via mobile• having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)• changes in the way they dress• going to hotels or other unusual locations to meet friends• seen at known places of concern• moving around the country, appearing in new towns or cities, not knowing where they are• getting in/out of different cars driven by unknown adults• having older boyfriends or girlfriends• contact with known perpetrators• involved in abusive relationships, intimidated and fearful of certain people or situations• hanging out with groups of older people, or anti-social groups, or with other vulnerable peers |
| <ul style="list-style-type: none">• associating with other young people involved in sexual exploitation• recruiting other young people to exploitative situations |

- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

FEMALE GENITAL MUTILATION (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Possible signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Further guidance on these and other specific safeguarding issues listed below can be found on the CYCSB website ('Child Protection Procedures')

Bullying including cyberbullying

Domestic violence

Drugs

Fabricated or induced illness

Faith abuse

Forced marriage

Gangs and youth violence

Gender-based violence/violence against women and girls (VAWG)

Mental health

Private fostering

Radicalisation (See Appendix C)

Sexting

Teenage relationship abuse

Trafficking

The NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed via the GOV.UK website. Links to the appropriate guidance are provided in paragraph 25 of '*Keeping Children Safe in Education*'

APPENDIX C - PROTECTING CHILDREN FROM RADICALISATION

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

What to do if you have a concern

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

Making a referral to Channel

Channel is a multi-agency approach to protect people at risk from radicalisation using existing collaboration between local authorities, statutory partners, the police and local community to

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk and
- Develop the most appropriate support plan for the individual concerned

It is about early intervention diverting people away from the risk they face. In order to do this, information sharing is crucial.

When should I refer?

If you have information that suggests an individual is exhibiting behaviour or making comments that suggest he/she may be involved in activity which could be linked to terrorism. For example:

- Accessing information on the internet with links to terrorist activity
- Use of extreme right wing symbols
- Significant changes in behaviour
- Spending significant periods of time alone, withdrawal from social interaction
- Sudden and obsessive interest in topical terrorist related news stories
- Use of terminology or words associated with terrorism

NOTICE, CHECK, SHARE

Once a concern is raised (NOTICE) it is important to check whether any further action should be taken. The **Prevent Lead within City of York Council** is:

Jane Mowat, Head of Community Safety 01904 555742, 07984496352

If you feel that there is threat to life for the individual or others, you must report the matter to the police on **999**.

Police Channel Officers can be contacted by dialling **101** and following the instructions.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

CHANNEL PROCESS FLOW CHART

