



Policy adopted:	May 2007
Date reviewed:	September 2016
Changes made:	In line with DfE guidance and change in personnel
By whom:	Designated child protection staff
Date circulated to staff:	October 2016
Next review:	September 2017

Harrogate High School

Child Protection and Safeguarding Policy

2016 – 17

Contents

Named staff with designated responsibility for child protection	3
Scope of policy.....	4
School commitment	4
What does ‘safeguarding’ mean?	4
Identifying children and young people who are suffering or likely to suffer significant harm....	5
All staff and volunteer responsibilities.....	7
Harrogate High School’s safeguarding procedures	9
Confidentiality	11
Partnership with Parents/Carers	12
Partnerships with Others.....	12
References.....	12
Appendix 1: Keeping Children Safe in Education part one: Safeguarding information for all staff	14
Appendix 2: Roles and Responsibilities.....	23
.....	26
Appendix 3: Allegations of Abuse Against Staff Policy & Procedure	26
Appendix 4: Visitor Procedures.....	35
Appendix 5: Action by the Designated Senior Person (or Deputy DSP in their absence).....	37

Appendix 6: Action following a child protection referral	38
Appendix 7: Recording and monitoring	39
Appendix 8: Supporting the Child and Partnership with Parents	41
Appendix 9: Curriculum and student information	42
Appendix 10: Prevent.....	44
Appendix 11: Resources.....	46
Appendix 12: Contacts	49
Appendix 13: Dates of Staff Training and details of course title and training provider	50

Named staff with designated responsibility for child protection

Academic year	Designated Senior Persons	Deputy Designated Senior Person	Nominated Governor	Nominated Director
2016-17	Sue Wilkinson, Assistant Head (Lead DSP) Rickie Wilson, Deputy Head Charlotte Clarke, Deputy Head Lee Wilson, Assistant Head	Ann Francis, Academy Head	Mark Campey	Jenn Plews

Scope of policy

This policy applies to all adults, including volunteers, working in or on behalf of the school. It should be read in conjunction with Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges, 2016 (Part One for all staff is included in the appendices), and Working Together to Safeguard Children, 2015.

All staff must read and sign the main policy document together with Appendix 1. The remaining appendices are for staff with specific responsibilities.

School commitment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools form part of the wider safeguarding system for children and should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Harrogate High School is committed to safeguarding and promoting the welfare of all of its students and recognises the part that all staff, governors and volunteers have in protecting our students from harm.

We recognise that some children may be especially vulnerable to abuse and that young people 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. We recognise that school may provide the only stability in the lives of young people who have been abused or who are at risk of harm and that whilst at school, their behaviour may be challenging. We recognise that some young people 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 students.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

What does 'safeguarding' mean?

Safeguarding includes the procedures to protect children from deliberate harm, but it also encompasses all aspects of students' health, safety and well-being and includes:

- Staff conduct
- Curriculum
- Managing allegations against staff
- Attendance
- Safe recruitment and selection
- Whistle blowing
- Health and safety
- Behaviour management
- Managing building design
- Child Protection
- Educational visits
- E-safety
- Anti-Bullying

Identifying children and young people who are suffering or likely to suffer significant harm

Definitions

1. A **child** is anyone who has not yet reached his/her 18th birthday.
2. **Abuse**: 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. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse involves: hitting, slapping, kicking, misuse of medication, undue restraint, 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, 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.

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);

- ensure access to appropriate medical care or treatment.

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

3. **Child Sexual Exploitation (CSE):** Child sexual exploitation 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.
4. **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.
5. **Bullying**, including online bullying and prejudice-based bullying and the affects this can have.
6. **Racist, disability and homophobic or transphobic abuse.**
7. **Gender-based violence/violence against women and girls.**
8. **Radicalisation and/or extremist behaviour.**
9. **'Sexting'** the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography.
10. **Teenage relationship abuse.**
11. **Substance misuse.**
12. **Issues that may be specific to a local area or population, for example gang activity and youth violence.**
13. **Domestic violence.**
14. **Forced marriage.**
15. **Fabricated or induced illness.**
16. **Poor parenting, particularly in relation to babies and young children.**
17. **Other issues not listed here but that pose a risk to children, young people and vulnerable adults.**

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health;
- meeting the needs of children who have special educational needs and/or disabilities

- and the additional barriers this brings;
- the use of reasonable force;
- meeting the needs of children and learners with medical conditions;
- providing first aid;
- educational visits;
- intimate care and emotional well-being;
- online safety and associated issues;
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

All staff and volunteer responsibilities

All staff and volunteers should:

- read at least part one of Keeping Children Safe in Education July 2015 and have annual safeguarding updates;
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;
- where there are concerns about a child, raise these with the DSPs;
- where there are concerns about another staff member, refer these concerns to the Academy Head;
- where there are concerns about the Academy Head, refer these concerns to the chair of governors;
- raise concerns about poor or unsafe practices in the school via whistleblowing procedures (Page 32 of Finance and Governance Manual: <N:\Policies\Finance\Finance Manual\NSAT Finance & Budget Manual - Final July 2016.pdf>);
- be aware of systems within the school which support safeguarding;
- maintain an attitude of 'it could happen here' where safeguarding is concerned;
- when concerned about the welfare of a child, always act in the interests of the child;
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report their concerns to the DSPs in the first instance. Staff should, however, escalate their concerns for the child if they do not feel those concerns have been taken seriously and/or procedures have not been followed and/or the child's situation does not appear to be improving (<http://www.safeguardingchildren.co.uk/section-15-procedures.html>);
- in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service.
- Concerns should always lead to help for the child at some point.

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All concerns indicating possible abuse or neglect will be discussed with the DSP and recorded prior to any discussion with parents.

a) Staff must 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 as a young person;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, or appearance);
- any concerns that a child may be suffering from inadequate care, ill

- treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

b) Responding to Disclosure

Disclosures or information may be received from students, 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.

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

c) Principles

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

Staff will:

- try to ensure that the person disclosing does not have to speak to another member of school staff;
- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- 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?';
- not ask leading questions;
- 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 and be informed of what action is to be taken.

Harrogate High School's safeguarding procedures

- 1) The school has **Designated Senior Persons (DSPs)**: members of the Senior Leadership Team with responsibility for safeguarding and child protection. The DSPs:
 - act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
 - refer all cases of suspected abuse to the local authority children's social care;
 - liaise with the Executive Principal or Academy Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Staff who have any child protection concerns either about a student's welfare or about the behaviour of another member of staff should report this the same working day to a DSP.

However, if there is a risk of immediate serious harm to a child and the DSPs are unavailable, a referral should be made to children's social care immediately by telephoning 01609 780780. Anybody can make a referral. You must inform a DSP as soon as possible that a referral has been made.

- 2) We ensure the provision of adequate **training** including:
 - Mandatory annual online child protection training for all staff, governors and volunteers to develop their understanding of the signs and indicators of abuse, know how to respond to a child/young person who discloses abuse and make them aware of the responsibilities of staff with regards to child protection procedures;
 - Additional safeguarding training as part of the regular continuous professional development sessions;
 - Safer recruitment training for recruitment panels (every panel **MUST** have at least one trained member);
 - Health & safety training/refreshers and educational visits training for all staff (every two years);
 - Induction training that includes child protection and health & safety;
 - The DSPs will undertake appropriate training every two years;
 - A copy of this policy to be given to staff on induction and annually in the Autumn Term.
- 3) We insist on **safe working practices**:
 - Staff must read and abide by our **Code of Conduct** which includes extensive guidance on appropriate working practices and behaviour outside work;
 - Agency staff, governors, contractors and visitors are bound by the visitor procedures which they are required to read and which include safe working practice guidance.
- 4) The school's **Child Protection and Safeguarding Policy** is reviewed annually and is in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents/carers.
- 5) We operate **safe recruitment procedures** and make sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the NSPCC's Safer Recruitment Training.
- 6) We have procedures for dealing **with allegations of abuse against staff and volunteers** (*Appendix 3*) that comply with guidance from the local authority and locally agreed

inter-agency procedures.

- 7) Staff are aware of the **whistle blowing** procedure and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional. (Pg 32 of Finance and Governance Manual: <N:\Policies\Finance\Finance Manual\NSAT Finance & Budget Manual - Final July 2016.pdf> and Para. 34 *Appendix 1*);
 - 8) Site security is in place with **visitor procedures** (*Appendix 4*) which require visitors to identify themselves, then sign in and sign out.
 - 9) Our **curriculum** includes teaching students to be aware of behaviour towards them that is not acceptable and how they can keep themselves safe in the real world and on line.
 - 10) We inform students of **whom they might talk to** if they are worried or in difficulty, both in and out of the school. We make students aware of a number of staff who they can talk to through the Vertical Mentor Group programme and of the confidential email address: **tellsomeone@harrogatehighschool.co.uk**.
 - 11) All students know that we have **senior members of staff** with responsibility for child protection and know who this is.
 - 12) Students are aware of their **right to be listened to** and what steps can be taken to protect them from harm.
 - 13) We have **health and safety** policy and procedures which all staff are trained in and must follow and a dedicated health and safety committee.
 - 14) We have an **educational visits** policy and procedures that are designed to manage risk to our students together with training for all staff who accompany or lead trips.
 - 12) We have a **behaviour policy** which all staff are trained in and must follow when they have concerns about student's behaviour.
 - 13) We have an **attendance policy and procedures** in place, which informs school and parents if a student is absent and what next steps to take.
 - 14) We have **anti-bullying** procedures which involve other students to act as peer mentors, so disclosures can not only to be made to staff but also fellow students.
 - 15) We have a policy on **physical intervention** which forms part of our Code of Conduct. All senior leadership and pastoral staff receive restraint training every two years.
 - 16) We have a '**Prevent**' strategy (*Appendix 10*) to ensure we fulfil our duty to recognize and deal with potential radicalization of our students.
- A **director of the academy trust** is designated as the lead for child protection policy ensuring arrangements across the trust are adequate.
- 9) A biennial **audit** of safeguarding arrangements is carried out and any deficiencies or weaknesses rectified without delay.
 - 10) We check that where **activities are provided** on the school premises **by another body**, the body concerned has appropriate safeguarding policies and procedures in place.

- 11) The school has developed effective **working partnerships** with relevant agencies and cooperates as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- 12) The school provides appropriate **reports** for child protection meetings.
- 13) All student information and records are kept **confidentially and securely**.
- 14) We **support all students** by:
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
 - Promoting a caring, safe and positive environment;
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
 - Notifying Children's Social Care as soon as there is a significant concern;
 - Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school (as soon as possible).
- 15) We **support our staff** by:
 - Recognising that becoming involved at work with a child who has suffered harm, or appears to be likely to suffer harm, may be stressful and upsetting;
 - Providing an opportunity to talk through their anxieties with the DSP;
 - Providing a confidential telephone counselling service (Health Assured) accessed on 0800 030 5182.

Confidentiality

All matters relating to Safeguarding and Child Protection are confidential. The DSP will disclose any information about a student to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information in order to safeguard children.

Staff must not promise a child or young person to keep secrets.

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

Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

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

DSPs will be trained to know:

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

Partnership with Parents/Carers

Harrogate High School shares a purpose with parents/carers to educate and keep children and young people safe from harm and to have their welfare promoted. Parents/carers are made aware of who to contact if they have concerns regarding the safeguarding of their or any other child.

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

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

We encourage parents to discuss any concerns they may have with a DSP. Parents are made aware of our policy via the school website.

Partnerships with Others

Harrogate High School recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. The school complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children.

References

This policy has followed North Yorkshire and national guidance including:

- the North Yorkshire Safeguarding Children Board (NYSCB) Child Protection Procedures:
 - www.safeguardingchildren.co.uk;
- Working Together to Safeguard Children HM Government 2015:
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf;
- Keeping Children Safe in Education (KCSiE) Statutory Guidance September 2016:
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies;
- What to Do If You Are Worried a Child is Being Abused 2015:
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file

[/419604/What to do if you re worried a child is being abused.pdf](#);

- Recommendations from national and local Serious Case Reviews.

Appendix 1: Keeping Children Safe in Education part one: Safeguarding information for all staff

What school staff should know and do¹

A child centered and coordinated approach to safeguarding

1. Schools and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: 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; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school staff

6. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All school staff have a responsibility to provide a safe environment in which children can learn.
8. Every school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. All school staff should be prepared to identify children who may benefit from early help.² Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
10. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies

¹ This document has been edited for ease of reading for Harrogate High School staff. In the original the reference to 'school' also includes college. References to proprietors of independent schools have been removed.

² Detailed information on early help can be found in Chapter 1 of Working together to safeguard children

following any referral.

11. The Teachers' Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.³

What school staff need to know

12. All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989⁴ that may follow a referral, along with the role they might be expected to play in such assessments.⁵

16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead

³ The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include: Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁵ Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children

and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school staff should look out for

17. All school staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school staff should do if they have concerns about a child

21. If staff members have any concerns about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council (<https://www.gov.uk/report-child-abuse-to-local-council>) directs staff to their local children's social care contact number.

23. See below for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be

improving.

27. If a teacher⁶, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of KCSIE 2016 for further details.

What school staff should do if a child is in danger or at risk of harm

28. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.⁷

What school staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the head teacher or principal. Where there are concerns about the head teacher or principal, this should be referred to the chair of governors or chair of the management committee as appropriate. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of KCSIE 2016.

What school staff should do if they have concerns about safeguarding practices within the school

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior

⁶ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

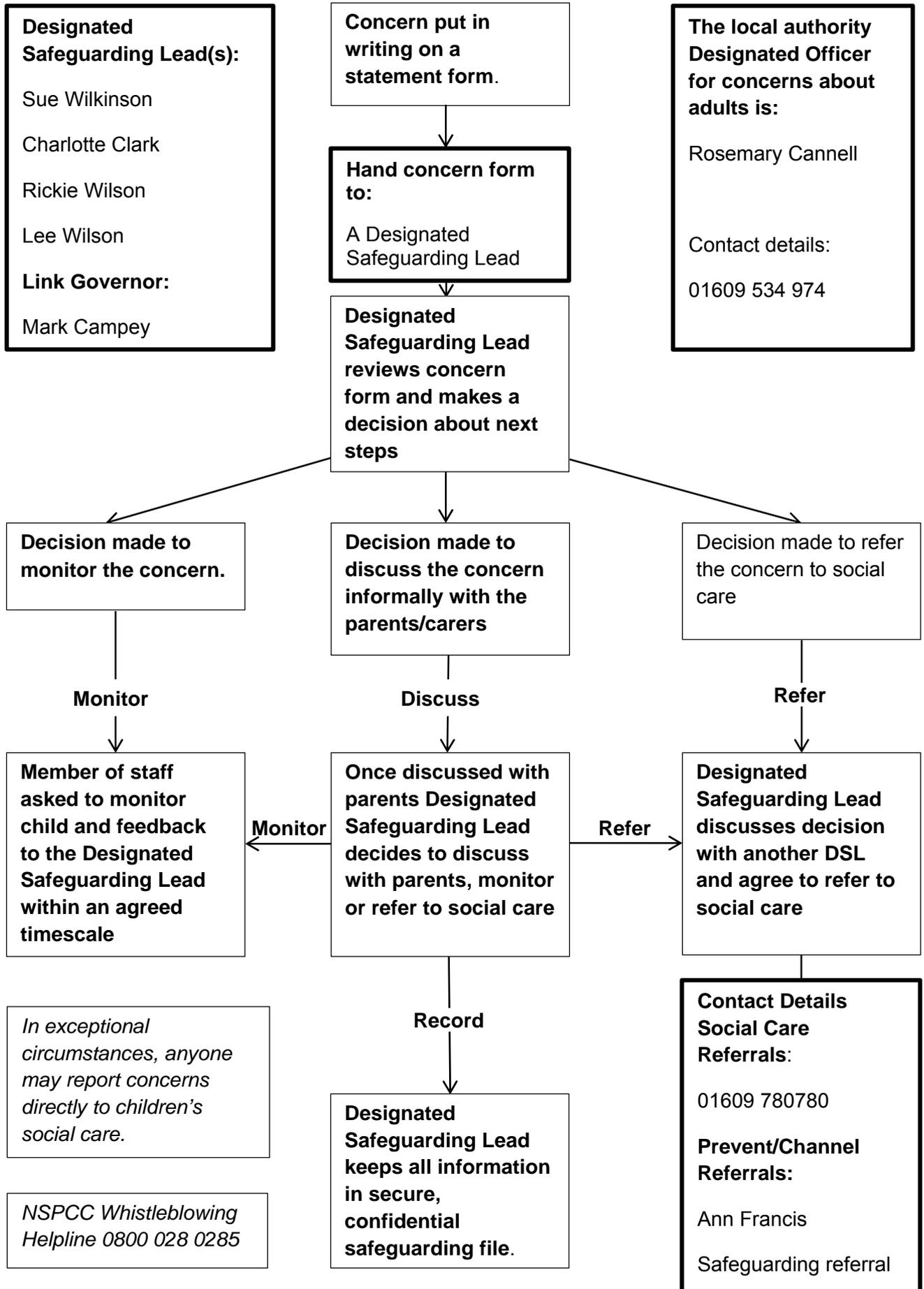
⁷ <https://www.gov.uk/government/publications/analysis-of-serious-case-reviews-2011-to-2014>

leadership team.

34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁸

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

35. All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
36. Abuse: 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
37. 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.
38. 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.
39. 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.

40. 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, 12 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. Specific safeguarding issues

41. All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found on the TES, MindEd and the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

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

Appendix 2: Roles and Responsibilities

The directors are responsible overall for safeguarding in the academies within the trust and have appointed a director to take leadership responsibility for the trust. Directors have delegated most of the responsibility to the Local Governing Body (LGB) of each academy who in turn have delegated day-to-day responsibility to the head teacher.

Local Governing Body

The LGB should ensure that:

1. the school complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children.
2. a governor is nominated to liaise with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher.

The Academy Head

The Academy Head should ensure that:

1. the policies and procedures adopted by the LGB, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
2. she liaises with the LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer;
3. she receives appropriate child protection training which is regularly updated;
4. there is a clear accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
5. the school has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCB, are updated annually, and available publicly either via the school website or by other means.
6. all staff read at least part one of DfE statutory Guidance Keeping Children Safe in Education Sep 2016.
7. all staff undertake appropriate child protection training.
8. a senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Senior Person). This is explicit in the DSP's job description (Annex B KCSiE) and the need for a deputy DSP is reviewed. Harrogate High School has four DSPs, one of whom is the Lead DSP.
9. the DSPs have the appropriate availability, authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
10. a designated teacher is appointed to promote the educational achievement of children who are looked after and that this person has appropriate training.
11. the school has a staff code of conduct which includes staff/student relationships and communications including the use of social media. This should be provided to all staff – including temporary staff and volunteers.
12. the school has written recruitment and selection policies and procedures in place.
13. at least one person on any appointment panel has undertaken safer recruitment training.
14. the school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children.

15. taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
16. the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
17. 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.
18. she considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).
19. there are procedures in place to handle allegations that a child has harmed another child.
20. the school has due regard in particular to the duty to prevent people from being drawn into terrorism; to report known cases of female genital mutilation and to follow procedures when a child goes missing from education ref. KCSiE pgs. 13-17.
21. 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.
22. there is an annual review of policies and procedures and the Schools' Safeguarding Audit is completed (<http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>).
23. without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

The Role of the Designated Senior Persons

The DSPs ensure that:

1. there is always cover for this role including arrangements during school holidays.
2. All students have cards informing them of helplines and numbers.
3. The email address tellsomeone@harrogatehighschool.co.uk is monitored every day of the year.

The DSPs will:

1. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
2. Refer all cases of suspected abuse to the local authority children's social care.
3. Liaise with the Academy Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

The Role of the Designated Safeguarding Lead (the Lead DSP)

The LGB should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Lead DSP will:

4. Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE ensuring secure transit and obtaining confirmation of receipt.
5. Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.

6. Where a child leaves the school ensure the child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and obtaining confirmation of receipt.
7. Ensure that CP records are retained until the young person's 25th birthday if the school is the final school.

The Lead DSP should receive appropriate training carried out every two years and an annual refresher of skills in order to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
3. Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
4. Be alert to the specific needs of children in need, those with special educational needs and young carers.
5. Be able to keep detailed, accurate, secure written records of concerns and referrals.
6. Obtain access to resources and attend any relevant or refresher training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In order to ensure the school's policies are known and used appropriately, the Lead DSP will:

1. Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with governing bodies or proprietors regarding this
2. Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
3. Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

The broad areas of responsibility for the designated safeguarding lead are:

Refer all cases of suspected child abuse involving a member of staff to the local authority designated officer (LADO), Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed).

Make all necessary referrals to the North Yorkshire Children's Safeguarding Board, using the appropriate paperwork and emailing to social.care@northyorks.gov.uk.

Update the school's Child Protection register accordingly and file any information regarding safeguarding in the confidential, secure file held in the Head's PA's office.

Appendix 3: Allegations of Abuse Against Staff Policy & Procedure

The Harrogate High School policy & procedures for allegations of abuse against staff forms a part of the Harrogate High School Safeguarding & Child Protection Policy 2016–17.

1. Introduction

Harrogate High School takes its responsibility of care for its students seriously. We recognise that any possibility that a member of staff may have hurt a student must be investigated thoroughly, but in a way that does not prejudice either the student or the member of staff. Any investigation of an allegation of abuse against a member of staff must follow the objective and professional standards and routines described here.

2. The Law

The framework for managing cases of allegations of abuse against people who work with children is set out in 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (March 2015), which provides an overview of how allegations should be handled. It is relevant for the purposes of s.157 and s.175 of the Education Act 2002.

Other legislation:

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education (FE) sector)
- Section 157 of the Education Act 2002
- The Education (Independent School Standards) (England) Regulations 2010
- The Children Act 2004
- Section 11 of the Children Act 2004 (other agencies)

3. Initial Allegation Made to Harrogate High School

Any allegation of abuse by a member of staff on a student must be reported to the Executive Principal or Academy Head. Should the initial allegation first be made to any other member of staff, then that member of staff must either request the person raising the allegation to report it to the Executive Principal or Academy Head or, if that is not possible, to pass details of the allegation to the Academy Head immediately.

Should the allegation be made against the Academy Head, this should be brought to the attention of the Chair of Governors immediately.

Should the allegation meet any of the following criteria then the Academy Head should report the allegation to the Local Authority Designated Officer (LADO) the same day that the allegation is received:

- A teacher or member of staff (including a volunteer) in a school, FE college or other education establishment that provides education for children under 18 years of age has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they are unsuitable to work with children.

4. Initial Consideration

The Academy Head will discuss the matter with the LADO and provide any further details of the

allegation and the circumstances in which it was made. The Academy Head should not investigate the allegation at this stage. The discussion will also consider whether there is evidence or information that establishes that the allegation is false or unfounded.

If the allegation is not patently false and there is cause to suspect that a child is suffering, or is likely to suffer, significant harm, the LADO will immediately refer it to children's social care and ask for a strategy discussion, in accordance with 'Working Together to Safeguard Children', to be convened straight away. In those circumstances, the strategy discussion should include the LADO and the Academy Head.

If there is not cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the LADO should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve the School and any other agencies involved with the child.

5. Action Following Initial Consideration

Where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the Academy Head to deal with it. In such cases, if the nature of the allegation does not require formal disciplinary action, the Academy Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

Where further investigation is required, the Academy Head should discuss who will undertake that with the LADO. The LADOs are Rosemary Cannell and Susan Crawford.

The investigating officer should aim to provide a report to the Academy Head within 10 working days.

On receipt of the report of the investigation, the Academy Head and Chair of Governors should consult the LADO, and decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days.

In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the Academy Head and Chair of Governors should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

The LADO should continue to liaise with the School to monitor progress of the case and provide advice or support when required or requested.

6. Cases Where a Crime may have been Committed

If there is no cause to suspect that significant harm is an issue, but a criminal offence might have been committed, the LADO should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion should also involve the School.

Where the involvement of children's social work services is not required, as the student is not assessed to be at risk of significant harm, but a police investigation continues, the LADO should agree with the police, the School and any other agency involved with the child, the nature of the allegation and how this must be addressed.

This Joint Evaluation Discussion must take place within one working day of the referral and must consider how to progress enquiries e.g. a criminal process parallel with a disciplinary process or whether disciplinary actions need to be suspended until police enquiries/prosecution are completed.

These investigations must be reviewed by the police no later than four weeks after the Joint Evaluation Discussion has concluded and thereafter at fortnightly or monthly intervals.

If the police and/or the Crown Prosecution Service (CPS) decide not to charge the individual with an offence, decide to administer a caution, or the person is acquitted by a court, the police should pass all information they have which may be relevant to a disciplinary case to the School without

delay. In those circumstances, the Academy Head should deal with the case in consultation with the LADO.

If the person is convicted of an offence, the police should also inform the employer straight away so that the appropriate action can be taken.

7. Allegations which are Likely to Necessitate an Immediate Referral to Child Protection

The following situations will require immediate referral to child protection:

- Where the student has suffered, is suffering, or is likely to suffer significant or serious harm
- Where the student alleges that a criminal offence has been committed
- Any allegation of a sexual nature

The Academy Head should be aware that some other complaints may also be regarded as child protection issues and therefore each complaint should be carefully considered in consultation with the LADO before taking any action.

Where allegations of the above are referred to children's services, subsequent action will be in accordance with the local safeguarding children board (LSCB) procedures.

8. Suspension

The possible risk of harm to children posed by an accused person needs to be effectively evaluated and managed in respect of the child(ren) involved in the allegations. In some cases, that will require the School to consider suspending the person until the case is resolved.

Suspension must not be an automatic response when an allegation is reported. If the School is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police, but suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should only be considered in a case where there is cause to suspect a child or other children at the School is or are at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically, or without careful thought being given to the particular circumstances of the case.

The School must consider carefully whether the circumstances of the case warrant a person being suspended from contact with children at the School until the allegation is resolved, and may wish to seek advice from the personnel adviser. The School should also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements. For example, redeployment so that the individual does not have direct contact with the child concerned, or providing an assistant to be present when the individual has contact with children. This allows time for an informed decision regarding the suspension and possibly reducing the initial impact of the allegation. This will however, depend upon the nature of the allegation. The School should consider the potential permanent, professional and reputational damage to teachers that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details.

Local authority children's social care services or the police cannot require the School to suspend a member of staff or a volunteer, although the School should give appropriate weight to their advice. The power to suspend is vested in the NSAT directors who delegate this through a scheme of delegation. However, where a strategy discussion or initial evaluation concludes that there should

be enquiries by the local authority social care services and/or an investigation by the police, the LADO should canvass police and the local authority children's social care services for views about whether the accused member of staff needs to be suspended from contact with children to inform the School consideration of suspension.

A risk assessment should be carried out for each individual case to determine whether the member of staff should be suspended. The assessment should take into account the context of the allegation, background information in relation to the member of staff, and any outcome following the strategy meeting. It should also take into account whether a temporary transfer or period of paid leave is appropriate as an alternative to suspension. The assessment must be recorded and a copy kept on file.

9. Strategy Meeting

A strategy meeting will be convened within one working day of the referral being made and chaired by the child protection and review unit. The LADO and all relevant personnel including, where appropriate, the Academy Head and the School HR Business Partner, should attend this meeting in order to share information and participate in the planning of any enquiries. The strategy meeting will be conducted in accordance with LSCB procedures.

The purpose of the strategy meeting is to:

- Consider the risk to the student and other students.
- Share all relevant information about the person who is the subject of the allegation and about the alleged victim.
- Determine the need for investigation and by whom.
- Plan the investigation/enquiries and set timescales for tasks to be undertaken.
- Consider whether any other children are affected by the allegations e.g. the person's own children, grandchildren, or other children in the agency setting such as children placed with foster carers, childminders, or youth clubs.
- Ensure that the person who is the subject of the allegation is kept informed and supported.
- Decide how regular information and support will be provided to the child and family and by whom.
- Plan all interviews and agree who should undertake them so that there is no confusion between a criminal investigation (Section 47 Enquiry) and disciplinary processes.
- Consider the need to inform relevant parties.
- Jointly consider how to manage any media interest.
- Consider whether the circumstances require the person who is subject to the allegation to be suspended from contact with students; this may change as the investigation progresses and should be reviewed regularly.
- Consider the appropriate course of action if the allegation is against a governor, a temporary member of staff, supply teacher, volunteer or visiting speaker.

10. Attendance

Attendance will be determined by School procedures but will usually include representatives from children's services. The member of staff who is the subject of the allegation will not be invited to attend the meeting; however, the strategy meeting will agree when and how the member of staff will be informed. The minutes of the strategy meeting will be circulated by the Chairman of the meeting to relevant parties.

11. Communication Following the Strategy Meeting

The following should be informed of the outcome of the investigation:

- The student making the allegation and their parent/carer should be informed of the likely course of action and that the matter is confidential and must not be discussed.
- The member of staff against whom the allegation has been made should be informed of the likely course of action – a record should be kept on the individual's personal file.

- The Chair of Governors should be informed of the likely course of action.

Subsequent strategy meetings should be held fortnightly, or at a maximum monthly, to review progress.

12. Monitoring Progress

The LADO should regularly monitor the progress of cases, either via review strategy meetings, or by liaising with the police and/or children's social work services colleagues or the School, as appropriate. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

13. Referral to DBS

If, on conclusion of the case, the School ceases to use the person's services, or the person ceases to provide his or her services, the School should consult the LADO about whether a referral to the Disclosure and Barring Service (DBS) is required. If a referral is appropriate the report should be made within one month.

14. Keeping Records

It is important that a clear and comprehensive record of any allegation is made even if police/disciplinary action is not taken or proven. This should include details of the allegation, how the allegation was followed up and resolved, and a note of any action taken, including any sanctions imposed. The record should be kept on the member of staff's personal file. The purpose of this record is to enable accurate information to be given in response to any future reference request if the individual leaves the School. It is also important that accurate and detailed information is held in the event that the DBS makes requests for further information. This information is given to the DBS, if requested, due to the nature of the allegation. A comprehensive record of all allegations will provide clarification in cases where a future DBS disclosure reveals information from the police about an allegation which did not result in a criminal conviction. The record should be retained until normal retirement age or for 10 years, whichever is the shortest period of time.

15. Confidentiality

Confidentiality should be maintained whenever an allegation is made. However, there may be a need to share information with relevant agencies, for example at a strategy meeting, on a need to know basis. Any enquiries from the press should be directed to the Chair of Governors, unless it is a freedom of information or data protection request in which case the School HR Business Partner or legal representative should be contacted.

16. Action to be taken in Respect of False Allegations

If an allegation made by a student is proved to be false and/or malicious, action should be taken to determine whether the person who made the allegation is in need of services or may have been abused by someone else. In the case of a student deliberately inventing or making a malicious allegation, the Academy Head should consider talking action in accordance with the Behaviour Policy. If it is clear to the Academy Head and the LADO that the allegation is demonstrably false or unfounded the member of staff should be informed orally and in writing of the allegation, that it is without foundation and that no further action will be taken. Where appropriate, and if requested, support should be offered, which could include occupational health and counselling services. If an allegation made by a member of staff is proved to be false and/or malicious, an investigation should take place in accordance with the School Disciplinary Policy and Procedures. The police may also consider taking action against the individual making the allegation.

17. Learning Lessons

Where an allegation has been made against a member of staff, lessons can be learned, whether the allegations are proven or not. At the conclusion of a case, relevant parties should discuss what can be learned and therefore lead to improved practice, either to the School procedures or to help prevent similar events in the future. The LADO and the Academy Head should review the case.

18. Information Sharing

In a strategy meeting or initial evaluation of the case, the agencies concerned must share all relevant information they have about the person who is the subject of an allegation, and about the alleged victim. Staff attending the strategy meeting should be prepared with the appropriate information – e.g. full name, address, when DBS check was completed, start date, involvement in youth activities, children of their own, and any other information that could be helpful. As per procedures, the police should obtain consent from the individuals concerned to share the statements and evidence they obtain with the School for disciplinary purposes. This should be done as their investigation proceeds rather than after it has concluded. This will enable the police to share relevant information without delay at the conclusion of their investigation or any court case. Children's social services should adopt a similar procedure when making enquiries to determine whether the student named in the allegation is in need of protection or services, so that any information obtained in the course of those enquiries, which is relevant to a disciplinary case, can be passed to the School without delay.

19. Resignations and 'Compromise Agreements'

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the person should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the information available, should continue even if that cannot be done or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

By the same token so called 'compromise agreements', by which a person agrees to resign if the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the DBS or to the National College for Teaching and Leadership where circumstances require that.

20. Those Involved Supporting

Supporting the Employee

The School has a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They could also be given access to welfare counselling or medical advice.

The School should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual; this may include occupational health. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Supporting the Parents

Parents or carers of a child or children involved should be told about the allegation as soon as possible

if they do not already know of it. However, where a strategy discussion is required, or the police or local authority children's social care services need to be involved, the Academy Head should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents. They should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence. In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, local authority social care services or the police, as appropriate, should consider what support the child or children involved may need.

21. Policy Review

This policy will be kept under review in order to keep it in line with relevant legislation and modifications authorised, according to the authorisation and issue process detailed in the appendix.

Information for employees facing allegations of abuse

The aim of this guide is to explain the processes involved, and the support and guidance available, if it is alleged that that you have:

- harmed a student or put a child at risk of harm; or
- committed a criminal act toward a student; or
- behaved in a way that raises concern about your suitability to work with children or young people.

1. Initial Action

As soon as possible after the allegation is made, the Academy Head should consult the Local Authority Designated Officer (LADO) to discuss the next action points, taking advice from social care and the police as needed. The police may advise that you are not told about the allegation immediately.

The Academy Head's decision in consultation with the LADO will be one, or a combination of the following:

- a) The student is alleged to have suffered, or is likely to suffer, significant harm - which requires immediate referral to social care.
- b) A criminal offence is alleged - which requires referral to social care and police.
- c) The allegation represents poor or inappropriate behaviour which should be considered under the school disciplinary and/or capability procedures, including referral, if appropriate, to the school occupational health advisor.
- d) The allegation is clearly and demonstrably without foundation and no further action will be taken.

If the conclusion of the initial discussions are a) or b), a strategy discussion should take place involving police, social care, the Academy Head, LADO and the School HR Adviser. You will not be invited. The discussion will focus on the needs of the student(s) who may be at risk. It will determine what action should be taken regarding further investigation, but it is not part of any disciplinary procedures.

If the initial discussions conclude the situation is as outlined in c): an investigation will be initiated under the school's disciplinary and/or capability procedures.

If the conclusion is as outlined in d) you should be told orally and in writing that the allegation is without foundation, and that no further action will be taken.

2. Types of Possible Investigation

- Child protection enquiries by social care
- Criminal investigation by police
- Disciplinary/capability investigation

A disciplinary investigation will usually be held in abeyance until external agency investigations are complete, unless prior agreement is reached. Whilst these investigations should be conducted as speedily as possible, they should also be balanced against the need to be thorough and fair, in line with natural justice. Statements taken in external investigations could be used in subsequent disciplinary proceedings.

3. Suspension

Suspension is a neutral act, and should not be automatic. Where possible, the decision to suspend should be informed by the strategy discussion, and should only occur when the known facts relating to the allegation indicate:

- a student may be at risk.
- the allegations are so serious that dismissal for gross misconduct is possible.
- suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

Alternatives to suspension will be considered, e.g. leave of absence, transfer of duties, additional supervision.

Where suspension is being considered, an interview with you will normally be arranged. You have the right to be accompanied by a trade union representative or a colleague. You are advised to seek the assistance of your union representative. If you are suspended, one of his/her roles will be to promote your interests and raise issues that may be of concern to you.

The interview is not an examination of the evidence, but an opportunity for you to make representations concerning possible suspension.

Other people, including other staff, should only be told about the allegation on a 'need to know basis'. Notification may be delayed if the police think this could prejudice an investigation.

Those who will be told of the allegation and likely course of action include you, the student concerned, his/her parent/carer, the person making the allegation, your manager, the Academy Head, School HR Adviser, the LADO and the investigating agencies as above.

If you are suspended, those persons likely to be on a disciplinary panel, if convened, will be given limited information so any future disciplinary process is not prejudiced. If the matter becomes common knowledge, it may be necessary to issue a brief statement, agreed by the agencies concerned, to parents, pupils and the public.

4. Support

You should expect to be:

- advised to contact your union representative.
- given a support contact within the organisation who should keep you up-to-date with the progress of your case.
- given a team contact, if you are suspended, who will update you about normal organisation activities. Social contact with colleagues should not be precluded unless this would be detrimental to the investigation. The type of information and frequency of contact should be agreed, but colleagues should not comment on or discuss the investigation.

- offered staff counselling service and/or occupational health support.

This may be a stressful time, so in addition to contacting your union representative, you are advised to see your GP if you think your health may be affected.

Appendix 4: Visitor Procedures

Statement of Intent

By following this procedure, we will ensure that we:

- Safeguard and protect the welfare of students and staff members.
- Prevent unnecessary disruption to lessons and other educational activities.
- Protect our grounds and facilities from vandalism and misuse.
- Engage with the community and others in a structured and productive manner.

Prior to a visit

Visits should be pre-arranged directly with the relevant member of staff or through the school reception who can be contacted on 01423 548800.

Reception will record the date and time of the proposed visit, reason for the visit, name of the visitor(s), and the name of the organisation they belong to where applicable.

Staff members arranging visits should pass on to reception all the above information prior to the visit.

Visitors, including parents, who arrive at the school without an appointment may be permitted to meet with staff members where these members of staff are happy to do so.

Visiting procedures

All visitors must report to the school reception on arrival and sign in using the visitors' book.

Visitors will be given a red ID badge and must be accompanied at all times by a member of staff.

The exception to this is visitors who have been vetted and cleared and are included on the school's Single Central Record; on production of their own ID, these visitors will be given a yellow ID badge and do not need to be accompanied.

Visitors must comply with the guidelines below.

Visitors are advised that our school is a non-smoking area and smoking (including e-cigarettes) is not permitted anywhere within the grounds.

Exceptions

Visits to the school by contractors are governed by our DBS Policy. Contractors will be given a green ID badge.

Laing O'Rourke contractors will be added to the school's Single Central Record and will carry their own ID. Provided they are included on the SCR, they are in uniform and displaying a Laing O'Rourke ID, they do not need a school ID badge and do not need to be accompanied.

Parents/carers/friends/relations etc. attending scheduled open days, sports events or other 'by-invitation' school activities are exempt from the visiting procedures outlined above.

Anyone attending school events should keep to the areas of the school grounds where the events

are taking place (for example the sports field, hall etc.).

Unidentified individuals

It is the responsibility of all staff members to politely question any adult on the premises who is unaccompanied and/or without a clearly displayed ID badge.

Any such visitors should be accompanied to reception to sign in.

If a visitor refuses to report to the school office, or becomes aggressive or abusive, they should be asked to leave the premises and the police called to assist.

Guidance for adults visiting the school when students are present

Adults visiting the school must show respect to students and adults at all times. Listed below are some key actions that visitors must have regard to, in order to help ensure the welfare and safety of themselves and others.

Acting professionally at all times

You should not engage in, (or react to), jokes, banter, sarcasm or personal comments. If you have any concerns including about the behaviour or comment by a student you must not react to the student, rather report this to the staff member responsible for your visit and your line manager (where applicable).

There will usually be no need for contractors to engage in conversation with students. However, if a student asks a question about your work you should respond briefly. You should not encourage or prolong such conversations.

You should avoid any physical contact with students; if contact is required you should seek assistance from an appropriate member of staff.

You should not exchange any personal information, arrange to meet, or make any contact with students outside of the school or setting. This includes emails, mobile phone, social networking sites etc.

You should wear clothing that is professional and appropriate for your role that is not likely to be considered political, offensive, discriminatory revealing, sexually provocative or cause embarrassment.

If you become aware of any sensitive or confidential information you must not disclose or discuss this with any person other than your line manager and a manager at the school.

Remember, if you are working here as a contractor, you are a representative of the school. You must therefore act and behave in a professional manner at all times.

Appendix 5: Action by the Designated Senior Person (or Deputy DSP in their absence)

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

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

- any urgent medical needs of the child
- whether to make an enquiry to the Customer Service Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan.
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Prevention Service, Children's Social Care ref.
- the child's wishes and any fears or concerns s/he may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families' Service will be accompanied by a standard referral form <http://www.safeguardingchildren.co.uk/section-5-procedures.html>

Appendix 6: Action following a child protection referral

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

The designated senior person will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child has a Child Protection Plan, 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, follow the NYSCB procedures 6.16 <http://www.safeguardingchildren.co.uk/section-6-procedures.html>
- where there is significant information in respect of a child subject to a Child Protection Plan, immediately inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing / is removed from school or fails to attend school.

Appendix 7: Recording and monitoring

School will record:

- Information about the child: name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review
- All records should be objective and include:
 - Statements, facts and observable things (what was seen/heard)
 - Diagram indicating position, size and colour of any injuries (not photograph)
 - Words child uses, (not translated into 'proper' words)
 - Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Academy Head and designated senior person. The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection.' The file will be transferred separately from the main student file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child's 25th birthday.

When sharing confidential information about a member of staff or student, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Student Information) (England) Regulations 2005 and the Freedom of Information Act 2000. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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

School will monitor:

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

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

The Lead DSP will review all monitoring arrangements in the timescale and manner determined by

circumstances, recorded and clearly understood by all concerned.

Appendix 8: Supporting the Child and Partnership with Parents

School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the children.

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.

The website link to Safeguarding provides information to support parents.

- NYSCB
 - www.safeguardingchildren.co.uk
- NSPCC
 - www.nspcc.org.uk
- CEOP
 - <https://www.thinkuknow.co.uk/parents/>
- Internet Matters
 - <http://www.internetmatters.org/>
- Parent Zone
 - <http://www.theparentzone.co.uk/parent>
- Childnet
 - <http://www.childnet.com/resources/know-it-all-for-parents>
- Parents Protect
 - www.parentsprotect.co.uk
 - <http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm>

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 (see Section 3: 3 Action by Designated Senior Person)

We encourage parents to discuss any concerns they may have with their child's Learning Manager or Key stage link.

We make parents aware of our policy through the website and the VLE.

Appendix 9: Curriculum and student information

The school is committed to ensuring there are opportunities in the school curriculum, for example through the Wellbeing curriculum and by providing an age-related, comprehensive curriculum, for students to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse, including on-line safety. We do this by:

- developing healthy relationships and awareness of domestic violence, bullying and abuse
- recognising and managing risks including online, sexual exploitation and running away
- enabling students to become safe and responsible users of new technologies and the impact of new technologies on sexual behaviour, for example sexting
- enabling students to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring students have the opportunity to discuss controversial issues and develop tolerance and respect for others
- raising awareness of female genital mutilation and forced marriage
- making available appropriate local and online advice
- Additional aspects of safeguarding included in the curriculum are risks associated with:
 - substance misuse
 - knives and gangs
 - water, fire, roads and railways

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

The school recognises the statutory duty, since April 2014, to publish information about the content of our Wellbeing curriculum on our school website.

The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our Wellbeing curriculum provision. Arrangements can be made by contacting Mr. L Wilson, Wellbeing leader and Assistant Head in the first instance.

Training needs of staff are regularly reviewed to ensure that staff who are delivering safeguarding aspects of Wellbeing or on-line safety have the appropriate knowledge and skills.

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from students, staff and parents/carers.

The following Information is made available to students; posters, individual helpline numbers, links to Childline and NSPCC, Wellbeing programme and Stop the Clock days, Risky Behaviour programmes, CEOPs awareness, referrals to School Health Service and Just B Services.

School's arrangements for consulting with and listening to students are through the discrete email address tellsomeone@harrogatehighschool.co.uk, approaching any member of staff or using the comments' box in the Achievement Team office, speaking to mentors, school council, peer support schemes, Growing up in North Yorkshire Survey or anti-bullying ambassadors.

We make students aware of these arrangements by Vertical Mentor Group programmes, individual cards with helpline advice for out of hours needs, VLE links and assemblies.

In order to safeguard our student and staff identities, no head gear which obstructs facial features, is allowed to be worn on site, for example balaclavas or motorbike helmets.

Appendix 10: Prevent

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

Schools can also build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop students debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Roles and responsibilities:

- The strategic Prevent lead in school is Ms. Ann Francis
- She understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures
- The senior leadership team and governing body are aware of the Prevent **Duty** and its objectives
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf
- There is a clear awareness of roles and responsibilities throughout the school regarding Prevent
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
 - The school's premises do not give a platform for extremist speakers and events
 - School provides a broad and balanced curriculum that helps protect students against extremism and promotes community cohesion: (see Appendix D)

Training:

- A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable
- Details of training courses including frequency and availability are cascaded to all relevant staff
- Further training on the Prevent agenda is made available to the safeguarding leads where appropriate
- There is appropriate staff guidance and literature available to staff on the Prevent agenda
- All staff in the organisation have accessed appropriate prevent training for their role
- Preventing Violent Extremism online course:
http://course.ncalt.com/Channel_General_Awareness/ - all staff are trained annually.

Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place
- All staff including the Prevent lead/DSP follows the NYSCB procedures
www.safeguardingchildren.co.uk
- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by
The Prevent lead
- A process is in place to identify and develop 'lessons learnt'

Appendix 11: Resources

Risk management Dot Com Children's Foundation <http://dotcomcf.org/>

Met police www.safe.met.police.uk/index.html

<p>PSHE and Citizenship Planning and Assessment Toolkit</p>	<p>NYCC PSHE and Citizenship Planning and Assessment toolkit available in the PSE room on Fronter. The toolkit contains a PSHE and Citizenship curriculum entitlement framework for key stage 1-2 and 3-4 https://fronter.com/northyorks/ (a school log in is required)</p>
<p>Domestic abuse</p>	<p>NYCC Domestic Abuse School Reference pack 2013 www.northyorks.gov.uk/index.aspx?articleid=16579 Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk Independent domestic abuse service provides a range of information for staff and young people. www.idas.org.uk</p>
<p>Sexual Abuse Healthy Relationships Child Sexual Exploitation</p>	<p>NSPCC pants- the underwear rule (EYFS and KS1-2) http://www.nspcc.org.uk/ (also has a section for parents/carers) Friend or Foe who can you trust? A sexual exploitation and relationships education programme(KS3,4) www.safeguardingsheffieldchildren.org.uk Can you see me? An educational resources to explore teenage relationship abuse (KS3,4) www.canyouseeme.coop Child Sexual Exploitation Practice Guidance from North Yorkshire Safeguarding Children Board_ http://www.safeguardingchildren.co.uk/sexual-exploitation.html</p>
<p>On-line safety</p>	<p>Child Exploitation and Online Protection Centre has a range of resources for ages 5-17, as well as parents about staying safe online. Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers) On-line safety resources for young people, teachers and professionals , parents and carers www.childnet-int.org including Jenny's Story for secondary age students On-line safety activities at www.childnet.com.KS1-4 Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx 360 Degree Safe – an eSafety audit and planning tool_ http://www.360safe.org.uk/</p>

Bullying	<p>DfE anti bullying guidance including advice on cyber bullying https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p> <p>The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels www.anti-bullyingalliance.org</p> <p>Childline (KS2-5) www.childline.org.uk</p> <p>'Lets Fight it Together' (Cyberbullying DVD) KS2-3 http://www.youtube.com/watch?v=dubA2vhlrg</p> <p>Kidscape www.kidscape.org.uk/ (KS1-4) Cyberbullying www.kidscape.org.uk/cyberbullying/</p> <p>Childnet www.childnet.com (KS1-4) Stonewall www.stonewall.org.uk (KS1-4) BeatBullying www.beatbullying.org (KS1-4)</p>
Female Genital Mutilation	<p>PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5) https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</p> <p>Female Genital Mutilation Practice Guidance from North Yorkshire Safeguarding Children Board_ http://www.safeguardingchildren.co.uk/FGMPG.html</p>
Forced Marriage	<p>Plan Uk has a range of information and supporting lesson plans (KS3-5) http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/</p>
Spiritual, moral social and cultural development Radicalisation/extremist behaviour	<p>Spiritual, Moral, Social and Cultural (SMSC) At A Glance and SMSC toolkit</p> <p>North Yorkshire RE Agreed Syllabus and supporting documents</p> <p>Guidance on managing visits to places of worship</p> <p>NYCC Prevent toolkit and 'At A Glance' Resource on Fronter (https://fronter.com/northyorks/) in the Vulnerable and Targeted Learner Room (Personalising Provision: Vulnerability Factors: Vulnerable to Radicalisation to Extremist behaviour)</p>
Supporting parents/carers	<p>The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues www.fpa.org.uk</p> <p>A website to support parents in preventing sexual abuse www.parentsprotect.co.uk</p>

PSE/ Health and Wellbeing, E-safeguarding, Anti-bullying, Spiritual, Moral, Social, Cultural (SMSC), Vulnerable and Targeted Learner room: NYCC Fronter rooms

<https://fronter.com/northyorks/>

NYSCB www.safeguardingchildren.co.uk

CAPE (Child Protection in Education) www.cape.org.uk

DfE Statutory Guidance and Departmental Advice

Keeping Children Safe in Education Sep 2016

HM Government

Working Together to Safeguard Children 2015

Appendix 12: Contacts

Advice and Support

PREVENTION SERVICE Area Prevention Managers
Ripon & Rural Harrogate Jon Coates 01609 532323
Harrogate Town & Knars. Rachel Copping 01609 533446

Advice and Referral

CHILDREN AND FAMILIES' SERVICE
Customer Service Centre 01609 780780
Social.care@northyorks.gov.uk

For advice please ask to speak to a Team Manager in the Customer Service Centre

Emergency Duty Team 01609 780780

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

Safeguarding Unit

Safeguarding / Designated Officers for Managing Allegations (LADOs)

Craven / Harrogate / Selby

Rosemary Cannell Part-time 01609 534974 07715540723

Susan Crawford 01609 532152 07813 005161

Managers (part-time):

Alan Critchlow 01609 532320 07715540712

Heather Pearson 01609 532301 07715540741

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk 01609 532477

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk 01609 798343

Customer Service Contact numbers for referral to Children's Social Care in neighbouring Local Authorities:

Redcar & Cleveland – 01642 771 500

Stockton on Tees – 01642 527 764

Darlington – 01325 346 200

Middleborough – 01642 726 004

Durham – 03000 267 979

Cumbria – 0333 240 1727

Lancashire – 0300 123 6720

Bradford – 01274 437 500

Leeds – 0113 376 0336

East Yorkshire – 01482 395 500

Wakefield – 03458 503 503

Doncaster – 01302 736 000

York – 01904 551 900



Appendix 13: Dates of Staff Training and details of course title and training provider

Whole School	Designated Senior Person	Deputy Designated Senior Person
<p>2016-17 All staff and governors: online training in Basic Awareness in Child Protection; recorded by HR. All staff & governors completed Prevent on-line training September 2015.</p>	<p>January 2015 Ann Francis completed LA refresher training on DSP updates. This is done every 2 years.</p>	<p>Part of whole school training.</p>
<p>All staff involved in recruitment have passed the Safer Recruiting course</p>	<p>Rickie Wilson/Sue Wilkinson (Master in Safeguarding) completed DSP training updates in September 2016. Charlotte Clarke completed DSP training in May 2015.</p>	