



Cundall Manor School

Safeguarding and Child Protection Policy and Procedures Inc Prevent & EYFS

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Introduction

The safeguarding, safety and welfare of all our pupils at Cundall Manor School is our highest priority. The school is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance therefore the school will act in the best interests of the child. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All staff in school should be aware that safeguarding incidents can happen at any time and anywhere and they are required to be alert to any possible concerns. All staff should be alert to identifying children who may benefit from early help.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

Any concerns regarding child protection and/or safeguarding must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Senior Deputy Designated Safeguarding Lead (SDDSL). Safeguarding is everyone's responsibility and anyone can make a referral to the Children and Families Service and, if appropriate, to the police; a referral does not need to be made by the DSL.

A referral will be made to the police within 24 hours if the school believes or suspects that a crime has or may have been committed.

Advice on following NYSCP routes is available on

<https://www.safeguardingchildren.co.uk/Resources/threshold-guidance/>

Cundall Manor School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

Related Child Protection Policies and Documents:

- **Anti-bullying Policy**
- **Behaviour Policy**
- **Health and Safety Policy**
- **Induction of New Staff in Child Protection**
- **Missing Child Policy**
- **Recruitment Policy**
- **Confidentiality Policy**
- **Acceptable Use Policy (AUP) (including use of mobile phones)**
- **Photographic Images Policy**
- **PSHE Education Policy**
- **Staff handbook**
- **Child-on-child abuse policy**
- **Procedures for Outside Speakers visiting CMS**
- **Positive Mental Health and Wellbeing Policy**
- **Whistleblowing Policy**

All policies together form the 'suite' of child protection policies that the Regulations require. In accordance with those Regulations, all of them are available to parents on the school's website. The Safeguarding and additional policies are reviewed annually by governors or as needed following new statutory documentation.

In all matters relating to child protection Cundall Manor School is aware of, and will always follow the North Yorkshire Safeguarding Children Partnership ([NYSCP](#)) Safeguarding procedures and practice guidance in line with:

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- Apprenticeships, Skills, Children and Learning Act 2009
- Working Together To Safeguard Children HM Government 2018
- Keeping Children Safe in Education (KCSIE) DfE 2022
- 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
- Recommendations from national and local Serious Case Reviews
- *Statutory Framework for the Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements*, March 2017
- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2021*
- *Prevent Duty Guidance for England and Wales (published 2015 revised 2019)*

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

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 order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Table of Contents

<i>Safeguarding and Child Protection Policy and Procedures Inc Prevent & EYFS</i>	1
<i>Introduction</i>	2
The Governing Body	7
The Head	9
The Designated Safeguarding Lead	9
ALL SCHOOL LEADERS, STAFF AND VOLUNTEERS	12
<i>Actions where there are concerns about a child</i>	14
What you should do if a child confides in you	15
Action by the DSL (or Senior Deputy DSL in their absence).....	18
Action following a child protection referral.....	18
Recording and monitoring	19
Supporting the Child and Partnership with Parents and Carers	20
<i>Identifying children and young people who are suffering or likely to suffer significant harm</i>	20
Definitions	20
Abuse:.....	20
Physical abuse	20
Emotional abuse.....	20
Sexual abuse	21
Neglect	21
Child-on-child abuse including Sexual Violence and Sexual Harassment	21
Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)	21
Initiation/hazing type violence and rituals	21
Upskirting	22
Child Criminal Exploitation	22
Child Sexual Exploitation.....	23
County Lines.....	23
Prevent, Protect and Prepare The Prevent Strategy	23
Hate Incident Reporting.....	25
Trafficking.....	25
Sexual Violence.....	25
Serious violence.....	26
Female Genital Mutilation	26
Extra Familial Harm – Contextual Safeguarding	27
Domestic Abuse	27
<i>Work Experience</i>	28
<i>Alternative Provision and Elective Home Education</i>	28
Boarding.....	29
<i>Taking action to ensure that children are safe at school and home</i>	29

Childcare Disqualification	29
Early Years (provision for Children 0-5 years)	29
The Use of Mobile Phones and Cameras	29
Vulnerable Children	29
MACE (Multi-Agency Child Exploitation)	29
Partnership with Parents and Carers	30
Partnerships with other agencies	30
<i>Mental Health and Wellbeing.....</i>	30
<i>Curriculum and Helping Children to Keep Themselves Safe</i>	31
<i>Curriculum resources and support.....</i>	31
<i>The school's arrangements for handling allegations of abuse against members of staff, supply staff, volunteers, pupils and the Head.....</i>	32
<i>1. Allegations that may meet the harms threshold.....</i>	32
Initial Action.....	32
Supply teachers.....	34
<i>2. Concerns that do not meet the harm threshold</i>	34
Sharing low-level concerns.....	35
Recording low-level concerns	35
References.....	35
Responding to low-level concerns	35
<i>Safer Recruitment and Selection</i>	36
Visitors.....	37
Safer Working Practice.....	37
Staff Behaviour and Code of Conduct	37
Staff Induction and Training.....	38
Suicide Prevention.....	39
Supervision, Support and Advice for Staff	39
<i>Pupil Information</i>	39
<i>Website Links</i>	40
<i>North Yorkshire County Council Children & Families Service:</i>	42
<i>Confidentiality</i>	42
<i>Complaints</i>	43

ROLES AND RESPONSIBILITIES

The Governing Body

Sarah Sadler is our nominated governor for child protection issues and has undergone a range of training through AGBIS and North Yorkshire. The governors carry out an annual review of the school's

Safeguarding and Child Protection Policy and procedures. This is conducted in conjunction with the North Yorkshire Annual Safeguarding Audit which, once completed, is discussed at a full meeting of the governing body. The nominated governor works closely with the DSL.

The Governing Body ensures that:

- the school is aware of and 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
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children
- There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- they facilitate a whole school approach to safeguarding by ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development with the best interests of the child at their heart.
- there is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the Governing bodies will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school is effective and support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated.
- The Governing bodies must be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and local multi-agency safeguarding arrangements.
- the school has a child protection policy and procedures in place. They are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCP, are updated annually, and available publicly either via the school or college website or by other means
- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy
- the **Safeguarding and Child Protection Policy** and procedures are provided to and read by all staff, including temporary staff and volunteers, on induction.
- all staff read at least part one of KCSIE 2022 and all leaders and staff who work directly with children read Annex B of KCSIE 2022/the Annex of KCSIE 2022 Part One. The condensed Part One of this guidance at Annex A could be for those staff not working directly with children.
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2022
- all staff undertake appropriate child protection training
- a senior member of the school's Senior Leadership Team (SLT) is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex C KCSIE) and the structure for deputy DSLs is reviewed
- the DSL has the appropriate 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
- information regarding the role of the DSL is provided to all staff and volunteers on induction
- a designated teacher is appointed and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and should work with the Virtual School Head.
- staff have the skills, knowledge and understanding necessary to keep looked after, and previously looked after children safe
- appropriate staff have the information they need in relation to a child's looked after legal status
- the DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes
- the school accesses a range of advice to help them identify children in need of additional mental health support

- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, and taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school has a **Staff Behaviour Policy (Code of Conduct)** which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies.
- the school has procedures for dealing with the two levels of allegations of abuse/concern against staff, including supply staff, and volunteers that comply with guidance from the NYSCP and locally agreed inter-agency procedures
- the Chair of Governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the Head
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has harmed or poses a risk of harm to a child or vulnerable adult and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left
- children are 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).
- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (the management of filters, including wireless networks, is detailed in the ICT AUP)
- as schools increasingly work online, that children are appropriately safeguarded and additional guidance to keep children safe online (including when they are online at home) is provided in KCSIE Annex B.
- The school takes a firm line in relation to possible child-on-child abuse. It can take on many forms, including:
 - sexual violence and sexual harassment
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling
 - otherwise causing physical harm
 - sexting
 - initiating/hazing type violence and rituals

With regard to sexual violence and sexual harassment, the school pays due regard to Part 5 of KCSIE (September 2022).

The school holds and promotes a clear view that sexual violence and sexual harassment are never acceptable and will not be tolerated.

The school's procedures in relation to child-on-child abuse follow the DfE advice to adopt a "whole school" approach, involving all staff, pupils, governors and parents, as part of the school's broad approach to safeguarding.

Central to such an approach are:

- Staff training so that staff know what to do if they have a concern about a child
- Planned curriculum and extra-curricular programme, including assemblies, which takes a preventative approach through the setting of values and standards and the promotion of the fundamental British values, notably in this context, of respect and tolerance.

Through the wider curriculum, including Relationships Education (Prep to Year 6), Relationships and Sex Education (Seniors 7 - 11) and Personal, Social and Health Education, the school aims to provide pupils with an understanding appropriate to their age and stage of development of issues such as:

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- gender roles, stereotyping, equality
- body confidence and self-esteem

- prejudiced behaviour
- that sexual violence and sexual harassment are always wrong
- addressing cultures of sexual harassment.

Sexual violence and sexual harassment can occur between two children or a group of children of any age and sex. They may be physical and/or verbal and may occur online and offline.

Children who are victims will likely find the experience stressful and distressing and their educational attainment could be negatively affected.

Sexual violence and sexual harassment are never acceptable and the school will take all matters seriously and offer victims appropriate support. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. In particular, reports will not be allowed to be passed off, either by pupils or staff, as;

- banter
 - just having a laugh
 - part of growing up
 - boys being boys
- all staff and governors recognise that children may abuse their peers (child-on-child abuse), and that this should not be tolerated or passed off as 'banter' or 'part of growing up'. Any allegations of peer abuse and concerns about serious violence, including knife crime, sexual violence and sexual harassment, physical abuse, youth produced sexual imagery, (sexting,) initiation/hazing type violence, rituals, which is a criminal offence must be reported to the DSL and NYSCP guidance and procedures must be followed.
 - There is a whole establishment approach to preventing sexual violence and sexual harassment between children. (Part 5 of KCSIE 2022).
 - A policy and procedures are in place with regards to child-on-child abuse and followed by all staff.
 - the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare pupils against the risk of a terrorist.
 - all staff understand the risk factors regarding female genital mutilation and known cases are reported
 - appropriate safeguarding responses are in place to children who go missing from education, including the statutory duty to notify the LA, as appropriate, when a pupil's name is about to be deleted from the school admission register
 - where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
 - there is an annual review of policies and procedures and the NYSCP Schools' Safeguarding Audit is completed and submitted every other year as required by NYSCP
 - any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay
 - when there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
 - staff are aware that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children

The Head:

Christopher James-Roll , the Head ensures that:

- The policies and procedures adopted by the Governing Body particularly concerning referrals of cases of suspected abuse and neglect are fully implemented and followed by all staff
- They liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
- They receive appropriate safeguarding and child protection training which is regularly updated

The Designated Safeguarding Lead:

Clare Stovin is our Designated Safeguarding Lead. Melissa Raubitschek leads on Prevent and EYFS. The DSL role is set out in full in KCSIE 2022 Annex C and this is explicit in the DSL's job description. The DSL is a member of the school's Senior Leadership Team and has been fully trained for the demands of this role in child protection. She takes lead responsibility for safeguarding and child protection (including online safety).

Melissa Raubitschek is the Senior DDSL. Sarah Reece, Oliver Couttie, Elizabeth Graham, Vicky Lee, Anne Verity, Louise Bessey, Adelle Rogerson are the Safeguarding Team. The DSL and her deputies attend courses with NYSCP / NYCC to ensure that they remain conversant with best practice. They undergo higher level update training every two years, last update training was July 2022. Their training meets the requirements of the DfE's Keeping Children Safe in Education (KCSIE).

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

The DSL has the status and authority within the school to carry out the duties of the post which includes:

Managing Referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- Support staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required (the guidance NPCC- When to call the police should help DSLs understand when they should consider calling the police and what to expect when they do.)
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police
- Access a range of advice to help them identify children in need of additional mental health support

Work with others

- Act as a point of contact with the three safeguarding partners
- As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety and safeguarding (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff; and
- Hold information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes

Undertake training

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should provide them with a good understanding of their own role and the process, procedures and responsibilities of other agencies, particularly children's social care and should be updated at least every two years.
- Undertake Prevent awareness training and Action Counters Terrorism (ACT) Training
- Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments and news such as those provided by the NYSCP (<https://www.safeguardingchildren.co.uk/professionals/nyscp-e-bulletin/>) and NSPCC) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's **Safeguarding and Child Protection Policy** and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation (Melissa Raubitschek SDDSL is the Prevent Lead);
- 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.
- Encourage all staff to be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.

Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body and staff regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements; and
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File

- Where children leave the school ensures their child protection file is transferred to the new school within 5 working days of the beginning of term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in year transfers.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry. Please see details [here](#)
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.
- Ensure that the North Yorkshire Children & Families Service is informed where the child leaves the school.
- [NYCC Elective Home Education Policy and Procedures](#) can be accessed for further guidance

Availability

- During term time always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- The school and the DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
- Cundall Manor School currently has a Senior Deputy DSL and DSLs who are trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

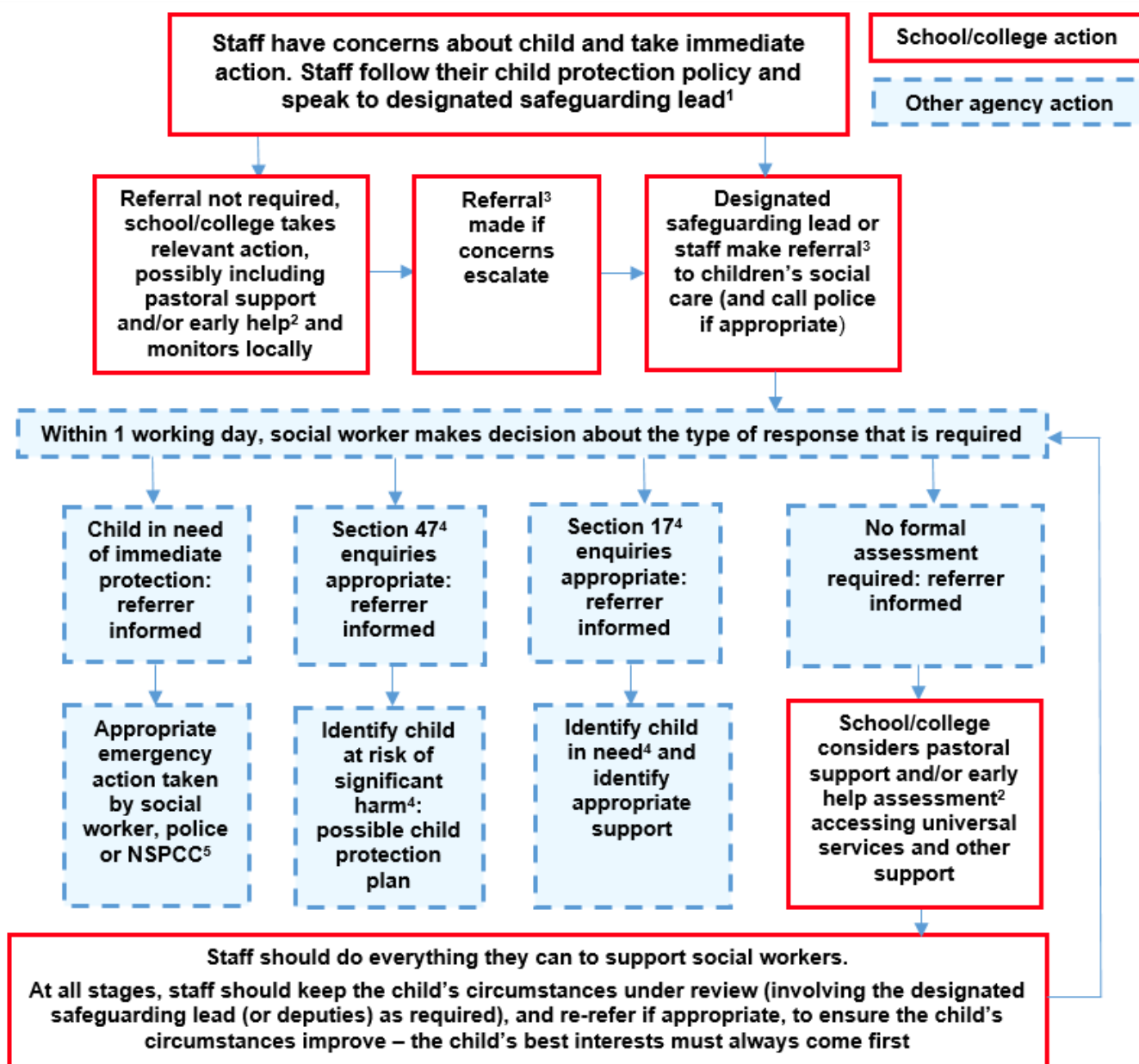
ALL SCHOOL LEADERS, STAFF AND VOLUNTEERS SHOULD:

- read at least part one and the Annex of KCSIE 2022 Part One
- receive appropriate child protection training, including online safety training, which is regularly updated, (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- be aware of systems within their school which support safeguarding. These should be explained to them as part of staff induction.
- This includes: the school's **Safeguarding and Child Protection Policy**; the school's **Staff Behaviour Policy (Code of Conduct)**; the identity and role of the DSL and her deputies and the safeguarding response to children who go missing from education
- create a whole school safeguarding culture
- know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse.
- know how to manage a report of child-on-child sexual violence and sexual harassment and the requirement to maintain the appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of violence, harassment or abuse.
- recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. If there are no reports it does not mean it is not happening, it just may not be being reported. If staff have **any** concerns regarding child-on-child abuse they should speak to the DSL, SDDSL or a member of the Safeguarding Team.
- adopt a zero tolerance to abuse, it should never be passed off as 'banter', 'just having a laugh', 'part of growing up', 'boys being boys' or 'girls being girls'
- be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- 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
- be aware of children who may need support with their mental health
- be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- act - if staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, speak with the DSL following the child protection policy
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child
- where there are concerns about a child, **always** speak with the DSL
- if the DSL/ SDDSL/Safeguarding Team is not available, staff should speak to a member of the SLT and / or take advice from local children's social care
- understand that, whilst anyone can make a referral to Children and Families' Service, the preferred school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- NYSCP professional resolution procedure - in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a

- referral has been made
- have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education
- where there are concerns about another staff member, refer these concerns to the Head
- where there are concerns about the Head, refer these concerns to the Chair of Governors or in their absence the Safeguarding Governor **without informing the Head**
- raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and, where necessary have regard to whistleblowing procedures including the school's **Whistleblowing Policy** (The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk (the importance of whistleblowing is stressed during staff induction)
- be aware of local early help
assessment <https://www.safeguardingchildren.co.uk/professionals/early-help/>
- process and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - has a family member in prison
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care
 - is a privately fostered child
- not assume a colleague or another professional will take action and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, including their educational outcomes, and protect the safety, of children.
- Speak to the designated safeguarding lead (or senior deputy) with regard to any concerns about female genital mutilation (FGM) and be aware that there is a specific **legal** duty on **teachers, if**, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they **must** report this to the police.
- Staff should recognise that children with SEN and disabilities can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

Actions where there are concerns about a child

(A referral does not have to be made by the DSL- anyone can do this)



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance. Referrals can be made by anyone; the preferred route is to use the DSL but this may not always be the route a member of staff chooses to use.

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 co-ordinated 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 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

⁴ 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

⁵ This could include applying for an Emergency Protection Order (EPO).

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of child-on-child abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with one of the Safeguarding Team) prior to any discussion with parents.

Staff should never

- Do nothing or assume that another agency or professional will act or is acting
- Attempt to resolve the matter themselves. The process in our school is that all concerns are reported to the DSL/SDDSL/Safeguarding Team

What you should do if a child confides in you

Disclosures or information may be received from pupils, parents or other members of the public. Cundall Manor School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. If a member of staff is made aware of any allegation, they must remember that it takes courage to disclose and the child may feel ashamed or embarrassed. They may have lost trust in adults and may have been told that the abuse is their own fault. Such information cannot remain confidential.

- NB For the Victims and alleged perpetrator(s) For the purposes of this guidance, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, we should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. For the purpose of this advice, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. Staff at Cundall Manor should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. Appropriate terminology will be for the school to determine, as appropriate, on a case-by-case basis.

A disclosure by a child is a critical event and one that all staff should be prepared for. **If a child wants to confide in you, you *SHOULD***

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously and take seriously any disclosure or information that a child may be at risk of harm;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is OK, let them know that they will be supported and kept safe
- Make a careful record of what was said
- 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?'
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told.

You should *NEVER*

- Investigate or seek to prove or disprove possible abuse;
- Make the victim feel ashamed or give the impression that they are creating a problem;
- Ask leading questions;
- Make promises about confidentiality or keeping 'secrets' to children, this may ultimately not be in the best interests of the child;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the DSL)

Children with communication difficulties or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

All concerns, discussions and decisions made and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals are kept in a separate child protection file for each child.

If possible, managing reports with two members of staff present, preferably one of them being the DSL or a deputy, however, this might not always be possible.

Where the report includes an online element:

- be aware of searching screening and confiscation advice and UKCIS sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Records should:

- State who was present, time, date and place;
- Be written in ink and signed by the recorder;
- Be passed to the DSL immediately
- Use the child's words wherever possible;
- Be factual/ state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation

Including:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.

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 in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family (contextual safeguarding) or by other children or young people (child-on-child abuse)
- Additional information here on contextual safeguarding and the online tool to report child abuse to your local council
- 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 / low-level concerns (see Staff behaviour policy/Code of Conduct and this policy for more details)
- any concerns related to/that may signal children who are at risk from or are involved with serious violent crime
- any concerns related to serious crime, including knife crime
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)
- any concerns relating to a child's engagement with extremist groups or ideologies
- any concerns about pupils missing from school

Staff should be aware that:

- the risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Principles

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Action by the DSL (or Senior DDSL / Safeguarding Team 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 DSL will consider:

- if they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999
- if they should report a crime that does not need an emergency response by calling 101
- if there is an urgent safeguarding concern and they should call the Customer Resolution Centre on 01609 780780
- any urgent medical needs of the child
- whether to make an enquiry to the Customer Resolution 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
- the child's wishes and any fears or concerns they may have
- consulting with appropriate persons e.g. North Yorkshire County Council Children and Families Service
- use the NYSCP framework for decision making: Right help, at the right time by the right person (threshold guidance).

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm
- whether to make a 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 and/or make a referral for other services

Cundall Manor School has a duty to provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals, however parental consent is **not required** by the school to make referrals to external **statutory** agencies.

Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

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 made by submitting a universal referral form or the Early Help Assessment form.

Action following a child protection referral

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

The DSL 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 NYSCP procedures
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or their 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

Recording and monitoring

School will record:

- information about the child: name, address, dob, 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 and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review

All records should be objective and include:

- statements, facts and observable things (what was seen/heard)
- diagram indicating position, size and colour of any injuries (not photograph)
- words child uses, (not translated into 'proper' words)
- non-verbal behaviours

All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing advice for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2022) 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children'. This includes allowing practitioners to share information without consent.' KCSIE 2022.

School will monitor

Any cause for concern including where there could be serious child welfare concerns e.g.

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

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

Supporting the Child and Partnership with Parents and Carers

- Cundall Manor 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 and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, 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 & 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, parents and carers. The DSL 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.

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's **mental and physical health**;
- 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.

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

All school staff are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationship between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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

Child-on-child abuse including Sexual Violence and Sexual Harassment

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL (SDDSL or one of the Safeguarding Team). This is most likely to include, but may not be limited to:

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

Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery):

'Sexting' also known as Consensual and non-consensual sharing of nudes and semi-nude images and/or videos is sending and receiving sexual messages through technology such as a phone, app, email or webcam. For some people, sexting is a way to explore sexuality, trust, boundaries and intimacy. However, in some cases, sexting is used to bully, blackmail and exploit.

Sexts can involve words, photos or videos such as:

- a message or post written with sexual language
- nude or semi-nude photos/videos
- photos/videos of sexual acts
- live chats with someone on webcam involving sexual acts
- screen-captured photos/videos recorded from webcam

Initiation/hazing type violence and rituals:

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

Sexual violence and sexual harassment can occur between two children of **any** age and any sex.

The school recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse, the procedures and guidance in this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

Cundall Manor recognises the gendered nature of child-on-child sexual violence and sexual harassment / child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse. For further advice see Part 5 of KCSIE 2022.

Upskirting

This typically involves taking a picture under a person's clothing without their permission or them knowing, (both male and female) with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is a criminal offence with offenders facing up to 2 years in jail and being placed on the sex offenders register. Anyone of any gender, can be a victim.

For further DfE statutory guidance [Upskirting](#), [Voyeurism Act](#)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Child Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticements-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and /or take place online through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised, they may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Some of the following can be indicators of CCE:

- *Children who appear with unexplained gifts or new possessions;*
- *Children who associate with other young people involved in exploitation;*
- *Children who suffer from changes in emotional well-being;*
- *Children who misuse drugs and alcohol;*
- *Children who go missing for periods of time or regularly come home late; and*
- *Children who regularly miss school or education or do not take part in education.*

Child Sexual Exploitation

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative (for example, rape or oral sex) and non-penetrative (such as masturbation, kissing, rubbing, and touching outside clothing) acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet).

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections or become pregnant.

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

School will consider whether a referral should be submitted to NYCC Children & Families Service and whether information should be passed onto North Yorkshire Police. NYSCP Guidance on Child Sexual Exploitation is available [here](#).

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#)

NYSCP Guidance on Criminal Exploitation and County Lines is [here](#)

Prevent, Protect and Prepare The Prevent Strategy

Although the risk of radicalisation has been assessed as low, Cundall Manor School has a due regard to the need to prevent people from being drawn into terrorism or being radicalised. Training is in place to ensure those working with children have an understanding of the Prevent Duty Guidance for England and Wales (The Counter Terrorism and Security Act published 2015 revised 2019) and how to refer cases.

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.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

Roles and responsibilities:

- The strategic Prevent lead in school is Melissa Raubitschek, the SDDSL.
- The safeguarding team understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedure
- The Senior Leadership Team and governing body are aware of the Prevent Strategy and its objectives
- There is a clear awareness of roles and responsibilities throughout the school 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 promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect pupils against extremism and developing strong community cohesion
- Links to curriculum resources can be found in the PSHE Entitlement Framework at <http://cyps.northyorks.gov.uk/health-wellbeing-pshe>

Training:

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

For further information and links to key documents see: <http://cyps.northyorks.gov.uk/prevent>
 North Yorkshire Community Safety Partnership [Working with Individuals Vulnerable To Extremism](#)
 The Home Office e-learning training package on Introduction to the Prevent Duty is available [here](#). All staff and governors should have completed this training.

There are 2 further Home Office e-learning modules:

- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention (e.g. suitable for DSLs)
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel

A programme of 'Prevent' training and consultancy is available to schools through [North Yorkshire Education Services](#) and through [NYSCP](#).

Updates on Prevent, including teaching resources are provided through the PSHE network and termly newsletter.

Information available from:

Referrals:

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

Protect and Prepare:

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

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

The guidance can be accessed at:

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

Hate Incident Reporting

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

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

Trafficking:

School recognises Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available [here](#).

Sexual Violence

Sexual violence and sexual harassment involving children at the school is a form of child-on-child abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour including behaviour outside of school. Neither is acceptable and will not be tolerated by the school. Cundall Manor School has a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Cundall Manor School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the wishes and needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

Any allegation will be immediately reported to the Designated Safeguarding Lead, who will obtain advice from the LADO on the action the school intends to take. The school will then consult with the LADO again for further advice on the next steps if evidence collated is inconclusive or not clear. Where there is uncertainty, it is suggested that the DSL should contact the LADO for further advice and guidance and use the advice services of the North Yorkshire inclusive Education Service, where a pupil may have special educational needs. Therefore, there are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children when considering the outcomes for children

involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school. DfE national guidance is available [here](#).

Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the NYSCP child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance [Children and Young People Who Display Sexually Harmful Behaviour](#). Wherever concerns of peer abuse arise the DSL will undertake an immediate risk assessment and put all necessary measures in place to ensure that the alleged victim, perpetrator and all children in the school are safeguarded and their welfare is supported. The Inclusive Education Service, on request, can advise schools in undertaking these risk assessments.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 guidance: 'UK Council for Child Internet Safety Guidance' [Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People](#).

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

The school will make every effort to minimise the risk of peer abuse by teaching pupils, in an age-appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships through the PSHE programme and these useful links:

Support Products on the NYSCP website: NYSCP Safeguarding Campaigns
The [UKCCIS guidance](#) for staff

Serious violence

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

All staff should be aware of the associated risks and understand the measure Office's [Preventing youth violence](#) and gang involvement and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. FGM is a mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory duty applies. Information on when and how to make a report can be found at:

[Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

See website links for further details.

Extra Familial Harm – Contextual Safeguarding

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All** staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Additional information [here](#) on contextual safeguarding and the [online tool](#) to report child abuse to your local council

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. As with any child under 18, where there are concerns about safety and welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge - What is domestic violence](#)
- [Safe Lives: young people and domestic abuse.](#)
- [Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home: Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

NYSCP guidance is also available:

<https://www.safeguardingchildren.co.uk/domestic-abuse-practice-guidance/>

Work Experience

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

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience placement. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

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

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

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

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

Alternative Provision and Elective Home Education

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

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil, and will seek written assurances in order to be satisfied that the provider meets the needs of our pupil. This will include written reassurance or checks of the alternative providers **Safeguarding and Child Protection Policy**, safer recruitment processes, attendance and child missing education procedures and appropriate information sharing procedures. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. Statutory guidance to which commissioners of Alternative Provision should have regard:

- [Alternative provision - DfE Statutory Guidance](#); and
- [Education for children with health needs who cannot attend school - DfE Statutory Guidance](#)

When organising work placements, the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, Cundall Manor School and other key professionals will work together to coordinate a meeting with parents/carers where possible to ensure what is in the best interests of each child, particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Schools should be familiar with this DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE.

Boarding

Boarding schools, residential special schools, residential colleges and children's homes have additional factors to consider with regard to safeguarding as set out in National Minimum Standards and Regulations. KCSIE notes that children can be particularly vulnerable in residential settings therefore we actively promote the development of co-operative, mutually respectful and supportive relationships between boarders and between boarders and staff. The staff are available to boarders at all times and an independent listener is available from outside the school setting. Staff must be routinely vigilant in supervising inter-personal relationships within the boarding house but should never intrude into individual relationships unless there is material cause for concern, with any such approach being made confidentially and discreetly. Staff must be vigilant and aware at all times where relationships may deteriorate and that within the boarding environment there exists the potential for child-on-child abuse. Pupils are actively encouraged to talk to the staff about their concerns.

Taking action to ensure that children are safe at school and home

All staff and volunteers follow the NYSCP Child Protection Procedures and Practice Guidance which are consistent with *Keeping Children Safe in Education 2022*; *Working Together to Safeguard Children 2018* and *What To Do If You Are Worried A Child is Being Abused 2015*

Childcare Disqualification

In line with the supplementary advice issued by the DfE in addition to KCSIE, all staff working with children under the age of 8 or employees directly concerned in the management of the provision, even if they do not work there, will be expected to declare that they are not subject to being disqualified from doing so under the Childcare (Disqualification) Regulations as published in the DfE statutory Guidance 2018. Cundall Manor School asks all relevant new employees to sign a self-declaration that they are not disqualified. Staff are then charged with updating the school should their circumstances change. Childcare Disqualification Regulations (2018) <https://www.legislation.gov.uk/uksi/2018/794/contents/made>

Early Years (provision for Children 0-5 years)

The Use of Mobile Phones and Cameras

Mobile phones are not allowed within the EYFS buildings. The use of mobile phones is prohibited to all pupils whilst at school. Boarders may bring a phone for use, at the discretion of the House Parents and these must be either handed in to the House parent or Reception at the start of the day/week. They must not be kept with the pupil during the day. Likewise, the same applies to children whose parents feel the need for their child to have a phone when they travel to school via the school bus. All pupils from PP1 to Thornton and all staff are expected to sign our **Acceptable Use Policy (AUP)** annually. Pupils should tell a member of staff if they are worried about a photograph that has been taken of them.

Vulnerable Children

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Annex B of KCSIE 2022/Annex A of Part One KCSIE 2022 contains important additional information about specific forms of abuse and safeguarding issues. If staff have any concerns about a child's welfare, they should act on them immediately.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the Children and Families Service (and if appropriate the police) is made immediately.

MACE (Multi-Agency Child Exploitation):

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements

encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see [here](#) and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see [here](#). MACE Level 2 meetings should be regularly attended by DSLs for schools, for more information about those meetings please email MACE@northyorks.gov.uk. The NYSCP MACE Practice guidance can be found on the NYSCP website [here](#).

Partnership with Parents and Carers

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or Head who will seek advice from the Designated Officer (LADO). In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. Useful websites here:

[NYSCP](#)

[NSPCC](#)

[CEOP](#)

[Internet Matters](#)

[Parent Zone](#)

[Childnet](#)

[Parents Protect](#)

[A-Z Index for Schools and Curriculum](#)

The **Safeguarding and Child Protection Policy** is available publicly via the school website.

Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies (*e.g. Early Help, Children and Families Service, Compass Buzz, Police, Healthy Child Team*)

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

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

Mental Health and Wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a member of the safeguarding team.

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans. The department has also published 'Every interaction matters' a pre-recorded webinar which provides staff with a simple framework for promoting wellbeing, resilience and mental health. This sits alongside our [Wellbeing for education recovery](#) program content, which covers issues such as bereavement, loss, anxiety, stress and trauma.

Curriculum and Helping Children to Keep Themselves Safe

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The school will proactively provide a range of opportunities throughout the academic year to enable the pupils to develop an understanding of the continuing need to stay safe (including online safety). This will be through a range of workshops and visiting speakers, the use of Crucial Crew and other training. The school has implemented the statutory requirements of relationships and sex education and health education which is compulsory for all schools and through the continued development of the PSHE curriculum will incorporate an age-related comprehensive curriculum for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when the need it including online safety. The school will also, where appropriate, offer guidance and support with individual situations as and when they arise.

We do this by:

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education including awareness of relationship abuse, and other abuse, sexual violence and harassment, peer on peer abuse, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- making available appropriate local and online advice

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our **Safeguarding and Child Protection Policy**. This includes the school's online safety, relationships and sex education, substance misuse, smoke-free, equalities and anti-bullying policies.

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE 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 PSHE curriculum provision. Arrangements can be made by contacting Sandrine Cooke, PSHE coordinator in the first instance.

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

Curriculum resources and support

Cundall Manor School uses a well-resourced Curriculum for PSHE containing an extensive planning and resource framework for Key Stages 1 – 4. PSHE is taught during a weekly timetabled lesson in form groups by the form tutor or assistant form tutor. Please see the **PSHE Education Policy** for further information.

The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: Teaching about relationships sex and health. This includes teacher training modules on the RSHE (Relationships, Sex and Health Education) topics and non-statutory implementation guidance. The following resources may also help schools and colleges understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools;
- UK Council for Internet Safety (UKCIS)³² guidance: Education for a connected world;

- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people;
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: Thinkuknow;
- Public Health England: Rise Above

The school's arrangements for handling allegations of abuse against members of staff, supply staff, volunteers, pupils and the Head.

There are two levels of allegation/concern:

1. **Allegations that may meet the harms threshold.**
2. **Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns.'**

Procedures are consistent with the NYSCP practice guidance safeguarding procedures

1. Allegations that may meet the harms threshold:

Where an allegation is made against any person working in or on behalf of the school, or any other person who works with children, that they have:

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

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in DfE Guidance Keeping Child Safe in Education 2022 part 4 and The NYSCP practice guidance and referred to the Designated Officer (LADO) within 24 hours. This part of the guidance relates to members of staff who are currently working in the school regardless of whether the school is where the alleged abuse took place (e.g. transferrable risk). All allegations must be reported straight away to the Head. However, should the allegation of abuse concern the Head, the member of staff should immediately inform the Chair of Governors, or in their absence, the Safeguarding Governor, **without informing the Head**, who will liaise with the Designated Officer (LADO). Allegations against a teacher who is no longer teaching or historical allegations of child abuse will be referred to the police. The Designated Officer (LADO) will be informed within one working day of all allegations that come to our attention or that are made directly to the police. No investigation will be made before the Designated Officer (LADO) is informed. Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the school; these should be reported either to the Head or directly to the Designated Officer (LADO) on **01609 533080** and then, where appropriate, submit a LADO referral form within one working day.

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

Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Head, make a record and have regard to the school's whistleblowing procedure
- In the event that an allegation is made against the Head the matter will be reported to the Chair of Governors as described above
- The senior manager will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The senior manager may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage
- The senior manager will consult with the Duty LADO (**01609 533080**) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation

- Consideration will be given throughout to the support and information needs of pupils, parents and staff

If an allegation, either written or verbal, is made against anyone working with children in Cundall Manor School all unnecessary delays should be eradicated. The school must not undertake its own investigations of allegations without prior consultation with the Designated Officer (LADO) or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the Designated Officer (LADO) can be held informally without naming either the school or individual.

If the allegation concerns a member of staff or a volunteer, they would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the Designated Officer (LADO) is known. Advice will always be sought from the Designated Officer (LADO) first. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), unfounded (which reflects a case where there is no evidence or proper basis which supports the allegation being made) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended (KCSIE).

If the Designated Officer (LADO) or any of the statutory child protection authorities decides to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff, the matter will be dealt with in accordance with the Disciplinary Procedure. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the **Behaviour Policy**.

During the course of the investigation the school in consultation with the Designated Officer (LADO) will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2002 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will make a referral to the DBS and Teacher Regulation Agency (TRA); a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral. The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

From 1st October 2012, there are restrictions on the reporting or publishing of allegations against teachers and Cundall Manor School must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

Cundall Manor School follows Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children including; dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or

volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Reports to the DBS will include as much evidence about the circumstances of the case as possible. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Cundall Manor School will also make a referral to the TRA where a teacher had been dismissed, or would have been dismissed had they not resigned, and a prohibition order may be appropriate.

Where there has been a substantiated allegation against a member of staff CMS will work closely with the Designated Officer (LADO) to determine whether any improvements should be made to the school's procedures or practice to help prevent similar events in the future.

Where the allegation(s) concern the DSL the staff member should report the matter to the Head, Safeguarding Governor or Chair of Governors.

Staff may report their concerns directly to the Designated Officer (LADO) on 01609 533080

For NYSCP Practice Guidance visit:

<https://www.safeguardingchildren.co.uk/professionals/practice-guidance/managing-allegations-against-those-who-work-or-volunteer-with-children/>

Supply teachers

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

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

2. Concerns that do not meet the harm threshold:

As part of Cundall Manor's whole school safeguarding approach they ensure an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. A culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

When implemented correctly, this enables identification of concerning, problematic or inappropriate behaviour early and minimises the risk of abuse, ensuring that adults working in or on behalf of Cundall Manor School are clear about professional boundaries and act within these boundaries and in accordance with the ethos and values of Cundall Manor School.

A low-level concern means that the behaviour towards a child does not meet the threshold. Any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of Cundall Manor School may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of Cundall Manor School from. Potential false allegations or misunderstandings.

The governing body have set out their low-level concerns policy within their staff code of conduct and safeguarding policy. The staff code of conduct sets out the expected values and behaviour that should be lived, monitored and reinforced by all staff alongside creating and embedding a culture of openness, trust and transparency within Cundall Manor School's values.

Cundall Manor School can achieve the purpose of their low-level concerns policy by:

- ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empowering staff to share any low-level safeguarding concerns as per paragraph 74);
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- helping identify any weakness in the school or colleges safeguarding system.

Sharing low-level concerns:

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported – see below:

- referred to the Head; or the DSL
- where there are concerns/allegations about the Head, this should be referred to the chair of governors, and
- in a situation where there is a conflict of interest in reporting the matter to the Head, this should be reported directly to the local authority designated officer (LADO).

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Schools should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns:

All low-level concerns should be recorded in writing. Records should include:

- Details of the concern
- The context in which the concern arose
- Action taken

The name of the individual sharing their concern should also be noted, however if the individual wishes to email anonymously then that should be respected as far as reasonably possible.

Records must be kept confidential – Cundall Manor School will hold them securely to comply with the Data Protection act 2018 and the UK General Data Protection Regulation (UK GDPR). (see para 109 for more information)

Records should be reviewed so that any potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Where a pattern of such behaviour is identified, Cundall Manor School will decide on a course of action through its disciplinary procedures. If a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO as in section 1. Allegations that may meet the harms threshold procedure. Cundall Manor School will also give consideration to whether there are wider cultural issues that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. Information will be retained at least until the individual leaves their employment.

References:

Cundall Manor School will only provide substantiated safeguarding allegations in references. Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. Low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

Where a low-level concern or group of concerns has met the threshold for referral to the LADO and found to be substantiated it should be referred to in a reference.

Responding to low-level concerns:

If the concern has been raised via a third party, the Head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this needs to be recorded along with the rationale for their decisions and action taken.

(A good low level concerns policy will simply be a reflection and extension of the school's or college's wider staff behaviour policy/code of conduct). **Change this line to say See extension of the Staff behaviour policy/code of conduct for Low-level concerns policy.**

Safer Recruitment and Selection

Cundall Manor School pays full regard to DfE guidance *Keeping Children Safe in Education 2022*; the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006 and NYCC Schools' Recruitment procedures and guidance

Cundall Manor School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training.

In addition to carrying out safer recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. All governors, volunteers, contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Any other visitors to site are accompanied at all times. Our policies are reviewed by governors annually, generally at the first meeting following the annual safeguarding audit. (Please refer to the school's **Recruitment Policy** for further details).

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

Safer recruitment practice includes scrutinising applicants, verifying identity (best practice is checking the name on their birth certificate where this is available) and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. When undertaking interviews, the school has regard to the principles of Value Based Interviewing, guidance can be accessed via NSPCC

Where appropriate, the school undertakes checks of/has regard to:

- the Disclosure and Barring Service (DBS)
- the Teacher prohibition list
- the requirements of the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006
- any Section 128 direction (Academies, Independent, Free and Maintained Schools)
- A section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school. When proposing to recruit a Governor, schools should use the Secure Access Portal to check whether the person is barred as a result of being subject to a section 128 direction. It is recommended that this check is recorded and dated on the school Single Central Record (SCR)

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

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

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

Cundall Manor keeps a single central record detailing a range of checks carried out on their staff (including supply staff, and teacher trainees on salaried routes) who work at the school and all members of the governing body.

Statutory requirements are such that:

- an Enhanced DBS check is obtained for all new paid appointments to the school's workforce
- an Enhanced DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (Annex E KCSIE 2022)
- Cundall Manor will satisfy themselves that any contracted staff are DBS checked where appropriate
- Cundall Manor will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers
- Cundall Manor will ensure a check of any Section 128 direction
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- Cundall Manor satisfies themselves that agency and third-party staff have undergone the necessary checks by seeking confirmation from the relevant employer
- identity checks must be carried out on all appointments to the school workforce before the appointment is made
- for volunteers, the Head has undertaken a risk assessment to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. The Head has considered the nature of the work with children; what is known about the volunteer, including formal or informal information offered by staff, parents and other volunteers; whether the volunteer has other employment or undertakes activities where referees can advise on suitability; and whether the role is eligible for an enhanced DBS check. Details of the risk assessment will be recorded.

Christopher James-Roll (Head), Rachel Powell (Chair of Governors) have undertaken training in Safer Recruitment and one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Training is available as follows:

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

Visitors

Schools and colleges should not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. Headteachers and principals should use their professional judgment about the need to escort or supervise such visitors. For visitors who are there in a professional capacity check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks). *KCSIE 2022*

Visitors at Cundall Manor School are accompanied at all times.

Safer Working Practice

"All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's **Child Protection Policy**; the school's **Staff Behaviour Policy** (a code of conduct); the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)."

Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures, and consequentially enshrined in its ethos.

KCSIE 2022

This guidance was updated in May 2019 via the safer recruitment consortium, this guidance can be accessed [here](#)

Staff Behaviour and Code of Conduct

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse.

Expectations of staff are clearly laid out in the Staff handbook (including the Staff behaviour policy/code of conduct containing the low-level concerns policy).

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

Safer working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender or sexuality
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

Staff Induction and Training

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

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

Staff must be able to:

- understand the policy and procedures
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed
- identify signs of possible abuse and neglect at the earliest opportunity
- manage a report of child on child sexual violence and sexual harassment
- be aware of and understand their role in the early help process
- respond to concerns in a timely and appropriate way
- communicate appropriately with children
- understand the role of the DSL
- be aware of external avenues for notifying concerns including the use of escalation and whistleblowing procedures
- comply with record-keeping requirements
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images
- recognise normal and concerning sexual behaviours of children
- have up to date knowledge of safeguarding issues
- understand the requirements of the Prevent duty on protecting children from radicalisation
- recognise the unique risks associated with online safety
- recognise the additional risks that children with SEN and disabilities face online
- understand the safeguarding response to children who go missing from education

Induction

All staff (including temporary staff, part-timers, peripatetic, school governors and volunteers) are provided with the school's **Child Protection Policy**, the **Behaviour Policy**, the **Staff Behaviour Policy** (code of conduct including the low-level concerns policy), information on the safeguarding response of children who go missing from education and informed of school's child protection arrangements including the role and identity of the DSL, SDDSL and the Safeguarding Team. Training also promotes staff awareness of Prevent and the Channel process, online safety, child sexual exploitation, forced marriage and female genital mutilation (FGM). Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected. Specific attention should be given to arrangements by the sports and music departments where close one-to-one teaching is engaged. Music rooms should be visible, and a clear dialogue between sports staff and children regarding close contact should be established.

Staff undergo safeguarding and child protection training (including online safety). Training promotes staff awareness on how to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and, where necessary have regard to whistleblowing procedures including the school's **Whistleblowing Policy**. (The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk (the importance of whistleblowing is stressed during staff induction)

All staff should read and understand at least part one of Keeping Children Safe in Education 2022 and all leaders and staff who work directly with children should also read the Annex of Keeping Children Safe in Education 2022 Part One and confirm that they have.

Safeguarding Children: New Online Learning Child Protection Basic Awareness Package is available to new staff and can be accessed via the NYSCP site [here](#).

Staff training

In addition to the training at induction, everyone attends regular refresher staff training in line with advice from the NYSCP.

All staff also receive regular safeguarding and child protection updates (for example via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

Suicide Prevention

As part of safeguarding training, staff at Cundall Manor School are asked to complete the Talk Suicide online training programme which can be accessed [here](#). Di Riddell, our wellbeing support teacher, is ASSIST trained. Support and resources are provided via the [NYSCP website](#) and the [NY Safeguarding Adults Board](#)

Supervision, Support and Advice for Staff

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

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

Supervision provides opportunities for staff to:

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

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

Staff will be supported and supervised by *their line manager*

The designated safeguarding lead will be supported by *Sarah Sadler and Christopher James-Roll*
Child Protection advice and support is available from NYCC/NYSCP/LADO

Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names (including any previous names), address and date of birth of child
- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern

- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact detail of key persons in other agencies, including GP
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information via school base.

The use of 'Reasonable Force' in Schools

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups.

Website Links

Online Safety

- Training is available from NYCC Education and Skills team [here](#)
- [Female Genital Mutilation training](#)
- [Domestic Abuse Basic Awareness training](#)
- [Forced Marriage Guidance](#)
- [Introduction to Prevent E-Learning](#)
- [Action Counters Terrorism \(ACT\) Awareness Training](#)
- [Managing Sexualised Behaviour in Schools](#)
- [Suicide Prevention](#)

Vulnerable Children

- [Carrying Knives /Offensive weapons](#)
- [Elective Home Education](#)
- [Poor or irregular attendance and persistent lateness at school](#)
- *Children and the courts*
 - [Advice for 5-11 year olds witnesses in criminal courts](#)
 - [Advice for 1-12 year olds witnesses in criminal courts](#)
 - [CAFCASS](#)
- Children Missing Education:
[National](#) and [NYCC](#) guidance
- Children Missing from Home or Care:
[National](#) and [NYSCP](#) guidance
- Children with a Family Member in Prison
 - [NICCO](#) guidance
- Children and the Court System (CAFCASS guidance / KCSIE 2022)
- [Children not collected](#)

- Children Privately fostered
- Child Sexual Exploitation/Grooming:
 - National and NYSCP guidance
 - Online training
- Child Criminal Exploitation: County Lines and NYSCP guidance
- Children who are Bullied
- Children who self-harm and suicidal behaviour:
 - North Yorkshire Pathway of support for children and young people with self-harming behaviour and/or suicidal ideation
 - Online training
- Children who Sexually Harm
 - NSPCC Managing Sexualised Behaviour Training (charge applicable)
- Contextual Safeguarding
 - Domestic Abuse and Impact on Children
 - Training
 - Drugs Advice for Schools
 - NYCC Substance Misuse Guidance for schools
 - Drugs: advice for schools
 - Drug Strategy 2017
 - Information and advice on drugs
 - ADEPIS platform sharing information and resources for schools: covering drug (&alcohol) prevention
- Honour Based Abuse (including Female Genital Mutilation, Forced Marriage and Breast-ironing)
 - Female Genital Mutilation information and resources
 - Female Genital Mutilation: multi-agency statutory guidance
 - NYSCP Female Genital Mutilation Practice Guidance
 - Female Genital Mutilation: Online Training
 - Forced marriage: statutory guidance and government advice
 - Forced marriage: Online Training
 - Breast-ironing or flattening
- Homelessness
- Modern Slavery and Human Trafficking:
 - Online training
- Parental Mental Health:
 - Online training
 - NYSCP Parental Mental Ill Health One Minute Guide
- Private Fostering
- Radicalisation to extremist behaviour:
 - Prevent Guidance
 - Channel Guidance
 - DfE Safeguarding advice for schools
 - DfE and Home Office Social media guide
 - Online training
 - School emergency response
 - NYSCP Working with Individuals Vulnerable to Extremism Practice Guidance
 - NYSCP Working with Individuals Vulnerable to Extremism in Education Settings Practice
- Serious Violence

- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- Youth Produced Sexual Imagery

North Yorkshire County Council Children & Families Service:

Early Help

Locality Telephone Numbers

Early Help East

Scarborough, Whitby, Ryedale

01609 534852

Early Help West

Harrogate, Craven, Knaresborough, Ripon

01609 534842

Early Help Central

Hambleton, Richmondshire, Selby

01609 534829

Advice and Referral

Customer Resolution Centre

01609 780780

For advice, please ask to speak to a social worker in the MAST

Children&families@northyorks.gov.uk

Emergency Duty Team

01609 780780

NORTH YORKSHIRE POLICE

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

Safeguarding Unit

Designated Officer (LADO)s for Managing Allegations (LADOs)

Duty LADO (consultations, new referrals and urgent matters)

01609 533080

Susan Crawford (LADO Manager)

01609 532152

07813 005161

Karen Lewis

01609 534200

07715 540711

Julie Kaye

01609 532508

07973 825752

Andy Kenyon

01609 534215

07973 792398

Safeguarding Unit Manager

Heather Pearson

01609 532301

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk

01609 532477

NYSCP Business Unit

01609 535123

nyscp@northyorks.gov.uk

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk

01609 798343

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

Equalities including lesbian, gay, bisexual and Trans (LGBT) guidance can be accessed [here](#)

NYCC Online Safety Guidance updated 2021 for schools and settings which includes sample acceptable use policies

New Guidance for [safer working practice for those working with children and young people in education settings](#) issued in May 2019

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

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

The [online tool](#) directs to the relevant local children's social care contact number.

Confidentiality

School has regard to [DfE guidance on Information Sharing](#):

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

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

The school confidentiality policy indicates:

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

Complaints

The school's Complaints Policy is available on the school website. Copies of the policy can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure.

This policy was updated August 2022 and will be reviewed in September 2023 unless new statutory guidance requires an intermediate update.