



# **Policy: Safeguarding and Child Protection**

**Member of Staff Responsible**      **Richard Sheriff**

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# Safeguarding

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This document represents one policy that is divided into three sections:

1. **Section A** explains the overview of safeguarding and child protection across the Trust and must be read by all staff.
2. **Section B** explains the procedures surrounding child protection in detail and should be read by those members of staff directly involved in child protection. The online Trust training is based upon this section and ensures that all staff are fully aware of child protection procedures.
3. **Section C** should be modified by each Trust school and contains named key staff, records of training and further sources of information.
4. **Section D** contains out E-Safety and Social Media policy. The online E-Safety course, based on this section, ensures that all staff are fully aware of E-Safety procedures.
5. **Section E** should be modified by each Trust school and contains school specific documentation relevant to E-Safety.
6. **Section F** should be modified by each trust school and contains specific procedures pertaining to self-harm.

## 1. Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.

The Red Kite Learning Trust (RKLT) is committed to safeguarding and promoting the welfare of Pupils and expects all staff and volunteers to share this commitment.

The Trust recognises that the welfare of the pupil is paramount and takes seriously its responsibility to safeguard and promote the welfare of the Pupils in its care.

The Trust will act in accordance with Section 175 of the Education Act 2002 and the supporting statutory guidance in Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2020) and school's duty under the Children Act 2004 to co-operate with other organisations and agencies.

The nominated Trustee for Safeguarding is Dr Tricia Stowell.

**Each Local Governing Body (LGB) within the Trust is expected to have a link governor for safeguarding.**

## 2. RKLT Commitment

RKLT is committed to safeguarding and promoting the welfare of all of its Pupils. Each Pupil's welfare is of paramount importance. We recognise that some Pupils may be especially vulnerable to abuse e.g., those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that Pupils 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 Pupils 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. **Each school within the RKLT will have an appropriately trained Designated Safeguarding Lead and routinely update section C of this policy.**

**All** staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Trust is committed to the monitoring of the application of this policy by:

- DSLs meet half termly with their link governor to review this policy and report on its use in the school. Governors prepare a link report that is sent to the Trust DSL and CEO.
- The Trust's DSL meets with the school's DSLs on a termly basis to review the suitability of the policy and share concerns and cases that are relevant to the effective delivery of their duties. Updates to the Trust and local guidance will also be reviewed at this meeting
- The Trust HR Director reviews the SCR in each school on a yearly basis.

- Each school has an annual Peer Review with the support of an independent Education Lead, safeguarding will be a standing item on all reviews within the RKLT to allow an external verification of the efficacy of the policy.
- Safeguarding is a standing item on the agenda of all LGB and Trust meetings.
- Carrying out the annual safeguarding audit, reporting the results to the Trustees and following up any points for action.
- Ensuring that effective procedures of supervision are in place; giving opportunities to engage in critical reflection, building emotional resilience and fully supporting relevant staff in their safeguarding duties.
- Ensuring appropriate support and procedures are in place regarding self-harm – Section F

### **3. Scope of the Policy**

Members, Trustees, Governors, staff and volunteers in RKLT schools understand the importance of working in partnership with Pupils, their parents/carers and other agencies in order to promote Pupils' welfare and safety.

All Pupils have the right to be safeguarded from harm or exploitation whatever their

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

This policy applies to the Chief Executive Officer, all staff (including supply and peripatetic staff), volunteers, Members, Trustees, Governors or anyone working on behalf of RKLT.

### **4. Definition of Safeguarding**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

A child is anyone who has not yet reached his/her 18<sup>th</sup> birthday. All Pupils in the Trust, including over-18s, follow the remit of this policy.

The Trust has a pivotal role to play in multi-agency safeguarding arrangements that will replace the current local arrangements, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

## 5. Aim of the Policy

The purpose of this policy is to:

- afford protection for the Pupils within the RKL
- enable staff and volunteers to safeguard and promote the welfare of Pupils
- promote a culture across the RKL that ensures schools are a safe place to learn

## 6. Safeguarding Policy

We will endeavour to safeguard Pupils by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- building pupils' resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables Pupils to challenge extremist views.
- making sure all staff and volunteers are aware of and committed to the Safeguarding policy, Working Together to Safeguard Children and the Child Protection policies/procedures within their school. All staff read at least part one of DfE statutory Guidance *Keeping Children safe in Education 2020*.
- **all** staff know what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- sharing information about concerns with agencies who need to know, and involving Pupils and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

Safeguarding covers more than the contribution made to child protection in relation to individual Pupils. It also encompasses all aspects of pupil's health, safety and well-being and needing to protect children and learners from and including:

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- neglect
- physical abuse
- sexual abuse
- emotional abuse
- racist, disability and homophobic, transphobic and biphobic abuse;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard Pupils and staff;

- providing effective guidance to Pupils on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and e-safety;
- children missing education;
- child missing from home or care;
- child sexual exploitation (CSE) and trafficking;
- child criminal exploitation and county lines
- teenage relationship abuse
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography;
- peer on peer abuse:
  - bullying (including cyberbullying and prejudice-based bullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment
  - sexting (also known as youth produced sexual imagery)
  - initiation / hazing type violence and rituals.
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls (VAWG);
- hate;
- mental health;
- poor parenting
- preventing radicalisation;
- having robust procedures to ensure Pupils' safety when engaged in learning beyond the classroom, such as educational visits or work experience;
- meeting the needs of Pupils' with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;

providing first aid.

It relates to aspects of care and education, including:

- children missing from education
- children with family members in prison
- homelessness
- children's and learners' health and safety and well-being including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- alternative provision
- intimate care and emotional well-being

- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- children not collected from school
- lost children.

## **7. Prevent Duty**

Radicalisation (prevent strategy)

“The process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

Extremism (prevent strategy)

“Vocal or active opposition to fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs.”

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The RKLТ has assessed the risks associated with extremism and radicalisation in consultation with the local agencies, RKLТ schools build pupils’ resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables Pupils to challenge extremist views.

All staff receive relevant training and are able to identify children who may be vulnerable to radicalisation, and follow the procedures set out in this policy. E-safety across the RKLТ puts measures in place to ensure online-safety.

## **8. School Central Record**

Each school within the RKLТ will hold and keep up to date its School Central Record of Recruitment and Vetting Checks in accordance with DfE guidance ‘Guidance for Safer Working Practices 2019 and Keeping children Safe in Education 2020. The Trust HR team will ensure that each school adopts a standardised approach that meets the requirements of the guidance and provide support to the Headteacher and DSL to make sure they are able to do this.

Schools will maintain an electronic record of the checks which have been carried out on:

- All staff employed at the school
- Supply staff employed by the school
- Supply staff engaged through an agency
- All others who have regular contact with children at the school including:
  - Volunteers
  - Governors
  - Others brought into school to provide additional instruction to pupils e.g., sports coaches, artists etc.
  - ‘Contractors’

The Single Central Record (SCR) will be complete for all persons (listed above) engaged at each school on an ongoing basis – irrespective of how long they are actually at the school.

## **9. Access Control**

All schools with the RKLТ are expected to put in place appropriate arrangements to ensure the security of school premises.



## **Section B: Child Protection Policy (North Yorkshire)**

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## 1. **Key Terms**

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday. All Pupils in the Trust, including over-18s in Sixth Form, follow the remit of the Policy.

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

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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

### 1.1 **Physical Abuse**

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

### 1.2 **Emotional Abuse**

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

### 1.3 **Sexual Abuse**

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

abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### 1.4 **Neglect**

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

#### 1.5 **North Yorkshire Safeguarding Children Partnership (NYSCP)**

Section 13 of the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that should be represented on LSCBs.

Working Together to Safeguard Children (2018) provides guidance as to the role and responsibilities of LSCBs and the functions they undertake. This is available from

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/778224/Working\\_Together\\_to\\_Safeguard\\_Children\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/778224/Working_Together_to_Safeguard_Children_2018.pdf)

The Trust has a pivotal role to play in multi-agency safeguarding arrangements that will replace the current local arrangements, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

## 2. **Introduction**

### 2.1 **Policy Statement on Safeguarding Children**

RKLT recognises that all Pupils have a right to protection from abuse and takes seriously its responsibility to protect and safeguard the welfare of Pupils. We will respond swiftly and appropriately to all suspicions or allegations of abuse, and provide parents/carers and Pupils with the opportunity to voice their concerns. This policy is written in response to:

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.
- Procedures set out by local safeguarding boards
- *Working Together To Safeguard Children* HM Government 2018

- *Keeping Children Safe in Education (KCSiE) DfE 2020*
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 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 2018

## 2.2 **The Policy**

RKLT recognises that children and young people may be the victims of neglect, and physical, sexual and emotional abuse. Accordingly, the Trust has adopted the policy contained in this document. This policy sets out agreed guidelines relating to responding to allegations of abuse, including those made against staff and volunteers and recognises the need to build constructive links with the child care agencies.

The policy applies to all staff and volunteers who act on behalf of RKLT and who come directly into contact with Pupils. Every individual has a responsibility to inform a designated person in respect of child protection, of concerns relating to safeguarding Pupils. The designated persons must decide if the concerns should be communicated to Social Care or the Police.

## 3. **RKLT Commitment**

RKLT is committed to safeguarding and promoting the welfare of all of its Pupils. Each pupil's welfare is of paramount importance. We recognise that some Pupils may be especially vulnerable to abuse e.g., those with Special Educational Needs and Disabilities, those living in adverse circumstances. We recognise that Pupils 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 Pupils 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. Each school in the Trust has a Designated Safeguarding Lead named in section C of this policy.

## **Multi-agency working in North Yorkshire**

With effect from 29<sup>th</sup> September 2019, North Yorkshire Safeguarding Children Partnership has amalgamated with North Yorkshire Children Trust Board to form the North Yorkshire Safeguarding Children Partnership (NYSCP). The school has a pivotal role to play in multi-agency safeguarding arrangements NYSCP, and

contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

The three statutory safeguarding partners (North Yorkshire County Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. As a named as a relevant agency we are under a statutory duty to co-operate with the published arrangements.

## **THE SCHOOL WILL ALWAYS ACT IN LINE WITH [THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE](#)**

### **4. Providing a Safe and Supportive Environment**

#### 4.1 c Selection

RKLT pays full regard to DfE guidance Keeping Children Safe in Education 2019; 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.

RKLT ensures that all appropriate measures are applied in relation to everyone who works in the Trust who is likely to be perceived by the Pupils as a safe and trustworthy adult including e.g., volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service Checks.

Statutory changes, underpinned by regulations, are considered and confirmed as follows:

- 4.1(a) a DBS Enhanced Disclosure with barred list information is usually obtained for or all new paid appointments to the Trust's workforce as the majority are engaged in a regulated activity.
- 4.1(b) a DBS Enhanced Disclosure 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. Further detailed guidance is provided to schools via the HR team around volunteer safer recruitment management: Safer Recruitment & Single Central Record Guidance. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.
- 4.1(c) we will ensure that any contracted staff are DBS checked where appropriate.
- 4.1(d) each school within the Trust will keep a single central record detailing a range of checks carried out on our staff and visitors.

- 4.1(e) all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate.
- 4.1(f) we will satisfy ourselves that agency and third-party staff have undergone the necessary checks by seeking confirmation from the relevant employer
- 4.1(g) identity checks will be carried out on all appointments to the school workforce before the appointment is made.
- 4.1(h) In accordance with the January 2010 regulations, we will ensure that any appointments of staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. We will provide Ofsted with evidence of this as part of their inspections.
- 4.1 (i) we will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers appointed from September 2013. We will also ensure a check of any Section 128 direction as appropriate.

Key personnel involved in recruitment have undertaken the Safer Recruitment Training or equivalent. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

- 4.2 Safe working practice is essential to ensure that Pupils are safe and that all staff:
  - 4.2(a) 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
  - 4.2(b) work in an open and transparent way
  - 4.2(c) discuss and/or take advice from school management over any incident which may give rise to concern
  - 4.2(d) record any incidents or decisions made
  - 4.2(e) apply the same professional standards regardless of gender or sexuality
  - 4.2(f) are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

#### 4.3 **Safeguarding information for Pupils**

The Trust is committed to ensuring that Pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform Pupils of whom they might talk to, both in and out of school, their right to be listened to and what steps can be taken to protect them from harm. Personal Development materials that we use help Pupils learn how to keep safe.

The following information is made available to Pupils: School Nurse, School First Aid Officers, Anti-Bullying Work including Cyber Bullying, Risky Behaviour,

Healthy Lifestyle, Personal Safety, E-Safety etc.

A range of arrangements within the Trust are in place for consulting with and listening to Pupils include School Councils, Peer Support Schemes, Tutor Group Meetings, Personal Development lessons etc. We make Pupils aware of these arrangements in Assemblies, Personal Development lessons etc.

#### **4.4 Partnership with Parents/carers**

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parent/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so as the child's safety and welfare must be the overriding consideration. RKLT will share with parents/carers any concerns it may have about their children unless to do so may place a pupil at risk of harm. We encourage parents/carers to discuss any concerns they may have with the relevant member of staff or member of the Senior Leadership team. We make parents/carers aware of our Child Protection Policy at points of transition and the Child Protection Policy is available on the RKLT website and each Trust school website.

RKLT is committed to ensuring the welfare and safety of all Pupils. The Trust school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parent/carer knowledge where there is a concern that the child may be suffering or is at risk of suffering harm. The Trust school will, of course, always aim to maintain a positive relationship with all parents/carers.

#### **4.5 Partnership with other Agencies**

The Trust recognises that it is essential to establish positive and effective working relationships with other agencies e.g., Social Care, Police, Health etc. Where appropriate, referrals are made to Social Care and a relevant member of staff from the Trust school will attend meetings involving other agencies including Child Protection Conferences.

The Trust will 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.

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

#### **4.6 School Training and Staff Induction**

RKLTs senior members of staff with designated responsibility for child protection undertake child protection training and attend regular refresher training.

Other staff, including operational staff and Governors undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively including the online child protection training. **All** staff

members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff (including temporary staff) are provided with the RKLTL child protection policy and informed of the Trust's child protection arrangements on induction, including the identity and role of the DSL.

Volunteers and others on placement are risk assessed by the type of placement in terms of the level of supervision and regularity of contact, sharing the relevant policies as appropriate.

Child Protection training ensures staff are able to:

- understand the policy and procedures;
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- be aware of and understand their role in the early help process respond in a timely and appropriate way including appropriate communication with children;
- understand the role of the DSL;
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- identifying signs of radicalisation and extremist behaviour;
- 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

#### **4.7 Support, Advice and Guidance for Staff**

Staff will be supported by a DSL within their school. The DSLs are supported by the Trust DSL, CEO and Link Trustee. Each Trust school has a Governor fully trained in Child Protection. Advice and support is always available from the Educational Social Work Service, Children's Social Care duty social worker and the Police.

#### **4.8 Related Policies**

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

- protecting children from maltreatment



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

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

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- racist, disability and homophobic, transphobic and biphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- risks linked to using technology and social media, including online bullying; and the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example ‘sexting’
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography
- teenage relationship abuse
- peer on peer abuse
  - serious violence, including knife crime
  - bullying (including online bullying and prejudice-based bullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment
  - sexting (also known as youth produced sexual imagery)
  - initiation / hazing type violence and rituals
  - upskirting
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- So called ‘honour –based’ violence
  - female genital mutilation
  - forced marriage
  - Breast-ironing <sup>1</sup>
- faith abuse

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

- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children

**It relates to aspects of care and education, including:**

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

Each school has a number of related School Policies relating to safeguarding, including Anti-Bullying, E-Safety, Mobile Phone, Behaviour Management, Exclusions, Substance Use and Misuse, Attendance, Educational Visits and Activities. Expectations, code of conduct and disciplinary policy etc.

#### **4.9 Pupil Information**

In order to keep Pupils safe and provide appropriate care for them Trust schools require accurate and up to date information regarding:

4.9(a) Names (including any previous names), address and date of birth of pupil

4.9(b) Names and contact details of persons with whom the pupil normally lives

4.9(c) Names and contact details of all persons with parental responsibility (if different from above)

4.9(d) 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

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

Pupil details are kept on central records to allow easy access to parents/carers. Any matters relating to Child Protection are stored securely in CPOMS.

## **5. Roles and Responsibilities**

### **5.1 RKLT ensures:**

- compliance with local arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
- contribution 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.
- A nominated trustee and LGB governor will take a lead role in monitoring and supporting safeguarding processes within the MAT.
- The Local Governing Body should recognise 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
- a child protection policy and procedures are in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in, are updated annually, and available publicly either via the RKLT and Trust school websites.
- all staff read at least part one of KCSIE 2020 and all leaders and staff who work directly with children read Annex A of KCSIE 2020 mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2020
- all staff undertake appropriate child protection training.
- a senior member within each school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSIE) and the need for a deputy DSL 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 prevention of people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- the Trust has written recruitment and selection policies and procedures in place.
- at least one person on any appointment panel has undertaken safer recruitment training.
- the Trust 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 a code of conduct for governors
- the Trust has procedures for dealing with allegations of abuse against staff and volunteers that comply with local guidance and locally agreed inter-agency procedures
- the CEO and Chair of LGB liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against a head teacher.
- the nominated Trustee for Safeguarding liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the CEO.
- 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), and/or through relationship and sex education (RSE)
- children are safeguarded from potentially harmful and inappropriate online material. Ref KCSIE Annex C.
- 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 (Ref KCSIE para 92, 93).

- All staff and governors recognise that children may abuse their peers, 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 and rituals upskirting (which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm), which is a criminal offence must be reported to the DSL and local guidance and procedures must be followed. There should be a whole establishment approach to preventing sexual violence and sexual harassment between children. A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 105-106, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this. **Hazing:** is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.
- the Trust 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 attack
- 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.
- 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
- 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

5.2 The Headteacher of each school should ensure that:

5.2(a) this policies and procedures adopted by the Trust, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;

- 5.2(b) they liaise with the CEO, LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer;
- 5.2(c) they receive appropriate child protection training which is regularly updated.

### 5.3 The Designated Safeguarding Lead

The DSL role is set out in full in KCSIE 2020 Annex B and this should be explicit in the DSL's job description. They should be a **senior member** of staff on **the** school's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given 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.

The DSL and Deputy (if appropriate) will:

- 5.3(a) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- 5.3(b) Refer all cases of suspected abuse to the local authority children's social care
- 5.3(c) Liaise with the relevant Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

#### **Manage 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;
- 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;
- 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 programme;
- 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;
- 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

#### **Work with others**

- Act as a point of contact with the three safeguarding partners
- Liaise with the Headteacher or principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- 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

- As required, liaise with the “case manager” and the LADO for child protection concerns in cases which concern a staff member; and
- 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.

### **Undertake training**

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Undertake Prevent awareness training and Action to Counter Terrorism 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) 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 or college’s 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 or college 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
- 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 or college may put in place to protect them.
- 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 child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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 or college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.

### **Child protection file**

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. 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.
- 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 or college in advance of a child leaving. For example, information that would allow the new school or college 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 <https://www.iicsa.org.uk/letter-to-local-authority-ceos>
- 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 key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.
- [NYCC Elective Home Education Policy and Procedures, 2016](#) can be accessed for further guidance

### **Availability**

- During term time always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable
- It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
- It is a matter for individual schools as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, 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 Annex A of KCSIE 2020 and, in particular, will:
  1. 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.
  2. be aware of the school or setting's emergency procedures regarding lock-down and evacuation, guidance available [here](#)
  3. where there are concerns about another staff member, refer these concerns to the DSL/Headteacher.
  4. where there are concerns about the Headteacher refer these concerns to the CEO and Chair of LGB.
  5. raise concerns about poor or unsafe practices and potential failures in safeguarding and where necessary have regard to whistleblowing procedures.
- be aware of systems which support safeguarding. These should be explained to them as part of staff induction. This includes: the child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education
- 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
- 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
- receive appropriate child protection training which is regularly updated
- receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 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
- 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 is not available, staff should speak to a member of the SLT or Trust core team, and / or take advice from local children's social care (KCSIE, 2020, para 45)
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report their

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.

- 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.
- be aware of local 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
  - 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, and protect the safety, of children
- speak to the designated safeguarding lead (or 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

**Concerns should always lead to help for the child at some point.**

## **6. What staff should do if they suspect abuse**

### **6.1 Contextual Safeguarding**

The school recognises that Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated

safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible as part of the referral process to Children's Social Care.

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.

It is **not** the responsibility of staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer 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 the person who deputises) prior to any discussion with parents.

#### 6.2 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 or by other children or young people;
- any concerns regarding person(s) who may pose a risk to children (e.g., staff in school or person living in a household with children present) including inappropriate behaviour e.g., inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- any concerns related to serious crime, including knife crime;
- any concerns relating to peer abuse;
- any concerns relating to youth produced sexual imagery (sexting).

6.3 Therefore staff must report concerns as soon as possible to the DSL to act on behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. If it is an emergency, and none of the designated people can be contacted, then the Headteacher or Social Care or the Police should be contacted.

- 6.3a If the suspicions relate to a designated person, then the other designated people, Headteacher, Trust DSL, CEO or Social Care should be contacted.
- 6.3b Suspicions should not be discussed with anyone, other than those named above.
- 6.3c It is the right of any individual to make direct referrals to the child protection agencies. If you feel that RKLTL has not responded appropriately to your concerns, it is open to you to contact the child protection agencies direct.

## **7. Allegations**

### **7.1 Allegations of Physical Injury, Emotional Abuse or Neglect**

If a pupil has an injury which may be a non-accidental injury, or symptoms of neglect and a referral is to be made then:

- 7.1(a) the designated person should contact Social Care. If there has been a deliberate injury or where there are concerns about the pupil's safety the pupil's parents/carers should not be contacted before first consulting with Social Care.
- 7.1(b) where emergency medical attention is necessary it should be sought immediately. The designated person should inform the doctor of any suspicion of abuse.
- 7.1(c) if a referral is being made without the parents/carers' knowledge and non-urgent medical treatment is required, Social Care should be informed. Otherwise, speak to the parents/carers and suggest medical attention be sought for the child.
- 7.1(d) if appropriate the parent/carer should be encouraged to seek help from Children's Social Care prior to a referral being made. If they fail to do so in situations of real concern, the designated person will contact Social Care directly for advice.

### **7.2 Allegations of Sexual Abuse**

7.2(a) In the event of allegations of sexual abuse, the designated person will: contact Children's Social Care or Police directly. The designated person will not speak to the parents/carers.

7.2(b) under no circumstances should the designated person, or any other member of the organisation, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the designated person is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies that will investigate the matter under the Children Act 1989.

## **8. Responding to Disclosure**

Disclosures or information may be received from Pupils, parents/carers or other members of the public. RKLTL recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will

speaking. Accordingly, all staff will handle disclosures with sensitivity (to ensure that Pupils with significant communication difficulties are able to express themselves, the relevant SENCO will be involved in such cases by the designated person).

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated senior person in order that s/he can make an informed decision of what to do next.

8.1 What to do once a pupil has talked to you about abuse:

8.1(a) listen to and take seriously any disclosure or information that a pupil may be at risk of harm

8.1(b) clarify the information

8.1(c) try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell, explain and describe what happened?' rather than 'Did x hit you?'

8.1(d) try not to show signs of shock, horror or surprise

8.1(e) do not express feelings or judgements regarding any person alleged to have harmed the pupil

8.1(f) explain sensitively to the pupil that you have a responsibility to refer the information to a senior designated person

8.1(g) reassure and support the pupil as far as possible

8.1(h) explain what will happen next and that the pupil will be involved as appropriate and be informed of what action is to be taken

8.1(i) report your discussion as soon as possible to the designated person

8.1(j) allegations against staff or volunteers will be investigated. Where there are concerns that a pupil has been put in danger of abuse, or has suffered abuse owing to the actions of a member of staff or volunteer, Social Care or the Police will be contacted

8.2 Action by the DSL (or other senior person in their absence):

8.2(a) Following any information raising concern, the senior designated person will consider:

- if they believe there is immediate risk of significant harm to a child and therefore should contact the Police
- 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.
- if it is safe for a pupil to return home to a potentially abusive situation. On a rare occasion it might be necessary to take immediate action to contact Social Care and/or the Police to discuss putting into effect safety measures for the pupil so that they do not return home
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g., North Yorkshire County Council Children & Families Service (ref. Appendix F in this policy)
- the child's wishes and any fears or concerns they may have

8.2(b) Then decide:

- whether to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Social Care 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 contact Children and Families Service

**During Office Hours**

By Phone: 01609 780780

Email: [children&families@northyorkshire.gov.uk](mailto:children&families@northyorkshire.gov.uk)

**Outside Office Hours**

Emergency Duty Team (for evenings, weekends and bank holidays):  
01609 780780

- all information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals to social care will be accompanied by a standard referral form.

**9. Information Sharing**

9.1 Information sharing is vital to safeguarding and promoting the welfare of children and young people.

9.2 Remember that the Data Protection Act is not a barrier to sharing information:

- Be open and honest
- Seek advice if in any doubt
- Share with consent where appropriate
- Consider safety and well-being
- Ensure information to be shared is necessary, proportionate, relevant, accurate, timely and secure
- Keep a record

9.3 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.

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.

RKLT 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. RKLT ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

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](#).

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.

## **10. Making Referrals to Children's Social Care**

- 10.1 Referrals are requests for action from Children's Social Care to the perceived need of a pupil or his/her family.
- 10.2 The fact that possible abuse has been reported may not absolve further involvement and the Trust school could work collaboratively with Children's Social Care to ensure adequate protective measures are in place.
- 10.3 Support on how to make a referral can be found [here](#).

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

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained 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 local procedures  
[https://www.proceduresonline.com/northyorkshire/scb/files/procedures\\_practice\\_guidance.pdf](https://www.proceduresonline.com/northyorkshire/scb/files/procedures_practice_guidance.pdf)

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

## 12. Recording and Monitoring

### 12.1 Trust schools will record:

- Information about the child as set out in 4.9: name (aka) address, d.o.b., those with parent/carer responsibility, 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 (been on the CP Register)
- Key contacts in other agencies including GP details
- Any disclosures
- Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made, and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review
- All records should be objective.

12.2 All CP documents will be retained using CPOMS, separate from the pupil's main file with restricted access. These records will be copied and transferred to any new school the pupil moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead: Child Protection.'

When sharing confidential information about a member of staff or pupil, the school has regard 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.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

The school notes that Keeping Children Safe in Education (2020), para 84: *'This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.'*



Paragraph 85 also states *'The Data Protection Act 2018 and GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children.'*

12.3 RKLTL 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

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

### **13. School Curriculum**

RKLTL is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves, how to share a concern and complain. All pupils are informed that we have a DSL or Staff with responsibility for child protection. 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 RKLTL is committed to ensuring there are opportunities in the school curriculum, for example through the Personal Development Programme and by providing an age-related, comprehensive curriculum for e-safety, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it and stay safe from abuse. 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

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways

Each Trust school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's e-safety, relationships and sex education, drugs education, smoke-free, equalities and anti-bullying policies.

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

The Trust has acknowledged that Relationships and Sex Education (RSE) and Health Education will be statutory in all schools from September 2020 and is working towards embedding a whole school approach that will safeguard all pupils and meet the statutory requirements.

Each 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.

Training needs of staff are regularly reviewed to ensure that staff who are delivering safeguarding aspects of PSHE or e-Safety have the appropriate knowledge and skills.

Each Trust school monitors and evaluates the impact of the safeguarding taught curriculum provision through their school-based monitoring and

evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers.

Safeguarding information and learning is made available to pupils through activities in the PSHE provision during lessons with class teachers and Form Tutors, through a range of educational activities, assemblies, information posters about helplines and websites such as Childline etc.

Each Trust school has arrangements for consulting with and listening to pupils.

#### **14. Supporting the Pupil and Partnership with Parents/carers**

- 14.1 RKLTL recognises that the Pupil's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents/carers.
- 14.2 Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any pupil.
- 14.3 We will provide a secure, caring, supportive and protective relationship for the pupil
- 14.4 Pupils will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- 14.5 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 Pupils.
- 14.6 The following are informational websites for parents:  
NYSCP [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)  
NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)  
CEOP <https://www.thinkuknow.co.uk/parents/>  
Internet Matters <http://www.internetmatters.org/>  
Parent Zone <http://www.theparentzone.co.uk/parent>  
Childnet <http://www.childnet.com/resources/know-it-all-for-parents>  
Parents Protect [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)  
<http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm>

#### **15. Allegations regarding person(s) who work with children working in or on behalf of the RKLTL (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school (including where that person is no longer working in or on behalf of the school and/or the allegation is historical), or any other person who works with children, that they have:

- behaved in a way that has harmed a pupil or may have harmed a pupil
- possibly committed a criminal offence against or related to a pupil
- behaved towards a pupil or Pupils in a way that indicates they may pose a risk of harm to children

We will apply the same principles as in the rest of this document.

However, allegations management in the school will be undertaken by the Headteacher (where the Headteacher is the subject of an allegation) the CEO or Chair of LGB, with the support of the HR Team.

School will immediately contact the Duty Local Authority Designated Officer (LADO) on 01609 533080 and then, where appropriate, submit a [LADO referral form](#) within one working day using secure email to [lado@northyorks.gov.uk](mailto:lado@northyorks.gov.uk).

Where a child may have suffered significant harm the school will also submit a referral to Children's Social Care. Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely by the DSL if appropriate.

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

#### 15.1 Initial Action

15.1(a) the person who has received an allegation or witnessed an event will immediately inform the Headteacher in the first instance or the DSL and make a record and have regard to the whistleblowing policy

15.1(b) in the event that an allegation is made against the Headteacher the matter will be reported to the CEO or Chair of LGB who will proceed as the 'Headteacher'

15.1(c) the Headteacher will take steps, where necessary, to secure the immediate safety of Pupils and any urgent medical needs

15.1(d) the member of staff will not be approached at this stage unless it is necessary to address the immediate safety of Pupils

15.1(e) the Headteacher 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

15.1(f) The Headteacher will consult with the Designated Officer and Duty LADO (01609 533080) in order to determine if it is appropriate for the allegation to be dealt within the Trust or if there needs to be a referral to social care and/or the police for investigation

15.1(g) consideration will be given throughout to the support and information needs of Pupils, parents/carers and all staff affected.

15.1(h) the Headteacher will inform the Chair of LGB and CEO of any allegation.

Where an Early Years' provider is registered with Ofsted, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate

to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2017.

## **16 Peer abuse including Sexual Violence and Harassment and Youth Produced Sexual Imagery (sexting)**

The Trust 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 Section 6 (What staff should do if they suspect abuse) of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

**Sexual violence and sexual harassment** involving children at the school is a form of peer on peer 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. Neither is acceptable and will not be tolerated. The Trust 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 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.

Upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm). As of April 2019, upskirting is now a criminal offence, with offenders facing up to 2 years in jail and being placed on the sex offenders' register. For further statutory guidance see [here](#).

<https://www.gov.uk/government/news/upskirting-law-comes-into-force>

All such reports will be managed by the Designated Safeguarding Lead. 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 has a duty to safeguard all children and may deal with any such report on a balance of probability basis 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.

The Trust will have regard to DfE guidance Searching Screening and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to local 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 local guidance 'Children and Young People Who Display Sexualised Behaviour' <https://www.safeguardingchildren.co.uk/professionals/practice-guidance/>

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.

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 updated guidance: UK Council for Child Internet Safety Guidance 'Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People' [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

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

The Trust 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. The Trust will also make arrangements for minimising risk and raising awareness amongst staff through its training procedures.

## 17 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.

RKLT 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, RKLT should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

### **Roles and responsibilities:**

- The strategic Prevent lead in each Trust school is the DSL
- The DSL understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures
- The senior leadership team, LGB and Trustees are aware of the Prevent Strategy and its objectives
- There is a clear awareness of roles and responsibilities throughout regarding Prevent
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
- RKLT premises do not give a platform for extremist speakers and events
- School provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion

### **Training**

- A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable
- 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

### **Referrals:**

- An appropriate internal Prevent risk assessment and referral process is in place

- All staff including the Prevent lead/DSL follows local procedures <http://www.safeguardingchildren.co.uk/prevent-practice-guidance?v=preview>
- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by the DSL
- 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. In order to mitigate this risk, we:
- Ensure all staff undertake the [Action Counters Terrorism \(ACT\) Awareness Training](#)
- Assess the security of the school site and make necessary improvements
- Develop lock down and invacuation procedures
- Teach pupils how to stay safe if they were caught up in an attack- [Run, hide, tell guidance](#)

## **18 Child Exploitation: Criminal/County Lines: Child Sexual Exploitation Trafficking**

### **Sexual Exploitation:**

School recognise Child Sexual Exploitation (CSE) can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status and affection. This is usually exchange for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive. School will consider whether a referral should be submitted to NYCC Children & Families Service and whether information should be passed onto North Yorkshire Police. Guidance on Child Sexual Exploitation is available [here](#).

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

### **Criminal Exploitation:**

School recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. and County Lines guidance available [here](#).

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>



**Trafficking:**

Schools recognise 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. Schools 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](#)

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

**19 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. Serious violence may also include knife crime.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

**20 Alternative Provision**

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of the student, and will seek written assurances in order to be satisfied that the provider meets the needs of our student. This will include written reassurance or checks of the alternative provider's 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.

**21 Work Experience**

When we organise work experience placements we will ensure that the placement provider has policies and procedures 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 or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where our pupil is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for them.

## **22 The Use of 'Reasonable Force'**

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.

## **23 Host Families, homestay during exchange visits**

### **School/college arranged homestay – suitability of adults in UK host families**

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

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

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

When we arrange a homestay, we will consider what intelligence/information will best inform our assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay and use our professional judgement to

decide what is relevant. We will obtain a DBS enhanced certificate with barred list information.

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

### **Suitability of adults in host families abroad**

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

## Section C: Trust School Named DSL, Training Records and Resources

Each school within the RKLТ has an appropriately trained Designated Safeguarding Lead and routinely updates this section of the Child Protection policy.

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### Item 1      **Named personnel with designated responsibility for Child Protection**

Academic year	Designated Safeguarding Lead	Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2020/2021	Tim Milburn	N Mason/K Smith/C Jackson	T Stowell	P Cotton

### Item 2      **Dates of Staff Training and details of course title and training provider**

Whole School	Designated Safeguarding Lead	Designated Safeguarding Lead Senior Staff	Headteacher
Child Protection – Feb 2013  Keeping Children Safe in Education Part One March 2015 September 2018- Updated Guidance September 2019- Updated Guidance	TMM: NSPCC Safer Recruitment training September 2019  NSPCC DSL training September 2018	CJJ: NSPCC DSL training November 2020  NJM: NSPCC DSL training September 2018  NSPCC	DSP Intermediate - June 2015 LSCB Safeguarding Children Intermediate - June 2015  DSP Advanced - Sept 2015 NYSCB Safeguarding Children - Dec 2015

<p>September 2020 Updated Guidance</p> <p>E-Safety – March 2015</p> <p>RKLT eLearning E-Safety/Safeguarding Update Sep 2016</p> <p>RKLT Trust E-Safety June 2018</p> <p>E-Safety/KCSIE – March 2020</p> <p>Channel Prevent Training October 2015 – New Staff complete on joining</p> <p>DfE CSE Guidance – December 2018</p> <p>Staff Annual Declarations- December 2018 November 2019 May 2020</p> <p>RKLT eLearning Safeguarding &amp; Child Protection – Feb 2016</p> <p>RKLT Trust Safeguarding Refresher Sep 2017</p> <p>RKLT Trust Safeguarding Refresher March 2019</p> <p>RKLT Trust Safeguarding March 2020</p> <p>Guidance for Safer working Practices September 2019 September 2020</p>	<p>NSPCC DSL Refresher training December 2020</p>	<p>DSL training Refresher training March 2021</p> <p>NSPCC Safer Recruitment training April 2021</p> <p>KSS: NSPCC DSL training December 2020</p> <p>NSPCC Safer Recruitment training February 2021</p>	<p>Train the trainer Far Right/FarRight Extreme Awareness session -June 2016</p> <p>NYSCB Multi Screening Team (MAST) Briefing– March 2017</p> <p>NSPCC Safer Recruitment training: October 2020</p> <p>NSPCC DSL Training: December 2017</p> <p>NSPCC DSL Refresher Training: January 2020</p> <p><b>Other Key Staff:</b></p> <p>NSPCC Safer Recruitment Training: NHF February 2021 KZK April 2018 KLM February 2021 KAR April 2020 ZN September 2020 DAR January 2021 AGS August 2020 THS July 2020 JXT February 2021 EZZ April 2021 T Stowell Governor February 2019</p>
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## Item 3 Contacts

### 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](mailto: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 Officers for Managing Allegations (LADOs)

**Duty LADO (consultations, new referrals and urgent matters)**  
**01609 532477**

**Susan Crawford (LADO Manager)** 01609 532152  
07813 005161

**Karen Lewis** 01609 534200  
07715 540711

**Dave Peat** 01609 535646  
07814 533363

**Julie Kaye** 01609 532508  
07973 825752

**Andy Kenyon** 01609 534215  
07973 792398

**Manager**  
**Heather Pearson** 01609 532301

**Business Support** including CME Coordinator (Children Missing Education)

[Safeguardingunit@northyorks.gov.uk](mailto:Safeguardingunit@northyorks.gov.uk)

01609 532477

**NYCC HUMAN RESOURCES**

[schoolshradvisory@northyorks.gov.uk](mailto:schoolshradvisory@northyorks.gov.uk)

01609 798343

**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.

#### **Item 4     Resources**

- [Carrying Knives /Offensive weapons](#)
- [Children not attending school](#)
- [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 2019 page 90)
- [Children not collected](#)
- [Children Privately fostered](#)
- Child Sexual Exploitation/Grooming:
  - [National](#) and [NYSCP](#) guidance
  - [Online training](#)

- [Child Criminal Exploitation: County Lines](#)
- [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 Violence (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](#)
- [Private Fostering](#)



- Radicalisation to extremist behaviour:
  - [Prevent Guidance](#)
  - [Channel Guidance](#)
  - [DfE Safeguarding advice for schools](#)
  - [DfE and Home Office Social media guide](#)
  - [Online training](#)
  - [Understanding Pathways to Extremism and the Prevent Programme](#)
  - [School emergency response](#)
  
- [Serious Violence](#)
  
- [Sexual violence and sexual harassment between children in schools and colleges](#)
  
- [Upskirting](#)
  
- [Youth Produced Sexual Imagery](#)

Domestic abuse	<p>NYCC Domestic Abuse School Reference pack 2013  <a href="http://www.northyorks.gov.uk/index.aspx?articleid=16579">www.northyorks.gov.uk/index.aspx?articleid=16579</a></p> <p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a></p> <p>A website to help children and young people understand domestic abuse (KS2-5)  <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a></p> <p>Independent domestic abuse service provides a range of information for staff and young people.  <a href="http://www.idas.org.uk">www.idas.org.uk</a></p>
Sexual Abuse Healthy Relationships Child Sexual Exploitation	<p>NSPCC pants- the underwear rule (EYFS and KS1-2) <a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a> (also has a section for parents/carers)</p> <p>Friend or Foe who can you trust? A sexual exploitation and relationships education programme (KS3,4)  <a href="http://www.safeguardingsheffieldchildren.org.uk">www.safeguardingsheffieldchildren.org.uk</a></p> <p>Can you see me? An educational resources to explore teenage relationship abuse (KS3,4)  <a href="http://www.canyouseeme.coop">www.canyouseeme.coop</a></p>

E safety	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2  <a href="http://kidsmart.org.uk">http://kidsmart.org.uk</a></p> <p>Think u know has a range of supporting resources for KS1-5  <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> (It also has a section for parents/carers)</p> <p>E-safety resources for young people, teachers and professionals, parents and carers  <a href="http://www.childnet-int.org">www.childnet-int.org</a> including Jenny's Story for secondary age pupils</p> <p>E-safety activities at <a href="http://www.childnet.com">www.childnet.com</a>.KS1-4  NYCC eSafeguarding guidance at  <a href="http://cyps.northyorks.gov.uk/index.aspx?articleid=27322">http://cyps.northyorks.gov.uk/index.aspx?articleid=27322</a></p> <p>Digital Citizenship Scheme <a href="http://www.digital-literacy.org.uk/Home.aspx">http://www.digital-literacy.org.uk/Home.aspx</a></p> <p>South West Grid for Learning has a range of eSafety resources at  <a href="http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Resources">http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Resources</a></p> <p>360 Degree Safe – an eSafety audit and planning tool <a href="http://www.360safe.org.uk/">http://www.360safe.org.uk/</a></p> <p>London Grid for Learning eSafety resources and schemes of learning at  <a href="http://www.lgfl.net/esafety/Pages/education.aspx">http://www.lgfl.net/esafety/Pages/education.aspx</a></p> <p>Yorkshire Humberside Grid for Learning resources at  <a href="http://www.yhgfl.net/eSafeguarding/eSafety">http://www.yhgfl.net/eSafeguarding/eSafety</a></p>
Bullying	<p>DfE anti bullying guidance  <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a></p> <p>The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels  <a href="http://www.anti-bullyingalliance.org">www.anti-bullyingalliance.org</a></p> <p>Childline (KS2-5)  <a href="http://www.childline.org.uk">www.childline.org.uk</a></p>

	<p>'Lets Fight it Together' (Cyberbullying DVD) KS2-3 <a href="http://www.youtube.com/watch?v=dubA2vhlIrg">http://www.youtube.com/watch?v=dubA2vhlIrg</a></p> <p>Kidscape <a href="http://www.kidscape.org.uk/">www.kidscape.org.uk/</a> (KS1-4)  Cyberbullying  <a href="http://www.kidscape.org.uk/cyberbullying/">www.kidscape.org.uk/cyberbullying/</a>  Childnet <a href="http://www.childnet.com">www.childnet.com</a> (KS1-4)  Stonewall <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a> (KS1-4)  BeatBullying <a href="http://www.beatbullying.org">www.beatbullying.org</a> (KS1-4)</p>
Female Genital Mutilation	<p>PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5)  <a href="https://www.pshe-association.org.uk/content.aspx?CategoryID=1193">https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</a></p>
Forced Marriage	<p>Plan UK has a range of information and supporting lesson plans (KS3-5)  <a href="http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/">http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/</a></p>
Radicalisation/extremist behaviour	<p>NYCC Prevent toolkit and 'At A Glance' Resource on Fronter (<a href="https://fronter.com/northyorks/">https://fronter.com/northyorks/</a>) in the Vulnerable and Targeted Learner Room (Personalising Provision: Vulnerability Factors: Vulnerable to Radicalisation to Extremist behaviour).</p>
Supporting parents/carers	<p>The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues  <a href="http://www.fpa.org.uk">www.fpa.org.uk</a>  A website to support parents in preventing sexual abuse  <a href="http://www.parentsprotect.co.uk">www.parentsprotect.co.uk</a></p>

PSE/ Health and Wellbeing, E-safeguarding, Anti-bullying, Spiritual, Moral, Social, Cultural (SMSC), Vulnerable and Targeted Learner room: NYCC Fronter rooms <https://fronter.com/northyorks/>

The North Yorkshire PSHE and Citizenship planning and assessment tool for key stages 1-2 and 3-4 containing the North Yorkshire Curriculum Entitlement Framework for PSHE and Citizenship can be found in the PSE/Health and Wellbeing fronter room.

NYSCP [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)  
CAPE (Child Protection in Education) [www.cape.org.uk](http://www.cape.org.uk)

## Documents

**DfE Documents** [www.education.gov.uk](http://www.education.gov.uk)

Statutory Guidance and Departmental Advice

Working Together to Safeguard Children

**North Yorks School CP Documents** <http://cyps.northyorks.gov.uk>

## **Training Materials**

Online Basic Awareness

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

Whole School CP Training Materials

<http://cyps.northyorks.gov.uk/index.aspx?articleid=15231>

Safer Recruitment

[HR.Dept@harrogategrammar.co.uk](mailto:HR.Dept@harrogategrammar.co.uk)

Domestic Abuse Basic Awareness

[www.idas.org.uk/training/index.as](http://www.idas.org.uk/training/index.as)

E-safety training available from NYCC Education and Skills team.

## **Item 5 DFE Links**

**Please access the following links:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418686/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418687/Keeping\\_children\\_safe\\_in\\_education\\_part\\_1\\_only.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418687/Keeping_children_safe_in_education_part_1_only.pdf)

# Section D: E-Safety and Social Media

## 1. Rationale

The use of 'Information and Communication Technologies (ICT)' has great benefits for the development of students' learning and the administration and governance of our Trust. With these advantages, however, come risks, including:

- 1.1 child sexual exploitation
- 1.2 identity theft including phishing
- 1.3 spam
- 1.4 'cyber' bullying
- 1.5 viruses

It is the aim of this policy to minimise these risks for

- 1.6 students
- 1.7 staff and others involved with the daily activities of the trust.
- 1.8 the dark net

## 2. What is 'Un-Safe' Use of ICT

This policy is concerned with significantly unsafe use of ICT, not minor infringements. Just as safe use of ICT is commonly known as E-Safety, unsafe use of ICT is an E-Safety incident. E-Safety incident:

- 2.1 uses some form of technology
- 2.2 causes or could have caused significant offence, harm or distress
- 2.3 may or may not be deliberate
- 2.4 may not have occurred within school or on school equipment.

Examples of E-Safety incidents (not exclusive) include:

- 2.5 a student or member of staff viewing pornography on a school computing device
- 2.6 a student bullying someone from another school with text messages
- 2.7 a student bullying a fellow student using instant messaging services
- 2.8 a student placing distressing posts about a member of the school community on social networking sites like Facebook
- 2.9 a student publishing their own address details on the internet
- 2.10 a student publishing revealing images of her or himself on a social networking site

- 2.11 a student sharing a phone video of a member of staff in a lesson with other students
- 2.12 a member of staff suspecting a student of being groomed through their use of internet chat services
- 2.13 a student modifying a photo of a member of staff and distributing it leading to offence

### **3. Staff Responsibilities**

#### **3.1 E-Safety Coordinator**

Each school will identify an 'E-Safety Coordinator'; all members of the school community will be made aware of who holds this post. It is the role of the E-Safety Coordinator to:

3.1(a) keep abreast of current issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet

3.1(b) support staff in handling incidents

3.1(c) support the education of students and staff in the safe use of ICT

#### **3.2 Network Services Manager**

Maintain services in support of the safe use of ICT. Typically to include;

3.2(a) internet and email filtering and logging

3.2(b) classroom management tools to monitor ICT use

3.2(c) network access logging

3.2(d) appropriate level of network security against malicious use

#### **3.3 Other staff**

3.3(a) know what is safe use of ICT

3.3(b) model safe use of ICT within the school community and beyond

3.3(c) be alert to unsafe use of ICT, by students & staff within school and beyond

3.3(d) manage & report incidents as appropriate

3.3(e) educate students where required by the curriculum

### **4. Student Responsibilities**

4.1 Must adhere to an Acceptable Use Policy

4.2 Must report incidents as they occur through the most appropriate member of staff; e.g., current teacher, form tutor, E-Safety Coordinator, DSL or SLT.

## **5. Parent Responsibilities**

- 5.1 Understand the Acceptable Use Policy and encourage their child to use ICT safely
- 5.2 Accept any sanctions that are applied when a student breaches the policy

## **6. Education in Safe Use of ICT**

### **6.1 Staff**

- 6.1(a) In addition to the Child Protection training, all staff will be trained in the safe use of ICT both for themselves and for students they supervise; the training will be regular and kept up-dated.
- 6.1(b) Certain members of staff will have a higher level of expertise and clearly defined responsibilities.
- 6.1(c) All new staff will receive an individual copy of the Safeguarding and Child Protection Policy, making a signed declaration this has been received, which includes information on each school's acceptable use policy, as part of their induction.

The training will raise awareness of their individual responsibilities for the safeguarding of children within the context of E-Safety and will cover what to do in the event of misuse of technology by any member of the school community.

### **6.2 Students**

- 6.2(a) Each school will provide opportunities through ICT, Assemblies and other curriculum and non-curriculum times as appropriate
- 6.2(b) The ICT curriculum for will include relevant legislation such as Data Protection and intellectual property laws.
- 6.2(c) Students will be taught about copyright and respecting other people's information, images, and related topics.
- 6.2(d) Students will be made aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying.
- 6.2(e) Students will be taught the dangers of releasing personal information through the use of social networking platforms and instant messaging / chat facilities. Where these technologies have good educational outcomes they will be available within our Network Services.
- 6.2(f) Students will also be made aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e., parent/ carer, teacher/ trusted staff member, or an organisation such as Childline or CEOP report abuse button.

## **7. Managing Technology**

The internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. Internal networks are logged to allow any inappropriate use to be identified and followed up.

### **7.1 Infrastructure**

Each school will monitor access and use of the school network including internet services, so activity is monitored and recorded. Email and internet activity can be monitored and explored further if required.

Each school will be aware of its responsibility when monitoring staff and student communication under current legislation and take into account:

7.1(a) GDPR 2018

7.1(b) Data Protection Act 1998

7.1(c) The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000,

7.1(d) Regulation of Investigatory Powers Act 2000,

7.1(e) Human Rights Act 1998

7.1(f) And with regard to cyber bullying or other harmful communication:

- Protection from Harassment Act 1997
- Criminal Justice & Public Order Act 1994
- Malicious Communications Act 1988
- Communications Act 2003
- Defamation Act 2013

Each school will use management control tools for controlling and monitoring workstations. The school also reserves the right to inspect any computing device authorised for use for school activity.

## 7.2 Managing the Internet

Access to the internet will be monitored.

Staff will make every effort to preview sites and applications before recommending them to students; it is recognised that internet sites and applications are beyond the control of the Trust.

All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources.

All users should make all reasonable attempts to observe copyright of materials from electronic resources.

Users must not post personal, sensitive, confidential or classified information or disseminate such information in any way that may compromise its intended audience.

Users must not reveal personal information/images about members of the school community (including names) acquired through school life on any social networking site or blog without seeking the subject's permission. Information published on the internet prior to the adoption of this policy may remain where not causing an issue, however staff should declare any material in the public domain (to the Designated Safeguarding Lead) which will be inspected for suitability.



If staff are asking students to download apps or sign-up to sites for activities such as blogging, permission must be sought from the relevant Senior Leader in conjunction with Network Services.

## **8. Communication**

Students, Parents, Staff and Governors are made aware of the Safeguarding and Child Protection Policy through a variety of means:

8.1 E-Safety will be introduced to the students at the start of each school year

8.2 E-Safety messages will be embedded across the curriculum whenever the internet and/or related technologies are used including Assemblies and other non-curriculum time

8.3 E-Safety posters will be prominently displayed

8.4 E-Safety updates will be displayed via the following methods;  
8.4(a) school website

8.4(b) any school learning platform

## **9. Specific E-Safety Issues**

Further advice available <http://www.itgovernance.co.uk/>

9.1 Digital images & video

Digital images are easy to capture, reproduce and publish and, therefore, misuse. It is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

With the written consent of parents (on behalf of students) and staff, the school permits the appropriate taking of images by staff and students. Staff should only take photographs or videos of students with the express permission of student and parent. This is normally obtained from parents on entry to each school and a list of the students whose parents have objected to this is kept by the Data Officer. It is preferred that school equipment is used for this, but in any case, images must be transferred within a reasonable time scale and solely to the school's network or hosted services controlled by the school and deleted from the original device. Staff must not share or store images of students on their own Personal Mobile Device (PMD) or personal social media networks.

Students must be advised when using personal digital equipment, especially during field trips, that images and video should only be taken and shared with the subjects' consent. Students should also be advised that complaints against this condition will be considered a serious breach of this policy and risk having the device confiscated until it can be inspected, in their presence, by the E-Safety co-ordinator, DSL or a member of the Senior Leadership Team.

Permission to use images and video of all staff is sought on induction and a copy is to be stored in the relevant personnel file within each local school.

9.2 Publishing Student's Images and Work

On a student's entry to the school, all Parents/carers are asked to give permission to use their student's work / photos in the following ways:

9.2(a) on the school web site

9.2(b) on the school's learning platform

9.2(c) in the school prospectus and other printed publications that the school may produce for promotional purposes

9.2(d) recorded/ transmitted on a video or webcam

9.2(e) in display material that may be used in the school's communal areas

9.2(f) in display material that may be used in external areas, i.e., exhibition promoting the school

9.2(g) general media appearances, e.g., local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically)

This consent form is considered valid for the entire period that the child attends each school unless there is a change in the child's circumstances where consent could be an issue, e.g., divorce of parents, custody issues, etc. Parents/carers may withdraw permission, in writing, at any time. Consent has to be given by all interested parties in order for it to be deemed valid. Students' full names will not be published alongside their image by the school and vice versa. E-mail and postal addresses of students will not be published. Often, the press wishes to publish full names for members of teams. In these cases, the member of staff supervising will ensure that appropriate permission is sought. Before posting student work on the Internet, the member of staff responsible must check that permission has been given for work to be displayed.

### 9.3 Video Conferencing

9.3(a) All students are supervised by a member of staff when video conferencing – unless permission is given by the E-Safety Coordinator or a member of SLT.

9.3(b) Any conferencing equipment is not set to auto-answer and is only switched on for scheduled and approved conferences.

9.3(c) No part of any video conference with end-points outside of the school is to be recorded in any medium without the written consent of those taking part.

Additional points to consider:

9.3(d) Participants in conferences offered by 3rd party organisations may not be DBS checked and therefore supervision is required.

9.3(e) Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

- 9.4 Personal Mobile Devices (PMDs) including iPADS, phones and other PMDs provided by school
- 9.4(a) The school allows staff to bring in PMDs for their own use. Under no circumstances does the school allow a member of staff to use an identifiable PMD/personal email account to contact a student.
- 9.4 (b) Staff are advised not to contact a parent/carer using their PMD but there may be circumstances concerning a duty of care to students which override this.
- 9.4(c) Students are allowed to bring PMDs to school
- 9.4(d) The school is not responsible for the loss, damage or theft of any personal PMD.
- 9.4(e) The sending of inappropriate (as determined by any involved party) text messages between any member of the school community is not allowed.
- 9.4(f) Permission must be sought before any image or sound recordings are made on these devices of any member of the school community.
- 9.4(g) Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.
- 9.4(h) Where the school provides mobile technologies such as iPADS, phones, laptops for offsite visits and trips, these devices must be used.
- 9.4(i) Where members of staff use PMDs to access school services such as email or the intranet, they should not download personal information such as lists of student names to their phone.
- 9.4(j) Where members of staff use PMDs to access school services, password protection is mandatory in case of theft or loss. Any staff losing a PMD which is configured for school data services must report the loss to Network Services as soon as practical. The Trust strongly advises staff to install the school's Mobile Device Management software onto the PMD if they have configured their device to school services.
- 9.5 iPad Schemes  
Authorised use of mobile devices under this scheme will be covered by the iPad Learning Agreement (Section E)

## **10. Further Guidance**

Websites offering help and advice:

- <http://www.anti-bullyingalliance.org.uk>
- <http://www.itgovernance.co.uk/>
- <http://www.thegrid.org.uk/schoolweb/safety/webcams.shtml>
- <http://www.thinkuknow.co.uk>
- <http://www.leedslearning.net/documents/E-Safety/Chat%20Room%20Dangers%20and%20computer%20safety.doc>
- <http://www.ceop.gov.uk/>
- <http://www.getsafeonline.org/>

- <http://www.parentscentre.gov.uk/flash/safety/main.swf>
- <http://www.kidsmart.org.uk/>
- <http://www.microsoft.com/athome/security/children/default.mspx>
- <http://www.parentscentre.gov.uk/>
- <http://schools.becta.org.uk/index.php?section=is>
- <http://publications.becta.org.uk/display.cfm?resID=32424&page=1835>
- <http://www.digizen.co.uk/>
- [http://www.portal.northerngrid.org/ngflportal/custom/resources\\_ftp/client\\_ftp/E-Safety\\_audit\\_tool/E-Safety\\_audit\\_tool.html](http://www.portal.northerngrid.org/ngflportal/custom/resources_ftp/client_ftp/E-Safety_audit_tool/E-Safety_audit_tool.html)
- <http://www.nextgenerationlearning.org.uk/safeguarding>

## **11. Procedures for Handling and Reporting Incidents**

### **11.1 Student E-Safety incidents**

Many incidents of misbehaviour involving ICT do not lead to actual or potential significant offence, harm or distress. These should be dealt with by our normal discipline procedures. Where the member of staff involved believes the event to be an E-Safety incident, they will follow this procedure:

- 11.1(a) Log the incident via email to the E-Safety Coordinator. This fulfils the duty to inform the E-Safety coordinator. This is a neutral log – not a punishment – however see 11.1(c) regards issues that merit further sanction.
- 11.1(b) Staff must not investigate an E-Safety incident and should not ask students to forward inappropriate or illegal content.
- 11.1(c) If the incident constituted misbehaviour the member of staff must follow standard school procedures.
- 11.1(d) The E-Safety co-ordinator investigates and decides whether further action should be taken.
- 11.1(e) Further action may include sanctions or education and may involve parents. In extreme cases, it may be necessary to involve outside agencies such as the Police or the local authority.
- 11.1(f) The E-Safety Co-ordinator will inform staff as appropriate.

### **11.2 Staff E-Safety incidents**

If a member of staff suspects another member of staff has breached this policy, they should report their concerns to the Designated Safeguarding Lead. This will be investigated to see if further action is needed and report to the Headteacher/CEO. Any internal disciplinary action taken will conform to the Expectations, Code of Conduct and Disciplinary Policy. If a criminal offence has been committed, the details will be passed on to the appropriate authorities.

## **12. Social Media**

- 12.1 This section of the policy is in place to minimise the risks to our trust through use of social media.
- 12.2 This policy deals with the use of all forms of social media, including Facebook, LinkedIn, Twitter, Google+, Instagram, Whatsapp and Snapchat and all other social networking sites, internet postings, blogs and chat apps. It applies to use of social media for business purposes as well as personal use that may affect our Trust in any way.
- 12.3 This policy covers all employees, officers, consultants, contractors, volunteers, casual workers and agency workers.
- 12.4 This policy ensures the Trust maintains its duty to safeguard children, the reputation of the Trust and those who work for it and the wider community.
- 12.5 This policy does not form part of any employee's contract of employment and we may amend it at any time.

## **13. Personal use of social media**

- 13.1 Personal use of social media during working hours is not permitted.
- 13.2 You must avoid making any social media communications that could damage our business interests or reputation, even indirectly.
- 13.3 You must not use social media to defame or disparage the Trust, our staff, students, parents/carers or any third party; to harass, bully or unlawfully discriminate against students, parents/carers, staff or third parties; to make false or misleading statements; or to impersonate colleagues or third parties.
- 13.4 You must not express opinions on our behalf via social media, unless expressly authorised to do so.
- 13.5 You must not post comments about sensitive business-related topics, such as school performance, or do anything to jeopardise confidential information and intellectual property.
- 13.6 You must not accept students or their parent/carers as friends or use social media to send any personal messages to them directly or indirectly – personal communication could be considered inappropriate and unprofessional and may put you and/or your colleagues vulnerable to allegations.
- 13.7 You are strongly advised not to be friends (on or offline) with recent students (the potential for colleagues at the School to be compromised in terms of content and open to accusations makes the risk not worth taking) and colleagues at the School are also strongly advised not to be friends with students at other schools (on or offline) as this is likely to

make them vulnerable to allegations and may be open to investigation by the School or police. Where a colleague is considering not following this advice, they are required to discuss the matter, and the implications with the Headteacher or DSL.

- 13.8 You must not share any personal information with any student (including personal contact details, personal website addresses/social networking site details) and ensure good safeguarding practice.
- 13.9 Caution is advised when inviting work colleagues to be “friends” in personal social networking sites. Social networking sites blur the line between work and personal lives and it may be difficult to maintain professional relationships, or it might be just too embarrassing if too much personal information is known in the work place.
- 13.10 You must not post or share photographs of students under any circumstances.
- 13.11 Any misuse of social media should be reported to the E-safety co-ordinator, DSL or member of SLT.

#### **14. Guidelines for responsible personal use of social media**

- 14.1 You should make it clear in social media postings, or in your personal profile, that you are speaking on your own behalf. Write in the first person and use a personal e-mail address.
- 14.2 You must be conscious at all times of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your work for the trust and your personal interests.
- 14.3 Be respectful to others when making any statement on social media and be aware that you are personally responsible for all communications which will be published on the internet for anyone to see.
- 14.4 If you disclose your affiliation with us on your profile or in any social media postings, you must state that your views do not represent those of your employer. You should also ensure that your profile and any content you post are consistent with the professional image you present to the community and colleagues.
- 14.5 If you are uncertain or concerned about the appropriateness of any statement or posting, refrain from posting it until you have discussed it with your line manager. All communication via social networking sites should be made with the awareness that anything said, shown or received could be made available, intentionally or otherwise, to an audience wider than that originally intended.
- 14.6 You are strongly advised, in your own interests, to take steps to ensure as far as possible that their on-line personal data is not accessible to anybody who you do not want to access it. For example, you are strongly advised to check the security and privacy settings of any social networking site you subscribe to and set these to maximum and, where relevant, use strong passwords and change them regularly
- 14.7 If you see social media content that disparages or reflects poorly on the Trust, you should contact the local Headteacher or CEO.

## 15. Business use of social media

- 15.1 There are many legitimate uses of social media within the curriculum and to support student learning – for example, school and faculty based Twitter accounts. There are also many possibilities for using social media to enhance and develop students' learning.
- 15.2 There must be a strong pedagogical or business reason for creating official school social media sites. Staff must not create sites unnecessarily or for trivial reasons which could expose the Trust to unwelcome publicity or cause reputational damage. As a guideline, we would expect accounts to be limited to one faculty account. Staff should remember that the greater the number of accounts the greater the risk of those accounts being “hacked”.
- 15.3 When using social media for educational purposes, the following practices must be observed:
  - a. Staff should set up a distinct and dedicated social media site or account for educational purposes. This should be entirely separate from any personal social media accounts held by that member of staff, and ideally should be linked to an official school email account.
  - b. The URL and identity of the site should be notified to network service or a member of SLT before any account is activated.
  - c. The current password or login details for all social media accounts must be provided to IT who will retain a record of such information.
  - d. The content of any school-sanctioned social media site should be solely professional and should reflect well on the School.
  - e. **Staff must ensure that the School has consent to use, post or publish a photograph or video image of the student as outlined in section 9.2.**
  - f. **Staff must ensure that they do not identify a student using their full name. Only first/forenames or initials may be used.**
  - g. Care must be taken that any links to external sites from the account are appropriate and safe.
  - h. Any inappropriate comments on or abuse of school-sanctioned social media should immediately be removed and reported to a member of the SLT.
  - i. Staff should not engage with any direct messaging of students through social media where the message is not public.
  - j. Staff should not seek to view/link up with view student accounts. For example, in the case of Twitter, staff should not “follow back” those who follow, share or like School comments/posts.

## 16. Monitoring

We reserve the right to monitor, intercept and review, without further notice, staff activities using our IT resources and communications systems, including but not limited to social media postings and activities, to ensure that our rules are being complied with and for legitimate business purposes and you consent to such monitoring by your use of such resources and systems.

## **Section E**

Any school based acceptable use policy or other relevant documents such as an iPad Learning Agreement should be included here as contextual information for the local school within the Trust



# Section F

## Self-harm Policy

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## **1. Introduction and Context**

This guidance is aimed at keeping students safe. Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm, building resilience and supporting students, peers and parents of students currently engaging in self-harm.

## **2. Purpose**

This document provides guidance for staff who may come into contact with students who self-harm.

## **3. Aims**

- To increase understanding and awareness of self-harm and wellbeing
- To alert staff to warning signs and risk factors
- To provide support to students who self-harm and their peers and parents/carers
- To provide support to staff dealing with students who self-harm

**4. Other policy links:** Respectful relationships and behaviour policy, Anti bullying and harassment policy, Substance Misuse policy, SEND Policy

## **5. Definition of Self-Harm**

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substance
- Burning or scalding
- Hair-pulling
- Banging/hitting/punching/bruising the head or other parts of the body
- Scouring or scrubbing the body excessively
- Inappropriately using aerosols
- Episodes of alcohol/drug/substance misuse
- Eating disorders

## **6. Risk Factors**

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

### **Individual Factors:**

- Depression / anxiety/ mental health issues
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse
- Sexual identity

## **Family Factors:**

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Lack of support at home
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family
- Loss, separation and bereavement
- Domestic violence
- Drug/alcohol misuse

## **Social Factors:**

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers
- Easy availability of drugs, medication or methods of self-harm
- School issues

## **7. Triggers**

A number of factors may trigger the self-harm incident, including:

- Family relationship difficulties (the most common trigger)
- Difficulties with peer relationships e.g., break-up of relationship (the most common trigger for older adolescents)
- Bullying
- Significant trauma e.g., bereavement, abuse
- Self-harm behaviour in other students (contagion effect)
- Self-harm portrayed or reported in the media
- Difficult times of the year e.g., anniversaries
- Trouble in school or with police
- Feeling under pressure from families, school or peers to conform or achieve
- Exam pressure
- Times of change, e.g., parental separation/divorce
- Feeling out of control

## **8. Warning Signs**

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm. It is therefore of utmost importance that all instances of self-harm are taken seriously and that the underlying issues and emotional distress are thoroughly investigated and necessary emotional support given in order to minimise any greater risk. Any mention of suicidal intent should always be taken seriously and acted upon as a matter of urgency in a calm manner. This case must then be referred immediately to the Designated Safeguarding Lead (DSL) who will act in accordance with the school RLKT Safeguarding Policy

Possible warning signs include:

- Changes in eating / sleeping habits (e.g., student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn

- Changes in activity and mood e.g., more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Risk-taking behaviour (Substance misuse, unprotected sex)
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g., loss of pride in appearance and being reluctant to roll sleeves up in front of other people or wearing long sleeves even in very hot weather
- Increased levels of aggression or bullying
- Obvious cuts, scratches or burns which do not look accidental in nature
- Frequent alleged accidents which cause physical injury
- Regularly bandaged limbs
- Reluctance to take part in physical activity which requires a change of clothing
- Giving away possessions

### **9. What keeps self-harm going?**

Once self-harm (particularly cutting) is established, it may be difficult to stop. Self-harm can have a number of functions for the student and it becomes a way of coping.

Examples of functions include:

- Reduction in tension (safety valve)
- Distraction from problems
- Form of escape
- Outlet for anger and rage
- Opportunity to feel
- Way of punishing self or others
- Way of taking control
- Care-eliciting behaviour
- A means of getting identity with a peer group
- Non-verbal communication (e.g., of abusive situation)
- Suicidal act
- Communication with others that something bad is happening

### **10. The cycle of self-harm**

When a person inflicts pain upon himself or herself the body responds by producing endorphins, a natural pain reliever that gives temporary relief or a feeling of peace. The addictive nature of this feeling can make self-harm difficult to stop. Young people who self-harm still feel pain, but some say the physical pain is easier to stand than the emotional/mental pain that led to the self-harm initially.

### **11. Residential settings**

There are likely to be more opportunities for a young person to self-harm when in residential care. As the environment might make them feel more vulnerable especially if it is a new setting. Some additional triggers such as;

- loneliness
- separation from parents/carers/friends/familiar routines and places
- possible issues with bullying

- isolation from peer group
- being in an unfamiliar environment

These could all be relevant factors which could increase stress and anxiety. It is important to ensure that a risk assessment is in place. Residential staff will need specific training around self-harm so they can identify possible signs and know how to respond. Good liaison with mental health professionals and services is critical and lines of communication need to be clearly established. Strategies would need to focus on helping the young person build resilience such as providing a secure attachment figure, maintaining education provision, promoting contact with family including siblings, promoting talents and interests, promoting friendships and helping the young person manage their emotions and take responsibility. Positive role models who can show empathy and warmth and be non-judgemental as well as providing structure and support will be protective factors.

## **12. Roles and responsibilities**

### **The Trust and Local Governing Body**

The Trust and local Governing body has the legal duty to safeguard and promote the welfare of their pupils. Each local Governing body has a nominated governor who has responsibility for safeguarding who will have an oversight for provision for pupils who self-harm.

### **The Headteacher**

The Headteacher has responsibility for establishing effective safeguarding procedures with regard to self-harm, thereby ensuring the duty of care of pupils and staff.

### **Staff**

Students may choose to confide in any member of school staff if they are concerned about their own welfare, or that of a peer. Students may present with injuries to first aid or reception staff in the first instance and it is important that these frontline staff are aware that an injury may be self-inflicted, and that they pass on any concerns. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

The member of staff will:

- Endeavour to enable students to feel in control by asking what they would like to happen and what help they feel they need
- Reassure them that they can get the help they need
- Listen actively
- Be non-judgemental
- Avoid asking a student to display injuries or scars or describe what they do
- Avoid asking a student to stop self-harming as this may be the only coping strategy they have

- Be re-assuring and support them to seek help
- Staff must not work outside their remit.

### **13. Confidentiality**

If you consider that a young person is at risk of harming him/her-self or others then **confidentiality cannot be kept**. It is important not to make promises of confidentiality that you cannot keep, even though the young person may put pressure on you to do so. If this is explained at the outset of any meeting the young person can make an informed decision as to how much information they wish to divulge.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult a Designated Safeguarding Lead. Once informed, the DSL will decide on the appropriate course of action. This may include:

- Assess the situation, administer first aid and/or call for an ambulance for emergency assistance
- Contacting parents / carers
- Arranging professional assistance e.g., doctor, nurse, social services
- Arranging an appointment with a counsellor
- Removing the student from lessons immediately if remaining in class is likely to cause further distress to themselves or their peers
- Remaining with the student at all times if they are acutely distressed

### **14. Risk assessment.**

It is important to ensure that there is a risk assessment in place which relates to the self-harming behaviour, possible triggers and strategies to be used to minimise risk.

### **15. Liaison with Child and Adolescent Mental Health Service (CAMHS).**

Schools can contact their local CAMHS service prior to any referral being made. The Designated Safeguarding Lead will be the most appropriate person to do this consultation. If a referral is requested or recommended by CAMHS then the school will follow their normal procedures.

Liaison with CAMHS colleagues will continue via the Designated Safeguarding Lead or appropriate member of staff at the discretion of the DSL.

### **16. Meetings**

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action/health plan
- Concerns raised
- Details of anyone else who has been informed
- Risk assessment
- This information should be stored on CPoms.

### **17. Issues regarding contagion, multiple or copycat behaviours**

When a young person is self-harming it is important to be vigilant in case close contacts of this individual are also self-harming. Occasionally schools or residential settings may discover that a number of students in the same peer group are harming themselves. Self-harm can become an acceptable way of dealing with stress within a peer group and may increase peer identity. This can cause considerable anxiety in school staff, parents and carers, as well

as in other students. Each individual may have different reasons for self-harming and should be given the opportunity for one to one support; however, it may also be helpful to discuss the matter openly with the group of students involved. In general, it is not advisable to offer regular group support for students who self-harm. Where there appears to be linked behaviour or a local pattern emerging, a multi-agency strategy meeting should be convened.

It is important to encourage students to let staff know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner. The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children. When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming.

### **18. Managing PE/Sport Lessons**

PE/Sport colleagues need to be aware that students who self-harm should be actively encouraged to participate and adjustments to normal clothing guidelines may need to apply such as a need for a long sleeve top and alternative changing areas.

### **19. Training for Staff**

Schools are recommended to access training regularly on self-harm. Staff giving support to students who self-harm may experience all sorts of reactions to this behaviour in students (e.g., anger, helplessness, rejection); it is helpful for staff to have an opportunity to talk this through with work colleagues or senior management. Staff taking this role should take the opportunity to attend training days on self-harm or obtain relevant literature.

Liaison with the local Child and Adolescent Mental Health Service (CAMHS) may be helpful as they may be able to lead the training.