

# Policy for Safeguarding and Child Protection 2021-2022

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This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2021-22	Tina Clarke	Danielle Rees Lisa Solanki	Jackie Hudson	Jackie Hudson

Policy Review date	Date Ratified by governors	Date Shared with staff
22 <sup>nd</sup> November 2021	22 <sup>nd</sup> November 2021	23 <sup>rd</sup> November 2021

**Fishergate Primary School**  
**Child Protection and Safeguarding Advice**  
**Contact List – September 2021**

<b>Role / Agency</b>	<b>Name and role</b>	<b>Contact Details</b>
<b>School Designated Safeguarding Lead (DSL)</b>	Tina Clarke Head teacher	<a href="mailto:headteacher@fishergateschool.com">headteacher@fishergateschool.com</a> 01904 555335
<b>Deputy DSL</b>	Danielle Rees Lisa Solanki	<a href="mailto:admin@fishergateschool.com">admin@fishergateschool.com</a> 01904 555335
<b>Governor with responsibility for Child Protection and Safeguarding</b>	Jackie Hudson	Jackie.hudson@fishergateschool.com
<b>Chair Of Governors</b>	Jackie Hudson	Jackie.hudson@fishergateschool.com
<b>Designated Teacher for children in care/adopted from care</b>	Lisa Solanki	<a href="mailto:Lisa.solanki@fishergateschool.com">Lisa.solanki@fishergateschool.com</a>
<b>SENDCo</b>	Lisa Solanki	Lisa.solanki@fishergateschool.com
<b>PSHE / RSE Coordinator</b>	Dani Rees	<a href="mailto:admin@fishergateschool.com">admin@fishergateschool.com</a>
<b>Online Safety Coordinator</b>	Matthew Snowden	<a href="mailto:admin@fishergateschool.com">admin@fishergateschool.com</a>
<b>City of York Children's MASH</b>  <b>Multi-agency safeguarding Hub</b>	This is a social care referral and assessment service.	MASH@york.gov.uk  01904 551900
<b>CSC Emergency Duty Team (out of hours)</b>	Urgent Child Protection concerns	01609 780780
<b>Local Authority Safeguarding advisor:</b>	<b>Caroline Wood</b> Advice / Training / Safeguarding Audit	<b>01904 555694</b>
<b>Local Authority Designated Officer</b>	Leigh Moore and Sue Blogg	01904 551783 lado@york.gov.uk
<b>NSPCC Whistleblowing Helpline</b>	Allegations against adults in school	0800 028 0285
<b>PREVENT Team</b>	Jane Mowat Head of Community Safety  Prevent training/advice	01904 555742, 07984496352 preventenquiries@york.gov.uk  Police Prevent email: prevent@northyorkshire.pnn.police.uk

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

**All staff** refers to all adults, volunteers, governors or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

**Child Protection** refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

**Safeguarding** refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

**Child** is any pupil under the age of 18.

## **Glossary**

- DSL            Designated Safeguarding Lead
- DDSL         Deputy Designated Safeguarding Lead
- SENDCo      Special Education Needs and Disabilities Coordinator
- DT             Designated Teacher for Children in Care/Adopted from care
- PSHE         Personal, social, health and economic
- RSE            Sex and Relationships Education
- CSC            Children's' Social Work Services
- KCSiE         Keeping Children Safe in Education (DfE, September 2021.)

## **Visitors to school**

All visitors must sign in on arrival and collect a visitor's lanyard and a School Information card, which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Visitor lanyards must be worn at all times when in school. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE.

# Part One:

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## 1. Aims

1.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children

1.2 The Governing Body and staff of Fishergate Primary School (hereinafter referred to as "the school") take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, supply staff, students on placement and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.

## 2. Legislation and guidance

2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2021](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#) and the [Governance Handbook](#). We comply with this guidance and the procedures set out by the Leeds Safeguarding Children partnership (LSCP).

2.2 This policy is also based on the following legislation and guidance:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Guidance for safer working practice for those working with children and young people in education settings (GSPW) (Safer Recruitment Consortium May 2019).

[Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium Addendum April 2020\).](#)

[Sexual violence and sexual harassment between children in schools and colleges \(DfE 2021\).](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\).](#)

[Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\).](#)

[Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\).](#)

[When to call the police – Guidance for schools and colleges \(NPCC – 2020\).](#)

**Education and Training (Welfare of Children) Act 2021**  
<https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted>.

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage. \(DfE 2021\).](#)

### 3. Definitions

3.1 **Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's mental or physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 **Children** includes everyone under the age of 18.

### 4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their gender, race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers,
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)

### 5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in section 5.2 (All staff) below and any updates therein.

#### 5.2 All staff

5.2.1 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

5.2.2 Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019) and the COVID addendum of GSWP (2020), understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and their safeguarding responses to children who go missing from education during the school day or otherwise.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention to/by Tina Clarke/Dani Rees/Lisa Solanki either verbally or by reporting the incident on Cpoms.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing could be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences could impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSC) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: **Summary of in-school procedures to follow where there are concerns about a child** (Page 12) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, DDSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSC will (wherever possible) be made by the Safeguarding Designated Staff, to the CSC MASH team (01904 555335). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors. CSE and CCE are forms of abuse and both occur



where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

- Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse

### **5.3 The designated safeguarding lead (DSL) and deputy designated staff.**

5.3.1 Our DSL is Tina Clarke. The DSL takes lead responsibility for child protection and wider safeguarding.

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible (e.g. due to self-isolating), a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

5.3.3 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

*Fishergate Primary School DSL can also be contacted out of school hours if necessary by email at [headteacher@fishergateschool.com](mailto:headteacher@fishergateschool.com)*

5.3.4 When the DSL is absent, the deputies – Dani Rees (Deputy Head) or Lisa Solanki (inclusion leader) – will act as cover.

5.3.5 If the DSL and deputy are not available, Amy Batchelor or David Pennington will act as cover.

5.3.6 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care Duty and Advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Tina Clarke will ensure that all staff involved in direct casework of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding support. (Ref: LCC Framework for Supervision (2021).)
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Early Help Meetings.

- Provide reports as required for meetings. Wherever possible, reports will be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the Designated Teacher for children in Care (DT) and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.

**The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.**

## **5.4 The governing body**

- 5.4.1 The governing body will approve this policy at each review and hold the head teacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- 5.4.2 The governing body and proprietors will create a strong culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.
- 5.4.3 The governing body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years.
- 5.4.4 The governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years.
- 5.4.5 In the event that safeguarding concerns or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'. Refer also to Section 16.2.
- 5.4.6 The governing body will ensure that the school has appropriate IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.
- 5.4.7 The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out

in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and has clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to and appropriate risk assessments/support plans are in place where pupils access provision offsite.

5.4.8 The governing body will supply information as requested by the York safeguarding partnership.

**The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

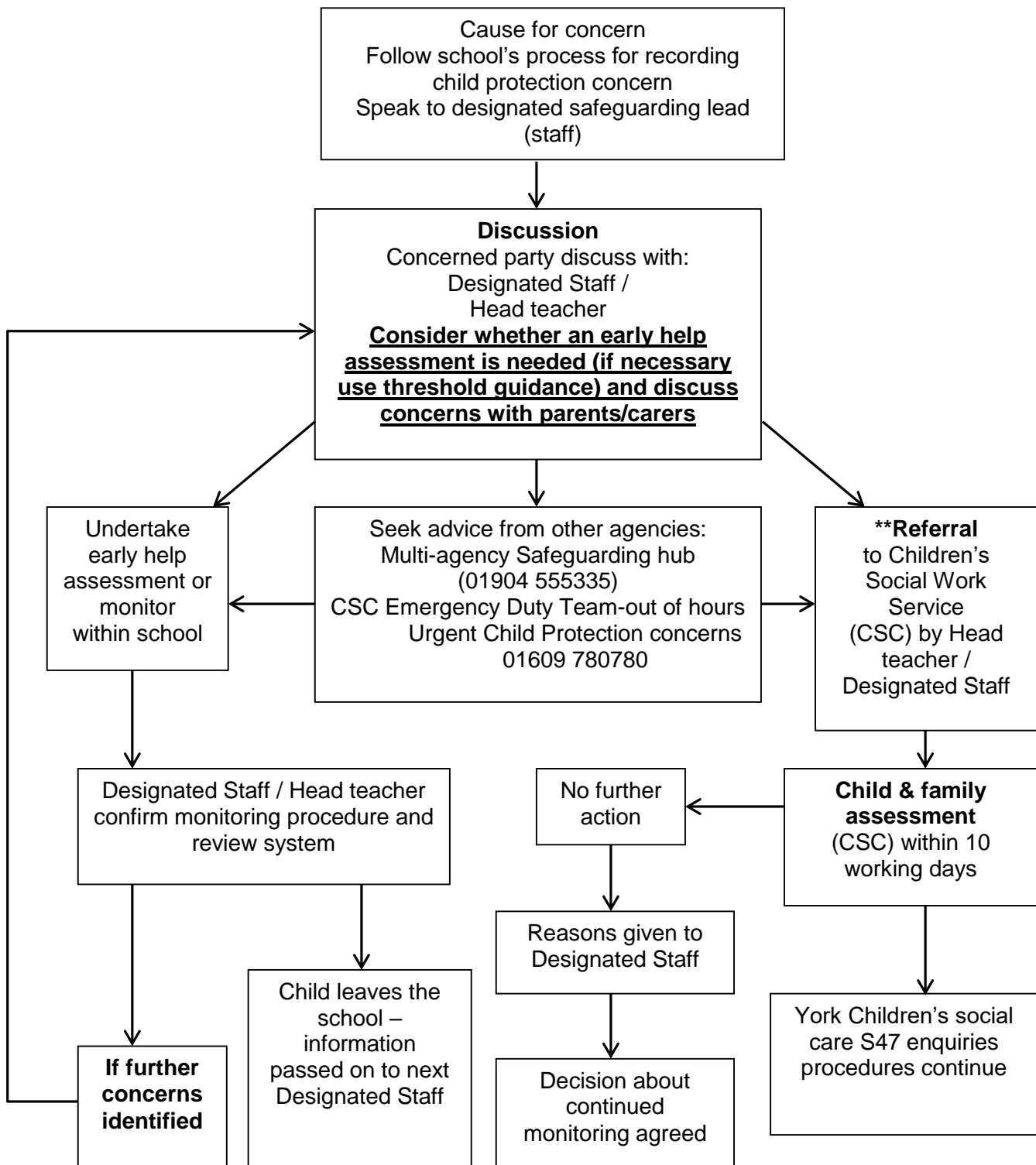
**The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.**

## **5.5 The head teacher**

5.5.1 The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2021) are reflected in their job description.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that they complete the one-day LA course for head teachers on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

**Fig 1: Summary of in-school procedures to follow where there are concerns about a child**



## **6. Confidentiality and Information Sharing**

6.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.1.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.

6.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 18), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section 16.2), information sharing and working with parents (see section 6.2).

6.1.4 Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.1.5 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

6.1.6 In order to promote positive educational outcomes for vulnerable children, including children with social workers information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSL's or DDSL's as appropriate.

## **6.2 Working with parents and other agencies to protect children**

6.2.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSC Duty and Advice team to discuss their concerns.

6.2.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

6.2.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

6.2.4 Parents/carers are informed about our Safeguarding & Child Protection policy through school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

6.2.5 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

### **6.3 Multi-agency work**

6.3.1 We will co-operate with CSC in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.3.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

## **7. Opportunities to teach safeguarding – Preventative Curriculum**

### **Our role in the prevention of abuse**

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

7.2 As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). Further support can be obtained from the Health & Wellbeing Service <https://www.yor-ok.org.uk/workforce2014/school-wellbeing-service.htm>.

7.3 Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.

### **7.2 Other areas of work**

7.2.1 All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equalities, Positive Handling, Behaviour, and On-line Safety will be linked to ensure a whole school approach.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school, which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

7.2.3 The school's online safety policy is reflective of the requirements set out in KCSiE (2021) in regards to content, contact, conduct and commerce. The school's

online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

## **8. Our role in supporting children**

**We will offer appropriate support to individual children who have experienced abuse or who have abused others.**

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record on Cpoms.

## **9. Children with additional needs**

9.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc.

9.2 When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the [DFE Exclusions Guidance September 2017](#) Section 3. In situations, that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

## **10. Children at risk of specific forms of abuse**

11.1 This school follows the York Child protection procedures ([Child Protection Procedures \(saferchildrenyork.org.uk\)](#)) online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex of B KCSIE.

## **11. Remote Learning and Remote Welfare**

11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and the supporting

- 11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact and doorstep visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.
- 11.3 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

## 12. Female Genital Mutilation: The Mandatory Reporting Duty

- 12.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 12.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 12.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
- 12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

## 13. Radicalisation and Terrorism

- 13.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them, they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer Jane Mowat 01904 555742, 07984496352 [preventenquiries@york.gov.uk](mailto:preventenquiries@york.gov.uk) – (see appendix 8).
- 13.3 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks



affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Children's safeguarding board and the Prevent team can advise and identify local referral pathways.

- 13.4** Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training.

## **14. Channel**

- 14.1 Channel is a voluntary, confidential support programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is voluntary at all stages.

## **15. Peer on peer abuse/ child on child**

- 15.1 We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/ 'hazing', sharing of nudes, semi-nudes, and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as 'banter', part of growing up or 'boys being boys'. Our school has a zero tolerance approach to such attitudes and behaviours.
- 15.2 All concerns around peer on peer /child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Our school will ensure that at least one member of the school's safeguarding team has completed the 1 day LA training on understanding and managing harmful sexual behaviour in education settings (<https://york.learningpool.com/login/index.php>). The DSL is responsible for providing support to all children involved in incidents of peer on peer sexual abuse.
- 15.3 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns, DSL must (where appropriate) contact the Duty and Advice team and follow the principles set out in Part 5 of KCSiE and the [DfE guidance on Sexual Violence and Sexual Harassment \(2021\)](#).
- 15.4 We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment, which will include involvement of parent/carers,

social care, health, police and youth justice (where appropriate). From a best practice perspective, the RAMP should be independently chaired. Further support and advice on undertaking a RAMP can be obtained from the Children's Safeguarding Board.

- 15.5 We will ensure that all children who may have/had been sexually harmed will be taken seriously and that they will be supported and kept safe.
- 15.6 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.
- 15.7 Where child exploitation (i.e.; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- 15.8 The DSL must complete the child exploitation screening tool for partners (see [Appendix 4](#)) and follow the guidance in determining how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the weekly Multi-agency Child Exploitation (MACE) meeting. If it is felt that the criterion for referral is met and a discussion is warranted, information should be emailed to MASH [MASH@york.gov.uk](mailto:MASH@york.gov.uk). Information provided should include name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 15.9 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.
- 15.10 A copy of the child exploitation risk identification tool for partners (see [Appendix 74](#)) for partners can be obtained from the City of York Safeguarding Children Partnership Website: <https://www.saferchildrenyork.org.uk/child-sexual-abuse-and-exploitation.htm>
- 15.11 We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## **16. Children missing from education**

- 16.1 A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the City of York LA procedure and contact: [cme@york.gov.uk](mailto:cme@york.gov.uk) Tel: 01904 551554.
- 16.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement

in county lines. School and college staff members must follow the school's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see Appendix 6).

## 17.A Safer School Culture

**The governing board will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:**

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

### 17.1 Safer Recruitment, selection and pre-employment vetting

- 17.1.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE
- 17.1.2 The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (See Part 3 of KCSiE).
- 17.1.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (see Appendix 3)
- 17.1.4 The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the City of York Council.
- 17.1.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.
- 17.1.6 The school/ will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or the Education Safeguarding Team.

## **17.2 Managing allegations or safeguarding concerns against a member of staff or person in school procedures.**

17.2.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has met the harm test, this includes where an adult has:

- a) behaved in a way that has harmed a child or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. *(This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)*

17.2.2 All adults working in school have duty to disclose to the head teacher (or chair of governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

17.2.3 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

17.2.4 A safeguarding complaint that meets the above criteria must be reported to the Head teacher ("case manager") immediately. If the complaint involves the head teacher then the next most senior member of staff and the chair of governors must be informed. In our school the named case manager is (Tina Clarke). They will follow the processes outlined in this section.

17.2.5 Where a Head teacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 17.2.6-17.2.8 (Inc.) by a designated manager with appropriate safeguarding training. It is important for Head teachers to carefully consider who in school is best placed to manage concerns that do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases, Head teachers may decide to retain this role in the event that they have appropriate safeguarding training.

- 17.2.6 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:
- *Being over familiar with children*
  - *Having favourites*
  - *Taking photographs of children on their mobile phone*
  - *Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or*
  - *Using inappropriate sexualised, intimidating or offensive language.*
- 17.2.7 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.
- 17.2.8 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2018). All low-level concern records will be kept for 5 years after leaving employment at Fishergate Primary School.
- 17.2.9 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form (see Appendix 7) in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to [lado@york.gov.uk](mailto:lado@york.gov.uk) **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible, if they do not already know of it.
- 17.2.10 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.
- 17.2.11 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted to ensure closure.
- 17.2.12 In many cases, it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 17.2.13 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and

so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

17.2.14 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

- **LADO Team Contacts: 01904 551783 or [LADO@york.gov.uk](mailto:LADO@york.gov.uk)**
- **Advice can also be sought from the City of York School Safeguarding Advisor: Tel: 07770704600 Email: [caroline.wood@york.gov.uk](mailto:caroline.wood@york.gov.uk)**

17.2.15 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels that may be open to them.

17.2.16 The City of York Council whistleblowing policy states that concerns can be raised by the following methods:

Contacting the Chair of Governors Jackie Hudson email: [Jackie.Hudson@fishergateschool.com](mailto:Jackie.Hudson@fishergateschool.com)

- It is, however, appreciated that there may be times when an employee feels unable to use the above procedure; the issue may involve line managers and senior staff or the issue was already raised through the normal channels but had not been addressed or resolved. In these cases the employees can contact the Council's independent whistleblowing hotline on 0800 9179 247, which is overseen by Veritau Ltd.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **18. Training and Support**

18.1 All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes the school's safeguarding and child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

18.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from Tina Clarke, Dani Rees or Lisa Solanki. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Advice and support is also potentially available and provided by the Schools' Safeguarding Adviser, Caroline Wood (01904 555694), [caroline.wood@york.gov.uk](mailto:caroline.wood@york.gov.uk).

18.3 Designated Safeguarding staff must have attended the 1-day Children's Services Education child protection training course. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop

to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- 18.4 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training including online safety as part of the school's induction arrangements and refresher training at least every three years. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 18.5 The Head teacher will attend appropriate 1 day safeguarding training at least every three years.
- 18.6 Governors, including the nominated governor, will attend specific training for their role, updated at least every three years.
- 18.7 Any training accessed through third party/independent providers must reflect the York safeguarding board protocols. This training will be recorded by the school on a separate database.
- 18.8 The Head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

## **19. Child Protection Records**

**19.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information, please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:**

- Chronology (summary of significant events and the actions and involvement of the school/college)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome.
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSC, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate

- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.

19.1.1 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

19.1.2 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will 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 prior to a transfer programme.

19.1.3 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

19.1.4 If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face-to-face handover between designated staff or a verbal conversation is had over the telephone if a face-to-face handover is not possible. A signed receipt of file transfer or electronic delivery and/or read receipt must be obtained for audit purposes by the delivering school.

19.1.5 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

19.1.6 For audit purposes, a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

19.1.7 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

19.1.8 If a parent chooses to electively home educate (EHE) their child, the DSL must contact the School services team on [education@york.gov.uk](mailto:education@york.gov.uk) or 01904 551554 for information on where the child protection record must be sent.

19.1.9 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.



19.1.10 In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

19.1.11 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

19.1.12 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

## **19.2 Children's and parents' access to child protection files**

19.3.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018), a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective in nature and expressed in a professional manner.

19.3.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority, has given the information.

19.3.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the York Safeguarding partnership, Caroline Wood, Email: [Caroline.wood@york.gov.uk](mailto:Caroline.wood@york.gov.uk) telephone: 01904 555694

19.3.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

## **19.3 Archiving**

19.4.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods are 35 years from closure when there has been a referral to CSC. If no referral has been made to CSC, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted from our electronic system. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the paper records will continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child

protection records referenced above are set on electronic systems accordingly for each pupil.

#### **19.4 Safe Destruction of the pupil record**

19.5.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records, which have been identified for destruction, will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes, the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

#### **19.5 Safeguarding responsibilities for pupils in transition**

19.5.1 In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files, and risk assessments will be transferred in keeping with the guidance outlined In section 18 of this policy – Child Protection Records

## Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part 1 and Annex A.

**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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Examples that may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

**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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Examples that may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples that may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

**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 or 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 in participating in normal social interaction. It may also 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.

Examples that may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia

- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

**Child Sexual Exploitation:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

### **Responses from parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

### **Children with special educational needs and disabilities**

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin might be of concern on a non-mobile child. York safeguarding boards have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.  
<https://www.saferchildrenyork.org.uk/Downloads/CYSCP-Managing-Injuries-to-Non-Independently-Mobile-Children-Practice-Guidance.pdf>
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child’s means of communication
  - Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;

- Misappropriation of a child's finances
- Invasive procedures

## **Appendix 2 Responding to children who report abuse.**

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly, what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again whom you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

### **Immediately afterwards**

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 12)

Post \_\_\_\_\_

Date \_\_\_\_\_

Recruitment and selection checklist	Initials	Date
<b>Pre-interview:</b>		
<b>Planning</b> - Timetable decided: job specification, description, and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.		
<b>Vacancy advertised</b> (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
<b>Applications on receipt</b> - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
<b>Short-list prepared</b>		
<b>References – seeking</b> Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
<b>References – on receipt</b> Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) <b>(If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)</b>		
<b>Invitation to interview</b> - Includes all relevant information and instructions and the self-disclosure form.		
<b>Interview arrangements</b> - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
<b>Interview</b> - Explores applicants' suitability for work with children as well as for the post		
<b>Self-Disclosure</b> – Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		
<b>Note:</b> identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		



<b>Conditional offer of appointment:</b> pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
<b>References before confirmation of appointment:</b> (if not obtained and scrutinised previously) <b>(If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)</b>		
<b>Identity</b> (if that could not be verified at interview)		
<b>Qualifications</b> (if not verified on the day of interview)		
<b>Permission to work in UK, if required</b>		
<b>School record sight of DBS certificate</b> - where appropriate satisfactory DBS certificate.		
<b>DBS Barred list check</b> – applicant is not barred from working with Children <b>(this must be completed before the applicant commences work)</b>		
<b>Childcare (Disqualification) Regulations 2009 Letter</b> – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
<b>Health</b> – the candidate is medically fit Medical Pre Employment Questionnaire		
<b>Prohibition from Teaching Work Check</b> – For those carrying out teaching work <b>(see below)</b> the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		
<b>Qualified Teacher Status (QTS) Check</b> – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
<b>Overseas Checks</b> – for individuals who have lived or worked abroad in the last 5 years. <b>(For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)</b>		
<b>Statutory Induction Completed</b> (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)		
<b>Risk Assessment</b> – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS		

<p><b>Child Protection &amp; Online safety training</b> and other induction such as H&amp;S, Safe Working Practice / code of staff behaviour, etc. Including:  <b>Safeguarding &amp; Child Protection Policy</b>  <b>Safer Working Practice Guidance</b>  <b>Whistleblowing procedures</b>  <b>KCSiE &amp; Annexe A</b>  <b>ICT Acceptable Use Policy</b>  <b>Online Safety Policy &amp; Guidance</b>  Children Missing Education Policy  Behaviour Policy</p>		
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Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering\* lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils.

\* “delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.

\* “delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.

## Appendix 4 Child Exploitation Response Checklist

### The City of York Safeguarding Children Partnership Child Criminal Exploitation (CE) (including Sexual Exploitation) Screening Tool

This is a *screening tool* to be used as *an aid* by practitioners to help them consider the level of risk a child or young person might be at, through thinking about their individual needs via their behaviour and known information. **IT IS NOT A FULL ASSESSMENT OF RISK** which would be carried out by Children's Social Care but it can help inform an enquiry to the Children's Front Door and any subsequent assessment. (To be used in conjunction with the full [guidance](#))

EMERGING CONCERNS		
Examples of behaviour (examples given are as a guide only)	Yes/No (this could be some or all)	Potential actions and/or considerations to discuss with Designated Child Protection Lead
Regularly coming home late or going missing	Choose an item.	Consider flagging concern with City of York Local Area Teams Tel. 01904 551900  Ensure information is recorded on own agency IT system, flagged at appropriate CSE risk level.  Consider CAF/ FEHA  Consider completing North Yorkshire Police ' <a href="https://www.saferchildrenyork.org.uk/concerned-about-a-child-or-young-person.htm">Partner Information Sharing Form</a> ' and sending to Police Central Referral Unit  <b>NOTES:</b>
Recent change in peer group / Reduced contact with family/friends / Late night phone/internet contact	Choose an item.	
Posting – or posted - sexualised images or content on the internet	Choose an item.	
Unaccounted for monies or goods e.g. mobile phone and/or credit/debts	Choose an item.	
Associating with unknown adults, older peers or other young people at risk of criminal exploitation or already criminally exploited	Choose an item.	
Reduced contact with family/friends	Choose an item.	
Experimenting with drugs/alcohol	Choose an item.	
Poor self image, eating disorder, some superficial self-harm	Choose an item.	
Physical injuries that cannot be explained sufficiently	Choose an item.	
Initial offending often in group situations	Choose an item.	
Mainly engaged in education, employment or training/ Some attendance/behaviour issues/ Poor educational achievement	Choose an item.	

### ESCALATING CONCERNS/HARM

Examples of behaviour (examples given are as a guide only)	Yes/No (this could be some or all)	Potential actions and/or considerations to discuss with Designated Child Protection Lead
Associating with unknown adults and/or other sexually exploited or missing children/young people. Spending time in areas where known CE and/or getting into cars with unknown adults or suspected perpetrators of CE/CSE	Choose an item.	<i>If a child or young person is at immediate risk of exploitation or a crime is about to be committed – contact the police on 999 and CSC.</i>
Being groomed on internet. New or expensive possessions which cannot be accounted for. Access to cash/money; spending time in areas where drug activity known to take place or fearful of going to certain areas.	Choose an item.	<i>Consider CAF/ FEHA</i>
'Clipping' i.e., offering to have sex with the intention of robbing the victim, then running before sexual activity	Choose an item.	Consider whether the concerns meet the threshold for a referral into Children's Social Care Referral and Assessment Service Tel. 01904 551900
Disclosure of physical assault with no substantiating evidence followed by withdrawal of complaint	Choose an item.	
Reports of potential involvement in CE, such as seen in hot spots, known houses or recruiting grounds	Choose an item.	Consider completing North Yorkshire Police <a href="#">'Partner Information Sharing Form'</a>
Has a significantly older boyfriend/girlfriend	Choose an item.	<a href="https://www.saferchildrenyork.org.uk/concerned-about-a-child-or-young-person.htm">https://www.saferchildrenyork.org.uk/concerned-about-a-child-or-young-person.htm</a> and sending to Police Central Referral Unit
Regular use of or recent increase in use of substances /Use of drugs in addition to alcohol/cannabis (e.g. MDMA, cocaine) / Concerns for drug dependency / Associating with known drug dealers / Seen in known areas for selling drugs/ Seen associating with young people who are running and involved in drug lines	Choose an item.	Where there is a service specific assessment such as ASSET in place this should be updated and the additional information used to inform pre-sentence reports.
Significant debts/ scared of members of the community.	Choose an item.	
Sexually transmitted infections	Choose an item.	
Regular self-harming requiring medical assistance	Choose an item.	Ensure risk information is recorded for the child/young person on each agency IT system.
Repeat offending / Staying out overnight with no explanation	Choose an item.	
Gang association or membership	Choose an item.	<b>NOTES:</b>
Evidence of sending or receiving sexualised images of themselves or others	Choose an item.	
Irregular or poor school attendance /Truancing / Losing interest in education/ Periods of exclusion/ Whereabouts during school hours unknown/ Poor educational achievement	Choose an item.	

## SIGNIFICANT CONCERNS/HARM

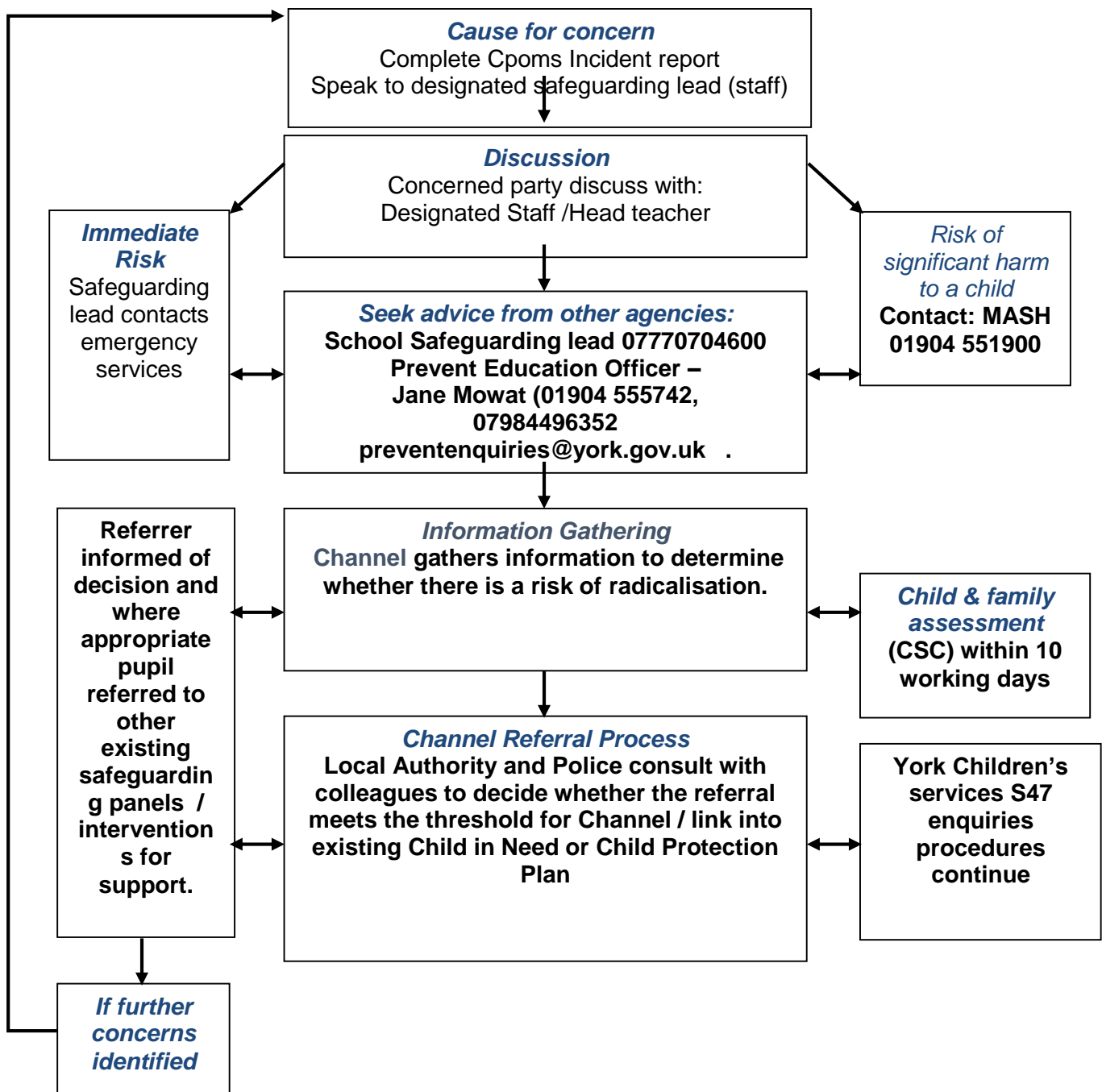
Examples of behaviour (examples given are as a guide only)	Yes/No (this could be some or all)	Potential actions and/or considerations to discuss with Designated Child Protection Lead
Under 13 or young person with a learning disability of special needs (up to age 21) engaging in sexual activity/ Repeated pregnancy/miscarriages and/or terminations / Inappropriate/exploitative sexual activity with peers/adults / Disclosure of sexual activity with boyfriend/girlfriend's peers/ Others having knowledge that sex can be exchanged for money and/or goods / Relationship with suspected/known CSE perpetrators	Choose an item.	<p><i>If a child or young person is at immediate risk of sexual exploitation or a crime is about to be committed – contact the police on 999</i></p> <p>Make a safeguarding referral into Children's Social Care Referral and Assessment Service (<a href="https://www.saferchildrenyork.org.uk/concerned-about-a-child-or-young-person.htm">https://www.saferchildrenyork.org.uk/concerned-about-a-child-or-young-person.htm</a> Tel. 01904 551900)</p>
Not in any education, training or employment/Regular breakdown of school placements due to behavioural problems/ Whereabouts during school hours unknown and information suggesting links to CSE/County Lines or member of a gang	Choose an item.	<p>Consider immediate disruption tactics.</p>
Identifying as a county lines or gang member / Found in areas/properties known for CSE/street sex work/drug activity/ Evidence or police Intelligence to suggest being moved around for sexual activity / Abducted and forced imprisonment (described by young person as "locked in")	Choose an item.	<p>Where there is a service specific assessment such as ASSET in place, this should be updated and the additional information used to inform pre-sentence reports.</p>
Evidence of dependency on alcohol/drugs, Using opiates (e.g. heroin, codeine, methadone) / Injecting of any substance / Dealing of substances / Found in areas/properties known for drug activity/ Supply of substances to others / CSE activity for paying off of debts e.g. drug debt/ known to be actively involved in networks that run drug lines	Choose an item.	<p>Ensure information is recorded.</p> <p><b>NOTES:</b></p>
Being taken to clubs/hotels for sexual activity with adults or as part of a peer on peer exploitative relationship	Choose an item.	
Disclosure of sexual assault and then withdrawal of disclosure/statement/ visible injuries	Choose an item.	
Abduction and forced imprisonment	Choose an item.	
Use of internet to regularly meet in person unknown adults/peers for sexual activity / Evidence of sexual bullying through social media/internet / Evidence of sexual material being shared online without young person's consent	Choose an item.	
Being bought/sold/trafficked. Homeless or sofa surfing / often stays elsewhere. Lack of relationship/understanding or trust. Family/friends/peers are known or suspected perpetrators of CSE/ Known, parent is unavailable physically or emotionally	Choose an item.	

## SIGNIFICANT CONCERNS/HARM

Examples of behaviour (examples given are as a guide only)	Yes/No (this could be some or all)	Potential actions and/or considerations to discuss with Designated Child Protection Lead
Significant intelligence indications. Charged or convicted of robbery/use of offensive weapon/ possessions of large quantities of drugs. Known to be active with drug distribution networks and lines. Recruiting other to run drug lines and to organised crime. Withdrawing witness statements and suspected intimidation	Choose an item.	
Repeated pregnancy/miscarriages and/or terminations / inappropriate/exploitative sexual activity with peers/adults. Disclosure of sexual activity with boyfriend/girlfriend's peers. Others having knowledge that sex can be exchanged for money and/or goods. Relationship with suspected/known CSE perpetrators	Choose an item.	
Chronic low self-esteem. Changes or extremes in mental health / suicidal ideation . Evidence of emotional abuse from domestic violence, as witness or victim. Evidence of self-harm, eating disorders, previous suicide attempts or overdoses. Frequent attendance at A&E.	Choose an item.	
Physical symptoms suggestive of sexual assault	Choose an item.	

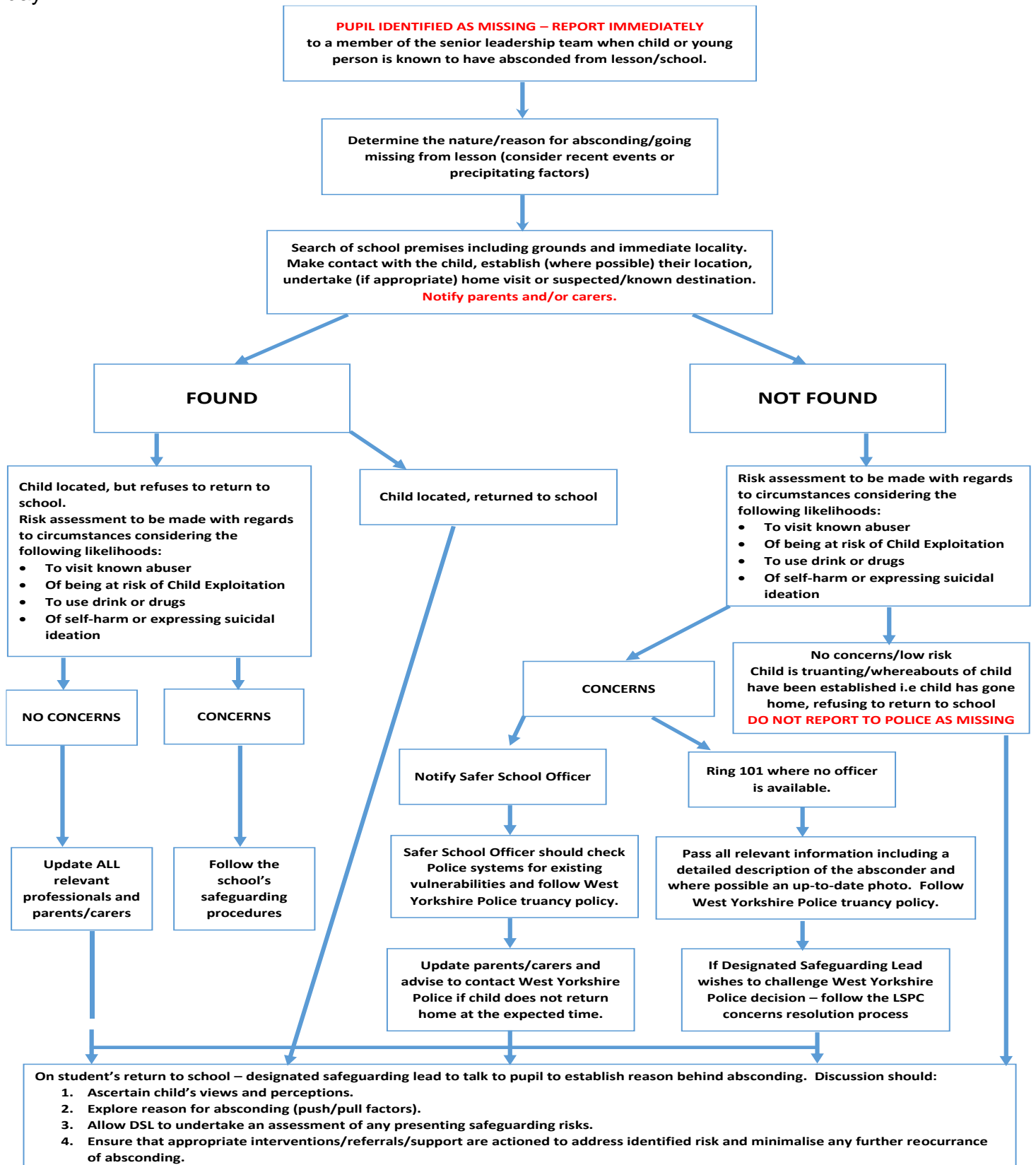
**NOTES:**

Appendix 5 Radicalisation Response Checklist Summary of in-school procedures to follow where there are potential



## Appendix 6 Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day





## Appendix 7 LADO Notification Form

**CONFIDENTIAL**

**LADO – Referral / Consultation Request form**  
*(To be completed by referrer)*

To be completed electronically and emailed to [lado@york.gov.uk](mailto:lado@york.gov.uk)

**Please note: a separate form must be completed for each incident.**  
**If the incident concerns more than one child each child must be named on the same form.**  
**If the allegation is made against more than one person then each person should be named.**

Referrer Contact Details:	
Referral Date:	
Referrer's Name:	
Referrer's Organisation:	
Referrer's Working Sector: <i>(please state)</i>	
Please further specify the team:	
Referrer's Position: <i>(Full title of your role)</i>	
Telephone number: <i>(include desk and mobile number)</i>	
Email Address:	

Person of Concern in a Position of Trust Details	
Is the Person aware of the allegations/concerns:	
Name: <i>(name of person must be identified)</i>	
DOB:	

Home address of person of concern:	
Contact details: Telephone number: Email address:	
Name, age, relationship of all members of the subjects household:	
Identify contact with any other children or vulnerable adults:	
Sexual Orientation:	
Ethnic Origin: <i>(if known)</i>	
Specific Needs: <i>(if known)</i> <i>(State equality and /or diversity matters)</i>	

Alleged Person of Concern Employment / Volunteering Information			
Working Sector: <i>Education, Social Care, Fostering, Residential, Early Years, Voluntary Sector, Transport, Health, Police, Sport, Faith or Other (please state)</i>			
Name and address of work / employment /voluntary establishment: <i>e.g. name of school, fostering agency etc.</i>			
Occupation and job title: <i>(please indicate whether they have a specific role with children. Include brief description of roles and responsibilities and tasks. Please also include any management or supervisory roles)</i>			
Is the person suspended? <i>(please give dates)</i>			
Other employment/voluntary sector roles with children, young people, vulnerable adults <i>(youth work/faith organisation/vulnerable adult support)</i>			
Has the person got a current DBS (please indicate what level)?			
Yes – what level?	No	Unknown	
Composition and relationship of all children and adults (including vulnerable adults) residing or regular visitors to the home <i>(step children/grandchildren/private fostering arrangements etc)</i>			
Name	DOB/age	Gender	Relationship to alleged Person of Concern?


**Does the person have any other contact with vulnerable children, e.g. does the person work /volunteer in any other setting? Please give details:**

**Does the person have any other contact with vulnerable adults, e.g. does the person work /volunteer in any other setting? Please give details:**

**Are you aware if any previous allegations /concerns have been raised? Please give full details and outcome?**

Alleged Victim(s) Details						
Please confirm whether the alleged victim was under the age of 18 at the time of the alleged incident?				Yes	No	Unknown
Is the victim a family member of the person of concern?				Yes	No	Unknown
Is the child known to Social Care?				Yes	No	Unknown
If yes, please provide details (Local Authority, Social Worker: Have they been informed?):						
What is the child/Young persons view/comments?						
What is the parent/carers view?						
Details of alleged victim(s):						
Name	Address	DOB	Gender	Parent/Carers Name and Address	Legal Status/	Disability / Special Needs

<b>Person of interest demonstrated behaviour which is consider they have....</b>	
Please tick all relevant.	
Behaved in a way that has harmed a child or may have harmed a child	
Possibly committed a criminal offence against or related to a child.	
Behaved towards a child(ren) in a way that indicates they may pose risk of harm to children.	
Behaved in a way that indicates they may not be suitable to work with children.  <i>(Therefore, consider transferable risk: This can be in relation to actions in their private life where they have behaved in a way which indicates they may not be suitable to work / volunteer with children)</i>	
Historic Abuse Allegation?	
<b>THE ALLEGED INCIDENT:</b>	
Date and Time of Incident:	
Place of Incident:	
Category of Harm: <i>Physical; Sexual; Emotional; Neglect Professional Boundaries Indecent Images of Children Inappropriate Electronic Communication Inappropriate Social Media</i>	
Has the child sustained an injury? (Please provide details)	
Were there any witnesses to the incident / CCTV? (Please provide details)	
Brief Description of the incident, using full names of persons involved, and resulting allegation / concerns raised with LADO: <i>(please provide detail of the incident / attach a copy of incident report/ statements /body map)</i>	

**What actions have been taken to date including safeguards for all children? *(Please note if there are immediate safeguarding risks for a child, then contact the Multi-Agency Safeguarding Hub (MASH)/ or the responsible Team Manager for the child, to proceed with a Sec 47 safeguarding strategy meeting and advise the LADO who will participate in the Sec 47 strategy meeting).***

<b>Has a Section 47 Strategy Meeting taken place? (Please provide details)</b>	

**Other Agencies / Professional Involved?**

**(It is important that you provide full details to prevent delay in processing this referral – e.g. Social Worker, School, Health, etc)**

<b>Name</b>	<b>Designation</b>	<b>Agency</b>	<b>Tel number / Email</b>

**Return to: Please complete and return to [lado@york.gov.uk](mailto:lado@york.gov.uk) and ensure the form is sent password protected.**

**For advice please contact:  
LADO Office – 01904 551783**

## Appendix 8 Prevent Referral Form

REFERRAL PROCESS	
<p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:prevent@northyorkshire.pnn.police.uk">prevent@northyorkshire.pnn.police.uk</a> and copied to <a href="mailto:prevenenquiries@york.gov.uk">prevenenquiries@york.gov.uk</a></p> <p>If you have any questions whilst filling in the form, please call: <b>Jane Mowat 01904 555742</b> or <b>Paul Morrison 01904 555095</b></p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
<b>Forename(s):</b>	First Name(s)
<b>Surname:</b>	Last Name
<b>Date of Birth (DD/MM/YYYY):</b>	D.O.B.
<b>Approx. Age (if DoB unknown):</b>	Please Enter
<b>Gender:</b>	Please Describe
<b>Known Address(es):</b>	Identify which address is the Individual's current residence
<b>Nationality / Citizenship:</b>	Stated nationality / citizenship documentation (if any)
<b>Immigration / Asylum Status:</b>	Immigration status? Refugee status? Asylum claimant? Please describe.
<b>Primary Language:</b>	Does the Individual speak / understand English? What is the Individual's first language?
<b>Contact Number(s):</b>	Telephone Number(s)
<b>Email Address(es):</b>	Email Address(es)
<b>Any Other Family Details:</b>	Family makeup? Who lives with the Individual? Anything relevant.
DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>How / why did the Individual come to your organisation's notice in this instance?</li> <li>Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?</li> <li>Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li> <li>Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>Please describe any other concerns you may have that are not mentioned here.</li> </ul>	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

**FOR EXAMPLE:**

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

**OTHER INFORMATION**

Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

**REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)**

Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

**SAFEGUARDING CONSIDERATIONS**

Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	



<b>Have you discussed this Individual with your organisations Safeguarding / Prevent lead?</b>	Yes / No
What was the result of the discussion?	
<b>Have you informed the Individual that you are making this referral?</b>	Yes / No
What was the response?	
<b>Have you taken any direct action with the Individual since receiving this information?</b>	Yes / No
What was the action & the result?	
<b>Have you discussed your concerns around the Individual with any other agencies?</b>	Yes / No
What was the result of the discussion?	

<b>INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS</b>	
<b>Current Occupation &amp; Employer:</b>	Current Occupation(s) & Employer(s)
<b>Previous Occupation(s) &amp; Employer(s):</b>	Previous Occupation(s) & Employer(s)
<b>Current School / College / University:</b>	Current Educational Establishment(s)
<b>Previous School / College / University:</b>	Previous Educational Establishment(s)

<b>THANK YOU</b>	
<p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.</p>	