

St Paul's

C of E Primary School



A place to belong

Safeguarding and Child Protection Policy

Chair of Governors Approval: Martyn Long & Tom Keef

Acting Headteacher Approval: Christie Waite

Member of Staff Responsible: Christie Waite

Reviewing Committee: FGB

Date of Adoption: Sept 2019

Date of Review: Sept 2020

Statutory / Non Statutory: Statutory

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”

Romans 12:5-8

Safeguarding and Child Protection Policy

Key Safeguarding Contacts at St Paul's Primary

Acting Designated Safeguarding Lead	Acting Headteacher Christie Waite
Deputy Designated Safeguarding Lead (& LAC)	Inclusion Leader Emma Hartley
Designated Safeguarding Governors	Martyn Long & Tom Keef Co Chairs
Children's Front Door	01904 551900
Emergency Duty Team	(out of office hours) 01609 780780
Local Police PCSO	0845 6060247
Local Authority Designated Officer (LADO)	01904 551783
Educational Psychologist	Danielle Hoyle 01904 554320
LAT Officer	Jessica Rowell jessica.rowell@york.gov.uk
Well Being Worker	Vicky Wall Vicky.Wall@york.gov.uk
School Nurse	Hilary Straszewski 01904 555475
www.saferchildrenyork.org.uk	

Introduction

Keeping Children Safe in Education (DfE September 2019) stipulates that governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description, this person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

St Paul's CE Primary School is committed to safeguarding and promoting the welfare of all its pupils. We believe all staff and visitors have an important and unique role to play in child protection.

We believe:

- Schools can contribute to the prevention of abuse
- All children have the right to be protected from harm
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

St Paul's CE Primary School will fulfil local and national responsibilities as laid out in the following documents:-

Working Together to Safeguard Children (DfE 2018)
Keeping Children Safe in Education (DfE Sept 2019)
York Safeguarding Children Board Procedures
<http://www.saferchildrenyork.org.uk/child-protection-procedures.htm>
Children Act 1989 (as amended 2004 Section 52)
Education Act 2002 s175

Other policies / procedures to which this policy is linked:

- Acceptable Use / E – Safety
- Behaviour
- Complaints Procedure
- Drug & Alcohol
- Extremism and Anti-Radicalisation
- Anti-bullying
- Attendance
- Code of conduct
- H&S
- Intimate Care
- Lost Child
- Educational Visits
- Whistle-Blowing
- SMSC
- Supporting Children with Medical Needs
- School Medicines and First Aid

Overall Aims

- To contribute to the prevention of abusive experiences in the following ways:
- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- To contribute to supporting our pupils in the following ways:
- Identifying individual needs where possible
- Designing plans to meet needs

This policy applies to St Paul's CE Primary School's whole workforce.

1. In-school procedures for protecting children

All staff will:

Read and be familiar with Part One of Keeping Children Safe in Education (DfE Sept 2019)

Be familiar with the school's child protection policy including issues of confidentiality.

Be alert to signs and indicators of possible abuse. See Appendix One for current definitions of abuse and examples of harm.

Record all concerns on CPOMS.

Record a disclosure of abuse from a child on CPOMS and inform the DSL or DDSL immediately.

Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans including having an understanding of Early Help and contributing to Family Early Help Assessments (FEHA) where appropriate.

Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.

Be expected to behave in accordance with the school's code of conduct.

2. The Designated Safeguarding Lead

Our named designated safeguarding lead on senior leadership team with lead responsibility and management oversight/accountability for child protection is the Acting Headteacher **Christie Waite**.

The designated safeguarding lead is supported by the following appropriately trained deputy designated member of staff – Inclusion Leader **Emma Hartley**. Together they are responsible for co-ordinating all child protection activity.

The designated safeguarding lead will lead regular case monitoring reviews of vulnerable children with designated staff responsible for child protection.

The designated safeguarding lead will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.

Where the school has concerns about a child, the designated safeguarding lead will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The designated safeguarding lead is responsible overall for referring all cases of suspected abuse to Children's Social Care Referral and Assessment Team (Front Door 01904 551900). Whilst Keeping Children Safe in Education (DfE 2019) dictates that anyone in the school setting can make a referral, wherever possible this should be done appropriately trained designated safeguarding staff.

Child Protection information will be dealt with in a confidential manner. Records on CPOMS will outline what information has been shared with who, and when. Staff will be informed of relevant details only when the Designated Safeguarding lead feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.

Child Protection information will be stored securely on CPOMS. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

Access to these by staff other than the Designated Staff will be restricted.

2.2 Training for Designated Safeguarding Staff

The designated safeguarding lead and deputy will receive appropriate training carried out every two years and regular updates at least annually in order to:

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Family early help assessments

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Be alert to the specific needs of children in need, those with special educational needs and young carers.

Be able to keep detailed, accurate, secure written records of concerns and referrals.

Obtain access to resources and attend any relevant or refresher training courses, e.g PREVENT and FGM training.

2.3 Raising Awareness

The designated safeguarding lead should ensure that:

- Each member of staff and volunteer, upon induction, has access to and understands the school's child protection policy and procedures, including new and part time staff.
- the school policies are known and used appropriately.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

The school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

The child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Link with the local authority and City of York Safeguarding Children Board (CYSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.4 Child Protection Records

Child protection information is stored securely on CPOMS with only the designated safeguarding leads having access.

The required information includes the following specific items:

Cause for concern forms

Child protection reports/disclosures

Minutes of child protection conferences

A copy of the child protection plan

A copy of support plan for the young person

- Each child protection file will contain a chronological summary of significant events and the actions and involvement of the school.
- Where children leave the school the Designated Safeguarding Lead 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), within 15 schools 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.
- There is no need to keep copies of the child protection file, apart from the chronology summary and in either of the following instances:
- Where a child transfers out of area, (*the original file should be retained by the school and a copy sent*)
- Where the destination school is not known, (*the original file should be retained by the school*)
- Where the child has not attended the nominated school (*the original file should be retained by the school*)
- There is any on-going legal action (*the original file should be retained by the school and a copy sent*)
- Children records should be transferred in a secure manner, for example, 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 will be made and a signature obtained from the receiving school as proof of receipt.
- If a pupil moves from our school, child protection records will be forwarded onto the named designated safeguarding lead at the new school, with due regard to their confidential nature. Good practice dictates that this should always be done with a face to face handover.

- If sending by post children records should be sent, “Special Delivery”, a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should 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 sheet will also be retained for audit purposes.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the ‘The Education (Pupil Information – England) Regulations 2005.
- When a designated safeguarding lead/ member of staff resigns their post/ no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 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.
- All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

Archiving

Responsibility for the pupil record once the pupil leaves the school:

The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to Children's Social Services. If no referral has been made to Children's Social Work Service the child protection record should be retained until the 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated safeguarding Lead or head.

Access to files

A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under the Data Protection Act 1998. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner

Safe Destruction of the pupil record

Where records have been identified for destruction they should 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 should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept in either paper or an electronic format.

3. The Governing Body

- The Nominated Safeguarding Governors for child protection at the school is **Martyn Long and Tom Keef**
- They are responsible for liaising with the Acting Head teacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- The nominated Safeguarding Governors will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The designated safeguarding lead and named safeguarding governors are responsible for providing an annual report to the governing body of child protection activity, accurately reflecting the safeguarding arrangements of the school.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school/college's safeguarding arrangements.
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school.
- In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) (**Refer 7.2**).

4. Working with parents and other agencies to protect children

4.1 Involving parents / carers

- Parents/carers should be aware that our school will take any reasonable action to safeguarding the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the CYSCB procedures and contact Children's Social Care referral and Assessment Team to discuss their concern.
- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding lead. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.
- Parents/carers are informed about our child protection policy on the School website.

4.2 Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Care Referral and Assessment Team (Front Door : 01904 551900) 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.
- We will co-operate with Children's Social Care where they are conducting child protection enquiries. Furthermore, 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 Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, 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 a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.

5. 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.

5.1 The Curriculum

- Relevant issues will be addressed through the Worship/Assemblies/ RE / PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and anti- bullying.
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, Art.

5.2 Other areas of work

- All our policies which address issues of power and potential harm, e.g. Anti- Bullying, Equal opportunities, Behaviour, will be linked, to ensure a whole school approach.

- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

6. Our role in supporting children

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

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record on CPOMS.
- Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or abused others, the intraagency procedure for children who sexually harm will be used : <http://www.saferchildrenyork.org.uk>
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people that abuse 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.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

6.1 Children with additional needs

St Paul's CE Primary School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body.

6.2 Children in Specific Circumstances

Staff are aware of specific safeguarding issues as set out in 'Keeping Children Safe in Education 2018' and the school follows the CYSCB, online multi-agency procedures for children in specific circumstances as outlined below – see <http://www.saferchildrenyork.org.uk/child-protection-procedures.htm>. *Safeguarding in specific circumstances Part 1 (A-H) Part 2 (H-Z)*

7. A Safer School Culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy:

Whistle Blowing provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

7.1 Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to the following safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education.

- The school will maintain a single central record which demonstrates the relevant vetting checks required including: identity, qualifications, prohibition order and right to work in the UK.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out the risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

7.2 Procedures in the event of an allegation against a member of staff or person in school

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer 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 in a way that indicates s/he may pose a risk to children.

Allegations against a member of staff, governor or volunteer

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: 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...

A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the head teacher then the Chair of Governors should be informed. The head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher **should not** carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with the Local Authority Designated Officer (LADO).

A multi-agency strategy / evaluation meeting may be arranged to look at the complaint in its widest context, the Head teacher /a senior member of school staff / Chair of Governors (where appropriate) 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.

If you wish to make an allegation or you have a concern about a professional working with children, young or vulnerable people, a referral should be sent to the Local Authority Designated Officer using the **LADO Referral Form**, giving as much detail as possible. Completed LADO Referral Forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net, etc.) to lado@york.gcsx.gov.uk **If you do not have secure email please contact 01904 551783 to make your referral or to seek advice.**

Further LADO guidance is available:

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

7.3 Training and Support

All staff members should be aware of systems within our school which support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's child protection policy; the school's health and safety working practice document and the designated safeguarding lead and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the designated safeguarding staff team. The Local Authority's School Safeguarding Advisor is also available for advice and support (Tel 01904 555694).

- The Designated Safeguarding Staff will have attended the CYSCB multi-agency courses *Working Together parts A and B*. They will attend refresher training at least every two years, and will receive updates at least annually
- 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 safeguarding and child protection training regularly which includes updates via staff meetings, emails and bulletins as required but at least annually. The CYSCB can advise on available and appropriate training
- Governors, including the Nominated Governor, attend specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Workforce Development Unit

7.4 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. St Paul's Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.

Appendix One: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2015)

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 which **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 which **may** indicate physical abuse (it is not designed 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

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

Examples which **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 which **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

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”) can indicate maltreatment.

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

Disabled Children

When working with children with 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

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

Prevent

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

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

Roles and responsibilities:

The strategic Prevent lead in school is **Christie Waite**

She understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures.

The senior leadership team and governing body are aware of the Prevent Strategy and its objectives.

There is a clear awareness of roles and responsibilities throughout the school setting regarding Prevent.

The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes.

The school's premises do not give a platform for extremist speakers and events.

School provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion.

Training:

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

Details of training courses including frequency and availability are cascaded to all relevant staff.

Further training on the Prevent agenda is made available to the safeguarding leads where appropriate.

There is appropriate staff guidance and literature available to staff on the Prevent agenda.

All staff in the organisation have accessed appropriate prevent training for their role.

Preventing Violent Extremism online course:
http://course.ncalt.com/Channel_General_Awareness/

Referrals:

An appropriate internal Prevent risk assessment and referral process is in place in accordance with Local procedures:

<http://www.saferchildrenyork.org.uk/child-protection-procedures.htm>

All staff including the Prevent lead/DSL follows the CYC procedures Partner agency communication channels are in place.

An audit trail for notification reports/referrals exists.

Prevent referrals/notifications are managed or overseen by The Prevent lead.

A process is in place to identify and develop 'lessons learnt'

There is appropriate staff guidance and literature available to staff on the FGM agenda.

Appendix Two: Dealing with a disclosure of 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.
- 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 who 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 on CPOMS. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to **Children's Social Work Service** without delay, by the Acting Head teacher **Christie Waite** / designated safeguarding staff **Emma Hartley** using the correct procedures as stated in the guidelines.

Appendix 3 Safer Recruitment Check List
(Actions indicated * relate to Teaching staff only)

POST:		CANDIDATE NAME:		
PRE-INTERVIEW				
Step	Action	Comments	Completed	
			Ints	Date
Planning – Head teacher	<ul style="list-style-type: none"> Review and update job description if necessary. Agree at least 2 panel members (these should also be short listing panel). At least one panel member should have undertaken Safer Recruitment & Selection training. Set recruitment timetable. Decide on any additional documents that will be provided to applicants in the application pack. 			
Advertise vacancy - Headteacher	<ul style="list-style-type: none"> Consider advertising options to reach relevant audience. Draft advert. Ensure the advert clearly describes the role and portrays the schools values appropriately. Include safeguarding statement stating necessity for successful applicant to have a DBS check and Disqualification by Association statement if applicable. Check advert text for potential discriminating phrases/wording. Use closing date of minimum of 2 weeks, add interview dates if known Do not invite CV's to be submitted. Complete school advert template and email to schoolsrecruitment@york.gov.uk Place the full application pack on the school website 			
Applications received – Admin Officer and Recruitment Panel	<ul style="list-style-type: none"> Date stamp on arrival Scrutinise applications for discrepancies/anomalies. Check for gaps in employment and note to explore these with candidate at interview if clear reasons not given. Check for any declarations of criminal records so these can be discussed at interview. Are there any concerns re reason for leaving? 			
Prepare short list – Recruitment Panel	<ul style="list-style-type: none"> Shortlisting panel must be the same people as the interview panel. Shortlist candidates and record shortlisting details for recruitment file and future reference. 			
At this stage, save this form with a different file name for each candidate				
Invite for	<ul style="list-style-type: none"> Send shortlisted candidates invite to interview 			

interview- Admin Officer	<p>including interview date, time, details of panel members. Explain any other part of the interview process – e.g. presentation, group exercise, meeting with pupils etc. Details of interview arrangement to be provided by Head teacher</p> <ul style="list-style-type: none"> • Ensure you have given the candidates a minimum of 7 days notice • Request that candidates bring original documents to confirm identity and qualification certificates (if necessary for the post). 			
Interview arrangements- Recruitment Panel	<ul style="list-style-type: none"> • Pre-meet as an Interview panel to devise the questions, weightings on questions, devise any tests or practical exercises (e.g. School council, lesson observation). • Include questions which test the candidate's suitability to work with children and which will elicit responses to given scenarios e.g. competency based questions). 			
Seek references- Admin Officer	<ul style="list-style-type: none"> • Suitable references for shortlisted candidates can be requested prior to the interview, use CYC template or ensure that reference asks recommended specific questions, include statement about liability for accuracy. • Ensure one referee is from current or last employer. • Check that contact details are correct e.g. work address not home. • If seeking references prior to interview do not request sick absence history. 			
References received – Recruitment Panel and Admin Officer	<ul style="list-style-type: none"> • Check details against application form e.g. employment dates • Scrutinise and if any discrepancy/issue of concern noted then take up with referee and/or applicant at interview. • Is there any reason for concern? • Could the reference be a compromise agreement? (pre-dated) 			
INTERVIEW				
At interview – Recruitment Panel	<ul style="list-style-type: none"> • Explore the applicant's suitability to work with children as well as for the position. Use supplementary questions where necessary. • Ask the same set of questions to all applicants, • Scrutinise original ID/qualifications/eligibility to work in the UK documents. Copy and verify copies and retain. • Each panel member to record notes on each interview to assist with the decision making process. 			

	<ul style="list-style-type: none"> • Discuss any concerns on references. • Remind candidate that appointment is subject to satisfactory pre-employment checks including DBS, NCTL Teacher's Prohibited list and Section 128 check (if applicable)* and ask if there is anything they wish to declare. • Ensure interview notes are taken and kept on file for future reference 			
POST INTERVIEW				
Decision making - Recruitment Panel	<ul style="list-style-type: none"> • The panel should make a decision on which candidate is most suitable for the post considering information provided at interview, on the candidates application form and the results of any tests carried out. 			
Verbal conditional offer - Recruitment Panel	<ul style="list-style-type: none"> • A member of the panel should contact the successful candidate to verbally offer them the post. It should be clear to the candidate that this is a conditional offer and will be confirmed on completion of satisfactory pre-employment checks. 			
Unsuccessful candidates - Recruitment Panel	<ul style="list-style-type: none"> • Once the successful candidate has verbally accepted the offer contact unsuccessful candidates to inform them of the outcome of interview and offer feedback. 			
Conditional offer- Admin Officer	<ul style="list-style-type: none"> • Send successful candidate written <u>conditional</u> offer. Confirmation of offer will be made on completion of satisfactory pre-employment checks. 			
PRE-EMPLOYMENT CHECKS – FOR SUCCESSFUL CANDIDATE				
Obtain references- Admin Officer	<ul style="list-style-type: none"> • Seek references for successful candidate, if not already received prior to interview. • Follow up written references by phone (verify the identity of the author) explore any of the content that is unclear/ambiguous (a file note of the conversation must be kept). • Remember, no response from a referee equals no reference. • 			
Identity- Admin Officer	<ul style="list-style-type: none"> • Obtain, scrutinise, verify and copy original documents if not done so at interview. 			
Qualifications- Admin Officer	<ul style="list-style-type: none"> • Obtain, scrutinise verify and copy original qualification certificates if not done so at interview. 			
Permission to work in the UK- Admin Officer	<ul style="list-style-type: none"> • Satisfy yourself that the successful candidate has the requisite permission to work in the UK. Scrutinise, verify and take a copy of original documentation. • If there is uncertainty about whether an individual needs permission to work in the UK, then follow advice on the GOV.UK website. 			

DBS- Admin Officer	<ul style="list-style-type: none"> Request the applicant complete a DBS application for a check with barred list if appropriate. Ensure the candidate brings in the original certificate when they receive it so that this can be checked for authenticity and for any convictions, warnings etc. Record certificate details for single central record. Complete DBS 1 for HR if appropriate. 			
Overseas checks	<ul style="list-style-type: none"> If the candidate has lived or worked outside the UK in the last 5 years (for a period of 3 months or more) you should ask the candidate to obtain an overseas criminal record check (certificate of good character). Advice on this can be found via the GOV.UK website. 			
Medical clearance- Admin Officer / Headteacher	<ul style="list-style-type: none"> Check the candidate is medically fit to undertake the role. Ask them to complete a Work Health Assessment Form (WHAF) Consider if any health surveillance is necessary. 			
Prohibition checks (all completed via NCTL online)*- Admin Officer	<ul style="list-style-type: none"> For all teaching posts (including TA's who fulfil teaching criteria) check that the individual has not been included in the prohibition or interim prohibition list or has any sanctions against them or if there are any imposed by EEA. 			
Qualified teacher status (QTS) (checked online via NCTL)*- Admin Officer	<ul style="list-style-type: none"> For teaching posts in maintained school check that the teacher has obtained QTS 			
Statutory induction completed* (checked online via NCTL)*- Admin Officer	<ul style="list-style-type: none"> Check for teachers who obtained QTS after 7 May 1999 			
Section 128 – Prohibition from management (completed via NCTL online)- Admin Officer	<ul style="list-style-type: none"> (Academies/free schools only) Check anyone appointed to a management position is not barred from working in management. 			
Disqualification from childcare-	<ul style="list-style-type: none"> Check for those who will be providing early or later year's childcare. Candidate should 			

Admin Officer	complete the declaration form as part of the recruitment process.			
Complete new starter paperwork- Admin Officer	<ul style="list-style-type: none"> • Complete T1 / S1 and email to HR Business Centre 			
ON STARTING				
Child Protection training and induction – Line Manager	<ul style="list-style-type: none"> • Health & Safety induction safe working practice, code of conduct etc. 			
	<p>Basic Awareness in Child Protection http://www.saferchildrenyork.org.uk</p> <ul style="list-style-type: none"> • click on Basic Awareness e-learning course • click on CYSCB On Line Safeguarding Basic Awareness course • login or register and commence the course • <p>On line course. A copy of your certificate is required as evidence to be held in school.</p>			
	<p>Channel General Awareness Module http://course.ncalt.com/Channel_General_Awareness (please note there is an ‘underscore’ between the words Channel_General_Awareness) On line course. A copy of your certificate is required as evidence to be held in school.</p>			
School Policy	<ul style="list-style-type: none"> • Staff are provided with copies of policy or made aware of their location on the school website: • Keeping Children Safe in Education – Part 1: Information for all school and college staff (DfE Sept 2016) • Policy for Safeguarding and Promoting the Welfare of Children • Prevent Duty Information Policy Statement • Staff Code of Conduct • Using the Internet in School 			
Initiate probationary period – Line Manager	<ul style="list-style-type: none"> • Diary in review meetings 			