

Dringhouses Primary School

Safeguarding and Child Protection Policy

Signature of Chair of Governors

B. D. A.

Signature of Headteacher

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Statutory / Non-Statutory

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1 Statement of intent

Dringhouses Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the Designated Safeguarding Lead (DSL).
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is the Headteacher, Mr Ben Sutton.

In the absence of the DSL, child protection matters will be dealt with by the Deputy Headteacher, Mrs Claire Scott-South.

2 Key Safeguarding Contacts – Dringhouses Primary School

Key Safeguarding Contacts – Local Authority

Multi Agency Safeguarding Hub (MASH) Formally known as Children's Front Door Service		01904 551900 01609 780780 (out of hours emergency) e-mail: childrensfrontdoor@york.gov.uk
Children's Services	Referral & Assessment Manager or Duty Social Worker	01904 551900 0845 0349417 (after 5pm)
Local Area Team	Via MASH	01904 551900 (via MASH)
Family Focus Team	Sinead Tingley	01904 553524 e-mail: sinead.tingley@york.gov.uk
Children's Centres Team	Ruth Cooper	01904 555290 e-mail: ruth.cooper@york.gov.uk
Attendance Advisor	Mr Mark Smith	01904 555187 e-mail: mark.smith@york.gov.uk
Safeguarding Advisor	Mrs Caroline Wood	01904 555694 e-mail: caroline.wood@york.gov.uk
Local Authority Designated Officer (LADO)		01904 551783 e-mail: lado@york.gcsx.gov.uk NB only email using a secure 'york.gov' email account

3 Definitions

- 3.1** The terms “**children**” and “**child**” refer to anyone under the age of 18.
- 3.2** For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:
- Protecting pupils from maltreatment.
 - Preventing the impairment of pupils' mental and physical health or development.
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all pupils to have the best outcome.
- 3.3** For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:
- Using sexually explicit words and phrases
 - Inappropriate touching
 - Sexual violence or threats
 - Full penetrative sex with other children or adults
- 3.4** In accordance with the DfE's guidance, '*Sexual violence and sexual harassment between children in schools and colleges*' (2018), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

- 3.5** For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 3.6** The term “**teaching role**” is defined as 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. These activities are not teaching work 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 or other person nominated by the headteacher to provide such direction and supervision.
- 3.7** For the purposes of this policy, “**peer on peer**” abuse is defined as abuse between children. This can include, but is not limited to the following:
- Abuse within intimate partner relationships
 - Bullying (including cyberbullying)
 - Sexual violence and sexual harassment
 - Physical abuse and physical harm
 - Sexting
 - Initiation/hazing-type violence and rituals

4 Legal framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
- DfE (2018) ‘Working Together to Safeguard Children’
- DfE (2015) ‘The Prevent duty’
- DfE (2020) ‘Keeping children safe in education’
- DfE (2018) ‘Disqualification under the Childcare Act 2006’
- DfE (2018) Multi-agency statutory guidance on female genital mutilation

Non-statutory guidance

- DfE (2015) ‘What to do if you’re worried a child is being abused’
- DfE (2018) ‘Information sharing’
- DfE (2017) ‘Child sexual exploitation’
- DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’

Other relevant school policies include:

- Attendance Policy
- Behaviour Policy
- Children Missing Education Policy
- Confidentiality Policy
- Data and E-Security Breach Prevention and Management Plan
- Data Protection & Information Security Policy
- Emergency Plan
- E-Safety Policy
- Extremism and Anti-Radicalisation Policy
- Health and Safety Policy
- Lunchtime Policy
- Mobile Phone Policy
- Security Policy
- SEND Policy
- Sex Education & Relationships Policy
- Staff Code of Conduct
- Using Images Policy
- Volunteers in School
- Whistleblowing Policy

5 Roles and responsibilities

5.1 The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the local authority (LA) as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share (and withhold) personal information.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place, together with a staff code of conduct.
- Ensure that there is a senior level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of Deputy DSL as an explicit part of the role-holder's job description and ensure that they are trained to the same standard as the DSL.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing body itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.

- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure that appropriate policies and procedures are in place for supervising volunteers.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Guarantee that there are procedures in place to handle pupils' allegations against other pupils.

- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of Looked After Children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.
- Ensure that procedures are in place to refer staff to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned or been suspended.

The link governor for safeguarding is **Dr Anna Riach**, who will:

- Report annually to the governing body.
- Be aware of current policy, procedures and practices.
- Meet at least termly with the DSL.

The governing body of Dringhouses Primary School receives a termly safeguarding report from the headteacher and reviews the Safeguarding and Child Protection Policy annually.

Additionally, governors undertake their responsibilities in relation to allegations against staff and any disciplinary procedures. The safeguarding governor scrutinises, questions and challenges the DSL and relevant staff regarding child protection and safeguarding across the school. The following is discussed as part of the scrutiny:

- Safeguarding training records.

- The volume of referrals made.
- The single central record.
- Meetings attended at children's social care or multi-agency safeguarding hub (MASH).
- The early help model.
- Looked-after children and children on child protection plans.
- Children in need of a child protection plan or a (CAF/FEHA) common assessment framework.
- Core group meetings and initial child protection conferences.
- The child in need meetings they have attended about the vulnerable children in the school.
- Personal Education Plans.
- Whether the DSL has appropriate time allocated for this role.
- Whether child protection referrals are made swiftly or suffer delays.
- The cause for concern forms, including when they were last revised, whether they have a section that clearly demonstrates that the referrer was updated on the outcome of the referral, whether the date and time is captured on the form, and whether the DSL has authorised and actioned the forms.

5.2 The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behaviour Policy, the Children Missing Education Policy, online safety training, and the identity of the DSL and any deputies.

5.3 The DSL has a duty to:

- Refer all cases of suspected abuse to children's social care services (CSCS), the LA designated officer (LADO) for child protection concerns, the Disclosure and Barring Service (DBS), and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the 'Channel' programme.
- Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Understand when they should consider calling the Police, in line with the National Police Chiefs' Council (NPCC) guidance.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of vulnerable children, in particular those with SEND, young carers and pupils who are LAC or were previously LAC and keep up to date with skills, knowledge and understanding of these groups.
- Meet with the LAT, at least termly, and liaise regularly as appropriate.
- Keep detailed, accurate records of concerns and referrals and hold these securely in a locked cabinet in the headteacher's office.

- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant staff understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is transferred to any future school in a secure manner. These will be clearly marked, "Confidential – Child Protection – for the attention of the Designated Safeguarding Lead". Where possible, child protection records will be handed over personally to a member of staff from the receiving school, who is asked to sign for them.
- Be available at all times during school hours (in person or by phone) to discuss any safeguarding concerns.
- Hold the details of the LA personal advisor and liaise with them as necessary. The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

5.4 5.1 All staff

- All staff will read and understand 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.
- All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- All staff will be aware of:
- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy and code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- 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 FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

6 Reporting Concerns

6.1 Child protection concerns

Anyone who has any child protection concerns will **immediately** report these verbally to the DSL or Deputy DSL or record these on CPOMS (safeguarding software).

It is important that only objective observations and facts are recorded. In addition, wider environmental factors affecting a child's life, that may pose a threat to their safety and/or welfare, must also be considered and reported so that as much contextual information as possible can be provided as part of the referral process.

Anyone who has concerns that the behaviour of another adult is, or may be, abusive to children will immediately inform the DSL. If these concerns relate to the headteacher, the designated safeguarding governor will be informed.

In the event that an allegation is made against the designated safeguarding governor, the matter will be reported directly to the LADO service.

6.2 General safeguarding concerns

We are mindful of the physical complexities of the school site with regard to its location and layout. These are managed through risk assessments policies such as the Security and Lunchtime policies.

Anyone who has a general safeguarding concern, e.g. relating to policies and procedures or any aspect of health and safety within school or on off site visits, will **immediately** report this verbally to the DSL or Deputy DSL or to the School Business Manager.

The concern will be recorded on CPOMS and notified to the School Business Manager.

7 Inter-agency working

Dringhouses Primary School contributes to inter-agency working as part of its statutory duty and is aware of the expected timeline for its LSCB to fully transition to new system of three safeguarding partners.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff members are aware that whilst the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

8 Abuse and neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, eg bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, which will be dealt with in line with the school's Behaviour Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

All staff will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

9 Types of abuse and neglect

9.1 Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

9.2 Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

9.3 Emotional abuse: A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to

express their views, deliberately silencing them, or often making them feel as though they are in danger.

9.4 Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

9.5 Domestic abuse: A form of abuse involving an incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The Operation Encompass initiative enables North Yorkshire Police to provide early reporting to our school of any domestic abuse incidents that occur outside of normal school hours and that might have had an impact on a child attending our premises the following day. This information will be shared at the earliest opportunity between Monday to Friday. When an incident occurs on a weekend, the school will be notified by the police on the Monday.

A nominated member of school staff, known as a key adult, will receive the information from the police. The key adult will be able to use information that has been shared with them, in confidence, to ensure that our school is able to make provision for possible difficulties experienced by children or their families. Information will be shared where it is identified that a child or young person was present, witnessed, or was involved in a domestic abuse incident.

9.6 Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment. Neglect is often difficult to identify and assess due to its cumulative nature. The following tool is available to help the DSL to identify whether a child would benefit from further intervention:
<http://www.saferchildrenyork.org.uk/neglect.htm>

10 Serious Violent Crime

All staff need to be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include;

- increased absence from school
- a change in friendship groups or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possession could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Staff should be aware of the associated risks and understand measures in place to manage these.

Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable young adults: county lines guidance](#).

11 Female genital mutilation (FGM)

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

12 Forced marriage

For the purpose of this policy, a **“forced marriage”** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

13 Child sexual exploitation (CSE)

For the purpose of this policy, **“child sexual exploitation”** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

13.1 Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

13.2 Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

13.3 Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

14 Child Criminal Exploitation (CCE)

For the purpose of this policy, “**child criminal exploitation**” is defined as: where an individual or group takes advantage of an imbalance of power or coercion, control, manipulate or deceive a child into criminal activity, for any, of the following reasons:

- In exchange for something the victim needs or wants
- For financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if criminal activity appears consensual and can happen through the use of technology.

14.1 Identifying cases

School staff members are aware of and look for the key indicators that a child is the victim of CCE;

- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Undergoing mood swings or drastic changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

15 Mental Health

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

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure that this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or Deputy DSL.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

16 Homelessness

The DSL and deputy DSL will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

17 County lines

For the purpose of this policy, “**County lines**” refers to organised criminal networks and gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Further information can be found on the North Yorkshire Safeguarding website;
<http://www.saferchildrenyork.org.uk/child-sexual-abuse-and-exploitation.htm>

18 Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of ‘[Are you a young person with a family member in prison](#)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

19 Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

20 Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and Deputy DSL, will always consider the context of incidents – this is known as contextual safeguarding. Staff will consider the risk of abuse and neglect in the home as well as risk outside such as sexual and/or criminal exploitation, radicalisation, bullying and children going missing.

Assessment and understanding of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. Also if they are suffering harm or have been traumatised by abuse.

The school will provide as much contextual information as possible when making referrals to CSCS.

21 Preventing radicalisation

For the purpose of this policy, we have used the following definitions:

- **“Radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies.
- **“Extremism”** refers to the vocal or active opposition of fundamental British Values
- **“Terrorism”** refers to an action that endangers or causes serious violence or a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

The school will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

21.1 Training

All staff will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

21.2 Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

21.3 Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?

- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

21.4 Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

21.5 Extremist speakers

The school takes precautions when inviting speakers, to ensure that speakers who may promote extremist views are prevented from using the school premises.

21.6 Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

21.7 Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

22 Children missing education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

22.1 Daily Procedures

Morning attendance registers officially open at 08:45 and close at 09:15. Children who arrive after 08:45 are expected to report to the school office to provide a reason for being late and this is recorded and monitored so that safeguarding concerns may be flagged up and investigated at the earliest opportunity. Between 09:00 and 09:30, admin staff will telephone/text parents and emergency contacts of children who are absent and for which no reason has been provided. As part of the registration process, parents are asked to provide four separate emergency contacts for each pupil.

If no contact is made by 09:30, this will be considered a safeguarding issue and a home visit will be instigated. If there is no response when a home visit is made, the matter will be referred to the police.

The school will inform the local authority of any pupil who fails to attend school regularly. When a child who is subject to a Child Protection Plan is absent without explanation, the DSL will be informed by the class teacher or office staff, who will immediately inform MASH.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

22.2 Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to or removed from the admissions register, using the Pupil Movement Form (e-mail to cme@york.gov.uk)

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Four emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use the secure School2School system to securely transfer pupils' data electronically.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives

- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

The school will also highlight any other necessary contextual information including safeguarding concerns

23 Pupils with special educational needs and disability (SEND)/Mental Health Issues

The school recognises that pupils with SEND or who may need support with their mental health can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of pupils.

Staff will be aware of the following:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

When reporting concerns or making referrals for pupils with SEND and/or mental health issues, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND and/or a mental health issue, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

24 Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

25 Work experience

Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

26 Homestay exchange visits

26.1 School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

26.2 School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

26.3 Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

27 Private fostering

Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

28 Concerns about a pupil

28.1 Children's concerns

Children have opportunities to raise concerns and make complaints and these will be listened to and taken seriously and responded to.

The school displays information about pupils sharing worries or concerns and pupils are encouraged to report any concerns about safeguarding they may have to the DSL or deputy DSL.

The school has a proactive, accessible and confidential Emotional Literacy Support Assistant (ELSA) service, where pupils can go for information, help and advice in confidence.

Dringhouses Primary School is committed to raising pupils' awareness that they have a right to not be treated or touched in a way that makes them unhappy or hurt:

- That sometimes they may not feel able to stop an adult doing something that they do not like.
- That there are people in and out of school who will listen to them and take steps to protect them from harm. Age-appropriate materials are utilised in PSHE in order to help children to understand child protection issues.

28.2 Staff members' concerns

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy..

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.

Where the DSL is not available to discuss the concern with, staff members will contact the Deputy DSL with the matter.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the headteacher's office.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will

identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

29 Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory Education, Health and Care Plan (EHC).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

The DSL will take the lead where early help is appropriate.

30 Managing referrals

The reporting and referral process outlined in Appendix K will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

31 Concerns about staff members and safeguarding practices

If a staff member or volunteer has concerns about another member of staff or volunteer (including supply staff and volunteers), it will be raised immediately with the headteacher.

If the concern is with regard to the headteacher, it will be referred directly to the Chair of Governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's Disciplinary Policy.

For the purpose of the policy, the **"harms test"** refers to a situation where a person would pose a risk of harm if they continues to work in regular or close contact with pupils in their present position, or capacity.

32 Dealing with allegations of abuse against staff

All allegations against staff will be dealt with in line with the school's Disciplinary Policy. Any allegations against staff, including those who are not employed by the school, will be dealt with appropriately. Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to relevant policies, and liaises with the agency's human resources manager/provider where necessary.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

33 Allegations of abuse against other pupils (peer-on-peer abuse)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

1. Is serious, and potentially a criminal offence
2. Could put pupils in the school at risk
3. Is violent
4. Involves pupils being forced to use drugs or alcohol
5. Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

You must record the allegation (CPOMS) and tell the DSL, but do not investigate it

The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

Ensure pupils are able to easily and confidently report abuse using our reporting systems

Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
- That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

§ Children can show signs or act in ways they hope adults will notice and react to

§ A friend may make a report

§ A member of staff may overhear a conversation

§ A child's behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contact with the linked PCSO - Laura Harper

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught **at an age appropriate level, in an age appropriate manner - including the language used** - about the issues surrounding the sharing of nudes and semi-nudes as part of our RSHE and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
 - Specific requests or pressure to provide (or forward) such images
 - The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

Put systems in place for pupils to confidently report abuse

Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

33.10 Confidentiality

Dringhouses Primary School will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the

victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

33.11 Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

33.12 Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis.

Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's GDPR and Information Policy.

33.13 Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

33.14 Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

33.15 Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

33.16 Providing early help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach

can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

33.17 Referral to CSCS

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

33.18 Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

The DSL and governing body will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

33.19 Bail conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

33.20 Managing delays in the criminal justice system

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

33.21 The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

- Ongoing support for the victim
- Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:
 - The terminology the school uses to describe the victim
 - The age and developmental stage of the victim
 - The needs and wishes of the victim
 - Whether the victim wishes to continue in their normal routine
 - The victim will not be made to feel ashamed about making a report
 - What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation. The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

33.22 Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

33.23 Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

33.24 Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

34 Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

35 Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Set clear guidelines for the use of mobile phones for the whole school community

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online. Some of these risks highlighted are linked to using technology and social media, including online bullying and/or grooming online for exploitation or radicalisation.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data and E-Security Breach Prevention and Management Plan. Further details of how the school supports the education of online safety and control measures in place can be found in the E-Safety Policy (Spring 2019).

The use of mobile phones by staff and pupils is monitored by the school, in accordance with the Mobile Phone Policy.

The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

Where pupils need to learn online from home the school will support them to do so safely in line with the Computing and Internet-Use Policy, E-Safety Policy and government guidance.

36 Mobile phone and camera safety

- Staff may use mobile phones at appropriate times.
- Mobile phones will be safely stored and in silent mode whilst pupils are present.
- Staff will use their professional judgement in emergency situations.
- Staff may take mobile phones on educational visits, but they must only be used to take photographs for posting on Twitter/School's Facebook Group, or in the event of an emergency.
- Images or videos of pupils or staff taken on mobile phones on educational visits for the purpose of posting on Twitter/School's Facebook Group will be deleted immediately afterwards.
- The sending of inappropriate messages or images from mobile devices is strictly prohibited.

Staff who do not adhere to this policy may face disciplinary action.

ICT technicians and the computing co-ordinator will review and authorise any downloadable apps

The school will adhere to the terms of the Mobile Phone Policy, Using Images Policy and E-Safety Policy at all times.

Photographs and videos of pupils will be carefully planned before any activity, with particular regard to consent and adhering to the school's Using Images Policy and Data Protection Policy.

Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the teacher will liaise with the DSL to determine the steps involved.

The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

Staff will report any concerns about another staff member's use of mobile phones to the DSL.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school.

Any incidents of upskirting will be reported to the **DSL** who will then decide on the next steps to take, which may include police involvement.

37 Sports clubs and extra-curricular activities

Clubs and extracurricular activities hosted by external bodies will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils and understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

Appendix D outlines the safeguarding procedures to be followed by activity leaders and by the school for extra-curricular clubs and activities taking place on the school premises.

38 Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all paid and volunteer staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

38.1 Pre-employment checks

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Section 128 checks will be carried out on all personal in Senior Leadership roles, as individuals subject to the direction are disqualified from holding this position.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission. The school will adopt a rolling programme of DBS re-checks every three years for all staff, or sooner if necessary.

38.2 Internal candidates

References from internal candidates will always be scrutinised before appointment.

38.3 Initial teacher training (ITT) candidates

Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

38.4 Governors

An enhanced DBS check will be carried out for each member of the governing body. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

38.5 Those who have lived or worked outside of the UK

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

38.6 Barred list check

An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

38.7 References

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will only be accepted from a senior person and not from a colleague.

References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

References will be obtained prior to interviews taking place and discussed during interviews.

Open testimonials will not be considered.

Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

38.8 Volunteers

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

38.9 Contractors

The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

38.10 Data retention

DBS certificates will be securely destroyed as soon as practicable and not retained by the school.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment in line with GDPR retention guidelines.

38.11 Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

DBS checks are not mandatory for associate members appointed by the governing body

39 Single central record (SCR)

The school keeps an SCR which records all volunteers and staff, including supply staff and teacher trainees on salaried routes, who work at the school. The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A Section 128 check for qualifying staff
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

The DSL and Chair of Governors review and sign off a printed copy of the SCR on a termly basis.

40 Staff suitability

The school will ensure that staff and volunteers are not disqualified under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign a Staff Disqualification Declaration (Appendix J) to confirm that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

41 Training

Staff members will undergo safeguarding and child protection training at induction. The induction training will include:

- The Child Protection and Safeguarding Policy
- The Behaviour Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

Online basic child protection awareness and extremism awareness (Prevent) training will also be conducted for all paid and volunteer staff members on an annual basis, as part of the overall safeguarding approach. These are accessed from the following websites:

Child Protection: <http://york.learningpool.com/login>

Prevent: <http://www.elearning.prevent.homeoffice.gov.uk>

42 General Safeguarding Procedures

42.1 Creating a safer culture

Members of school staff will always endeavour to act professionally and conduct any relationships with children in a professional manner. No corporal punishment will be threatened or used by staff. Staff will not use or threaten any form of punishments which could have an adverse impact on the child's well-being.

To avoid over-familiarity and to encourage a respectful environment, all adults will address each other formally in the presence of children, i.e. by their title and surname ("Mr ...", "Mrs ..."). Children are expected to address adults in the same way and will be corrected if they refer to an adult by his/her first name.

42.2 Physical intervention and use of force

In our roles as carers we will do our best to comfort and reassure children who are upset, distressed or in difficulty, in an appropriate and professional manner. Physical intervention is rarely needed and will be avoided, unless a child is at immediate risk of hurting him or herself and/or others. It is unrealistic to suggest that staff should never touch pupils and staff have the right to use reasonable force to control or restrain pupils in certain circumstances. 'Reasonable' means 'using no more force than is needed' and the use of force may involve passive physical contact or active physical contact.

*Physical intervention is always in accordance with the school's Physical Intervention policy. Staff will receive 'Team-Teach' training and will be expected to **apply the training they received in Team-Teach to de-escalate where possible, then use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used.***

Children who ask or need to be cuddled or comforted will not be pushed away, however, such levels of contact are avoided so that the safety of the child or the integrity of the adult is not compromised and so that a safe culture, with clear boundaries of expected behaviour, is evident at all times.

- *A comforting arm or guiding hand may be used for individual child when appropriate.*
- *The minimum force necessary will be used to control children in extreme circumstances.*
- *For children who need greater comfort or positive handling, the class teacher or SENCO will liaise with the parents to ascertain the appropriate types of comforting and physical contact that a child needs. These children will be identified by the class teacher or SENCO and communicated to all staff, including visiting and peripatetic teachers.*
- *Before any physical contact is given, staff will first consider whether it is age/gender appropriate.*
- *There may be some children for whom physical contact is particularly unwelcome. These children will be identified by the class teacher or SENCO and communicated to all staff, including visiting and peripatetic teachers.*
- *We recognise that there may be early years' children or children with SEN who will need physical prompts or help.*

42.3 PE and games

Sometimes it will be necessary to help children physically in school, e.g. helping a small child to fasten a trouser button or changing for PE. Where a child cannot perform a task independently, staff will verbalise reasons for actions that could otherwise be misinterpreted or misconstrued, and ensure another adult or child is nearby.

KS2 children do not require help with changing for PE but do require supervision from a distance to maintain order. Girls and boys who wish to change separately will be allowed to do so.

Some physical contact may be necessary to demonstrate exercise or techniques during PE lessons and sport coaching.

42.4 First-aid/medical attention

When children need medical attention, the following guidelines will be followed:

- *If a child is on the ground and cannot get up by themselves, adult, preferably a first-aider, will be sent for.*
- *When appropriate, children will be prompted to clean their own injuries.*
- *If an injury is on or close to a child's torso, the child will be asked check him/herself to ascertain the extent of the injury. If this is not possible, and privacy is required to protect the child's modesty, the medical room will be used to check the injury, with another adult present.*

42.5 Intimate care

When a child needs intimate care that is not already part of a health care plan, two adults will be involved. Depending on the age and maturity of the child, he/she will be encouraged to care for him/herself, with guidance or support from an adult.

Should the child be unable to clean him/herself appropriately, the parents will be contacted and asked to come to school and assist their child. If appropriate, the child may need to be taken home to be made comfortable.

42.6 Children who are not collected from school at the end of the day.

KS2 pupils are regularly reminded by their teachers that if they are not collected at the end of the day as anticipated, that they should return to their teacher and ask for help. The procedure for this is as follows:

- The child will be taken to the school office by the teacher.
- The teacher and/or office staff will contact parents/carers.
- If parents/carers cannot be contacted, the emergency contact will be used.
- The child will be made comfortable and supervised by the teacher until collection, and if that is not possible, the teacher will designate a named adult to take over responsibility for the child until collection.
- The child will not be left entirely alone without knowing where the named person is, in school, while waiting.
- If it is felt by school staff that the collecting adult is not able to look after the child (and therefore the child is at risk) staff should seek advice from the DSL or Deputy DSL the deputy DSL and/or MASH (01904 551900).
- If neither the parents/carers or the emergency details can be contacted, advice should be sought from the MASH.
- All FS and KS1 pupils are handed over directly to an adult and if not collected, the procedure above is followed.

42.7 Educational visits

The suitability of residential accommodation will be checked before and during use. Adequate levels of supervision are provided for pupils who may pose a risk to other pupils during school visits and off-site activities.

43 Monitoring and review

This policy is reviewed annually by the DSL and the governing body.

Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

44 Contacts and advice

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

APPENDIX A

Dringhouses Primary School

Child Protection Incident/Log of Concern

This form must be completed in pen and handed to the Designated Safeguarding Lead or Deputy DSL **as soon as possible** after the incident or disclosure. Please include as much detail as possible and **continue on the back of the sheet if necessary**. Please also attach a body map if there are any marks on the child.

Date and Time	
Name of pupil concerned and class	
Reported by:	
Reported to:	

Incident, disclosure or general concern:

Action Taken

Parents Aware: Yes / No **Parents Informed by**

Social Services Aware: Yes / No **Social Services Informed by**

	Signature	Date
Reporter:		
DSL		
Deputy DSL		
Other (please state):		

APPENDIX B

**Dringhouses Primary School
Information for meeting about a child**

Meeting:

Date:

Child:

Class Teacher:

Year:

Please fill as much information as possible and return to _____
by _____. Thank you.

Academic progress (including most recent assessment data) and any interventions:

Attendance:

Behaviour (any recent changes):

Physical Appearance / General Health:

Social Interactions:

Contact with parents / carers:

Any other concerns:

Completed by _____

Signature: _____

Date: _____

APPENDIX C

**Dringhouses Primary School
Minutes of Multi-Agency Meeting**

Child:		Date of Birth:	
Date:		Meeting:	
Attendees:			
Apologies:			
Aim of Meeting:			
Points for Discussion:			
Points for Action:			
Date of Next Meeting:			

External Coaches/Activity Leaders to have the following assurances in place prior to the club starting	
Enhanced DBS Clearance	
Public Liability Insurance (£5,000,000)	
Coaching/Other relevant qualification	
First Aid Qualification	
References from other schools/organisations	
Safeguarding Procedures	
PARENTAL CONSENT	<p>Parental consent will be obtained before children are allowed to participate.</p> <p>Parents will be asked to confirm whether their child will be collected or will make his/her own way home.</p> <p>Parents will be asked to notify school office or visit leader in advance if their child is unable to attend on any occasion, so that the register can be marked accordingly.</p>
NOTIFICATION OF A PLACE	Parent(s)/Carer(s) will be notified whether their child does/does not have a place in the club.
REGISTRATION	<p>The activity leader will maintain a register of children expected to attend, provide a copy of the register to the school office and notify school office staff of any changes.</p> <p>School office staff will create and maintain a group list on Integris, provide teachers with a copy of the list and inform teachers of any changes.</p>
ATTENDANCE	Teachers of children in reception classes will ensure that children are escorted to the club/activity venue. Children in other year groups will be reminded by teachers to make their own way there.
NON – ATTENDANCE	<p>Activity leader to notify school office staff of any children who do not turn up for the club/activity as expected; office staff to notify activity leader of any messages from parents advising that children will not be attending sessions.</p> <p>Office staff will contact the parents of those children who are absent from the club and for whom prior notification of absence has not been received, to check on the children's whereabouts.</p>
HAND OVER	<p>At the end of the session, parents are expected to wait on the playground until the children are brought out to them. The activity leader will personally hand children over to parents who are collecting them, and mark the register accordingly.</p> <p>The activity leader will ensure that children who are making their own way home are marked as having left the premises.</p>
CANCELLATION OF CLUB / ACTIVITY	<p>Parents will be sent a text as soon as the club/activity leader notifies the school that the club/activity is cancelled (Office staff will ensure that the names on the group list on Integris match those on the paper register to ensure that a text is sent to all relevant parents).</p> <p>Office staff will notify teachers of the cancellation to ensure that children are not sent out to clubs/activities that are not taking place.</p> <p>Teachers will supervise children until parent/carer arrives to collect them.</p>

APPENDIX E

Dringhouses Primary School Safeguarding Log of Concern (GENERAL CONCERN – not child protection)

To be completed in pen by any member of staff who has a **general safeguarding concern**, e.g. relating to health and safety, school security, educational visits, meeting the needs of pupils with medical conditions, first aid, etc.

Date and Time:	
Reported by:	
Reported to:	

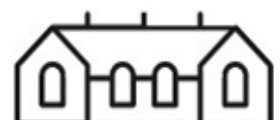
Incident or concern:

Action Taken

	Signature	Date
Reporter:		
DSL (Headteacher)		
Deputy DSL		
Other (please state):		

APPENDIX F

Dringhouses Primary School



STAFF SAFEGUARDING CHECKLIST – 2021/22

Please complete and return to the School Business Manager

I have read and understood the following key documents:	
	Part One of “KEEPING CHILDREN SAFE IN EDUCATION” (DfE - September 2020)
	Dringhouses Primary School’s SAFEGUARDING POLICY (Rev. September 2020)
	Dringhouses Primary School’s CODE OF CONDUCT/HANDBOOK (Rev. September 2020)
	Dringhouses Primary School’s BEHAVIOUR POLICY (Rev. September 2019)
	Dringhouses Primary School’s SECURITY POLICY (Rev. September 2019)
	Dringhouses Primary School’s INFORMATION POLICY (GDPR) (Summer 2019)
	Dringhouses Primary School’s CHILDREN MISSING EDUCATION POLICY (September 2020)
	Dringhouses Primary School’s EXTREMISM & ANTI-RADICALISATION POLICY (Sept 20)
I have completed the following safeguarding awareness training:	
	Basic Child Protection Awareness Training: http://york.learningpool.com/login Course title – City of York Safeguarding Children Awareness E-Learning 2020/20 (Certificate of completion to be copied to the school business manager)
	Basic Extremism Awareness Training (“Prevent Duty”): http://www.elearning.prevent.homeoffice.gov.uk (Certificate of completion to be copied to the school business manager)
I confirm the following	
	(applicable to school staff who use a vehicle for school-related activities): I have provided relevant ‘safe driver’ documentation: (current motor insurance certificate, to include ‘business’ category; valid driving licence; up-to-date MOT Certificate)

Name Signature.....

Role in School Date

Dringhouses Primary School
APPENDIX G



Peripatetic Teacher/Instructor Safeguarding Checklist

Please complete and sign this Sheet and hand it in to the School Business Manager at the school office.

I have provided evidence of the following:

- Photo ID (passport/driving licence)
- DBS clearance Certificate
- EL/PL Insurance Certificate (£5,000,000)
- Coaching/Teaching Certificate
- First Aid Certificate
- Risk Assessments relating to the activity I deliver
- Reference/Testimonials

I have received, read and understood the following:

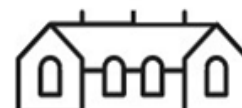
- Visiting Teacher Code of Conduct/Handbook
- Safeguarding Policy
- 'Keeping Children Safe in Education Part 1' (Dfe)
- Behaviour Policy
- Security Policy
- Information (GDPR) Policy
- Procedures for Extra-Curricular Activities
- School Risk Assessments appropriate to the activity/location (please list):

.....

- I have undertaken the online Basic Safeguarding and 'Prevent' (anti-extremism) training
- I consent to photographs in which my image appears being used on the school website and Twitter feed and understand that I can withdraw this consent at any time.

Signed Name

Role: Date



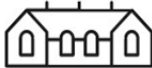
Please complete and sign this Sheet and hand it in to the School Business Manager at the school office.

- An Enhanced Disclosure & Barring Service (DBS) check has been undertaken
- I have received and have read and understand the Volunteer/Student Code of Conduct/ Handbook
- I have received, read and understood the school's Safeguarding Policy
- I have received, read and understand 'Keeping Children Safe in Education Part 1" (Dfe)
- I have received, read and understood the school's Behaviour Policy
- I have received, read and understand the School's Security Policy
- I have received, read and understand the School's Confidentiality Policy
- I have received, read and understand the following Risk Assessments: Manual Handling, Working at Height, Classroom.
- I have undertaken the online Basic Safeguarding and 'Prevent' (anti-extremism) training
- I agree to support the School's Aims
- I agree to sign in and out in the visitor book on every visit to the school.
- I agree to wear the visitor badge issued by the school at all times whilst working on the school premises.
- I agree to treat information obtained from being a volunteer in school as **strictly confidential**
- I consent to photographs in which my image appears being used on the school website and Twitter feed and understand that I can withdraw this consent at any time.

Signed

Name

Date

APPENDIX J	
Disqualification declaration for staff / unsupervised volunteers	
DRINGHOUSES PRIMARY SCHOOL	
Name:	Position: 
Orders and other restrictions	
Have any orders or other determinations related to childcare been made in respect of you?	Yes / No

Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes / No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes / No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	Yes / No
Are you barred from working with children by the DBS?	Yes / No
Are you prohibited from teaching?	Yes / No
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child?	Yes / No
• Any violent or sexual offence against an adult?	Yes / No
• Any offence under The Sexual Offences Act 2003?	Yes / No
• Any other relevant offence?	Yes / No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes / No
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided. Please return this form in a sealed envelope to the school business manager	
Declaration	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:	
<ul style="list-style-type: none"> • I understand my responsibilities to safeguard children. • I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children. 	
Signed:	
Print name:	
Date:	

Safeguarding Reporting Process

APPENDIX K

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made

A staff member identifies a concern or potential concern. Is the pupil at immediate risk of harm?

N

Y



After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.



The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.





APPENDIX M
APPENDIX L

Safeguarding During the Coronavirus (COVID-19) Pandemic

This appendix has been created in line with DfE guidance.

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

1. Key definitions

1.1 For the purpose of this policy, the following definitions will be utilised:

- **Children of critical workers:** children of parents who work in the following industries:

- Health and social care, e.g. doctors and nurses
- Education and childcare, e.g. teachers and DSLs
- Key public services, e.g. the justice system
- Local and national government, e.g. administrative occupations
- Food and other necessary goods, e.g. supermarket workers and grocers
- Public safety and national security, e.g. police and ministry of defence workers
- Transport, e.g. freight transport workers and train drivers
- Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- **Vulnerable children:** children who:
 - Are supported by social care.
 - Are on the edge of receiving support from social care.
 - Have safeguarding and welfare needs.
 - Have child in need plans.
 - Have child protection plans.
 - Are LAC.
 - Are young carers.
 - Are disabled.
 - Have an EHC plan.
 - Are adopted.
 - Are living in temporary accommodation.
 - Are at risk of becoming not in education, employment, or training (NEET).
 - Are assessed as otherwise vulnerable by education providers or LAs.

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

2. The role of the DSL and their deputies

- 2.1 In light of the current pandemic, the school will have additional measures in place to ensure the safety and wellbeing of its pupils – this approach will be led by the DSL.
- 2.2 The school will have a trained DSL or their deputy on site while all pupils attend school.
- 2.3 Where a DSL or deputy are unavailable on site, e.g. due to illness, a member of the SLT will take responsibility for coordinating safeguarding within the school. Their role will include:
- Updating and managing access to child protection files.
 - Liaising with the offsite DSL or deputy.
 - Liaising with children’s social care services where required.
- 2.4 During the pandemic, the DSL and their deputy will be responsible for:
- Sharing their time and resources with other schools, where necessary.
 - Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
 - Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
 - Working with the VSH and wider LA to protect vulnerable children.
 - Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils at home and their families.
 - Ensuring staff are aware of reporting channels for safeguarding concerns.

- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
 - Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
 - Providing all volunteers and volunteer staff with copies of this policy.
 - Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work, e.g. due to illness.
 - Sharing their contact information with the school community.
 - Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.
- 2.5 The DSL will report back to the governing board on all relevant safeguarding concerns.
- 2.6 The DSL will work with the local safeguarding partners to ensure pupils remain safe during full opening.
- 2.7 All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

3. Attendance

- 3.1 From the start of the Autumn term, attendance will be mandatory.
- 3.2 The school will have the power to issue fines for unauthorised absence; however, this will only be used as a last resort.
- 3.3 The school will resume its regular attendance register to record attendance after fully opening.
- 3.4 The school will report attendance figures to the DfE using [the educational setting status form](#). This form will be submitted by 12:00pm each weekday.
- 3.5 Parents will not be penalised if their child does not attend school due to following clinical or public health advice to stay at home, e.g. if they are self-isolating.
- 3.6 In circumstances where pupils cannot attend school for reasons related to coronavirus, the school will use the following category of non-attendance: 'not attending in circumstances related to coronavirus (COVID-19)'. This category will only be used in the 2020/2021 academic year in specific circumstances, where a pupil does not attend school because their attendance at school, or travel to school, would go against:
- Guidance from Public Health England (PHE) or the Department of Health and Social Care related to coronavirus.
 - Legislation or instruments, e.g. statutory directions, related to coronavirus.

This category of non-attendance will not count as an absence (authorised or unauthorised) and will be recorded using code X. This non-attendance category will be used for the following:

- Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus
- Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus
- Pupils who are required by legislation to self-isolate as part of a period of quarantine (such as those returning from certain countries)
- Pupils who are clinically extremely vulnerable in a future local lockdown scenario only
- Pupils not eligible to attend school in certain local lockdown tiers of restriction, e.g. where attendance is limited to vulnerable pupils and the children of critical workers.

If a pupil is self-isolating due to having symptoms of coronavirus, but subsequently tests negative, code X will only be used up until the time of the negative result. The school will then use code I (illness) if the pupil remains unwell and stays at home, but will not retroactively amend the previous attendance registers because of the negative result.

- 3.7 The school will record and investigate any absences where a pupil who was expected to attend school did not, or where parents have arranged care for their child who subsequently did not attend. Where relevant, the school will report to social workers any pupil absence.
- 3.8 The school will ensure that all pupils' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.

4. Staff training and safeguarding induction

- 4.1 The school will ensure that all existing school staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.
- 4.2 The DSL will risk assess any volunteers or staff from other schools to determine their suitability to work with children.
- 4.3 Under no circumstances will volunteers who have not been checked be left unsupervised or allowed to work in regulated activity.
- 4.4 The DSL will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the school's safeguarding policy and procedures, and any additional local safeguarding arrangements.
- 4.5 The DSL will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.
- 4.6 The school will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.
- 4.7 New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.
- 4.8 Individuals who have not undergone suitable DBS checks will not be left unattended with pupils.
- 4.9 The school will carry out a check on any existing staff who cause a concern.
- 4.10 All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.
- 4.11 The school will report individuals who they consider a safeguarding risk to the Teaching Regulation Agency (TRA) by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.
- 4.12 Where required, e.g. during certain tiers of restriction in a local lockdown, the school will have a **rota system** which allows the **headteacher** to be aware of who will be in school at any one given time.
- 4.13 The school will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as a log of any risk assessments carried out on volunteers and staff on loan from other schools.

5. Online safety and security

- 5.1 The school will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems.

- 5.2 All online programmes used will be checked by the school's **DPO** and DSL to ensure they are reputable and GDPR compliant.
- 5.3 The **ICT technician** will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.
- 5.4 Any online queries which require the **ICT technician** will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.
- 5.5 Where the **ICT technician** is unavailable, the school will seek the support of other ICT staff, either internally or from another school.
- 5.6 The DSL will report back to the governing board how they are ensuring pupils remain safe online during partial school closure.
- 5.7 Pupils will report any suspicious online activity they encounter to the DSL or **headteacher**.
- 5.8 Staff will adhere to the **Staff Code of Conduct** at all times when delivering education online.
- 5.9 Staff will continue to look out for signs of a child being at risk online and report concerns over a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.
- 5.10 The school will collaborate with parents to reinforce the importance of online safety, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
- 5.11 Pupils will be provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

6. Mental health and pastoral care

- 6.1 The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.
- 6.2 The **headteacher** will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.
- 6.3 Pupils will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.
- 6.4 Face-to-face support will only be provided where two-metre social distancing can be adhered to.
- 6.5 The school will have due regard for the **Social, Emotional and Mental Health (SEMH) Policy** when identifying early signs of mental health issues in pupils.
- 6.6 Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work.
- 6.7 Pastoral support will be offered to any family who requires it.
- 6.8 The school will utilise funding from the DfE's [Wellbeing for Education Return](#) programme.
- 6.9 For pupils who are receiving education at home, e.g. pupils who are self-isolating, the school will help parents and pupils when necessary make a **weekly** plan or structure that includes time for education, playing and relaxing.
- 6.10 The school will consider additional support for those who may benefit the most from it, e.g. for pupils with SEND.

7. Remote education

- 7.1 Teachers will plan online lessons with the safety of pupils in mind – the school does not expect teachers to live stream or provide pre-recorded videos.
- 7.2 Staff communicating with pupils or parents via videocall will do so from within the school, or from a quiet room with a neutral background if working from home.
- 7.3 Teachers will ensure all online planning processes for pupils who are working online will have clear reporting routes to the school and external agencies so they can raise concerns whilst online.
- 7.4 The DSL will ensure every pupil has their contact information so they know how they can contact them about any safeguarding concern.
- 7.5 Pupils will be provided with online safety information by their teacher.
- 7.6 Pupils will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of school.
- 7.7 Parents will be given a list of websites their child may access and any information regarding online sessions with staff that their child will be participating in.
- 7.8 Parents will be provided with the contact details of the DSL so they can report any concerns.
- 7.9 When communicating online, staff will:
 - Communicate within school hours as much as possible.
 - Communicate through the school channels approved by the SLT.
 - Use school email accounts over personal accounts wherever possible.
 - Use school devices over personal devices wherever possible.
 - Not share personal information.

8. Peer-on-peer abuse

- 8.1 Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.
- 8.2 Peer-on-peer abuse is most likely to include, but may not be limited to:
- 8.3 Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- 8.4 Abuse in intimate personal relationships between peers
- 8.5 Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- 8.6 Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- 8.7 Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 8.8 Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- 8.9 Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)

- 8.10 Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- 8.11 Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- 8.12 Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.
- 8.13 If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.
- 8.14 Sexual violence and sexual harassment between children in schools
- 8.15 Sexual violence and sexual harassment can occur:
- 8.16 Between 2 children of any age and sex
- 8.17 Through a group of children sexually assaulting or sexually harassing a single child or group of children
- 8.18 Online and face to face (both physically and verbally)
- 8.19 Sexual violence and sexual harassment exist on a continuum and may overlap.
- 8.20 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.
- 8.21 If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- 8.22 Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.
- 8.23 Staff should be aware of the importance of:
- 8.24 Challenging inappropriate behaviours
- 8.25 Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- 8.26 Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- 8.27 If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In

particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

8.28 Serious violence

8.29 Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

8.30 Increased absence from school

8.31 Change in friendships or relationships with older individuals or groups

8.32 Significant decline in performance

8.33 Signs of self-harm or a significant change in wellbeing

8.34 Signs of assault or unexplained injuries

8.35 Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

8.36 Risk factors which increase the likelihood of involvement in serious violence include:

8.37 Being male

8.38 Having been frequently absent or permanently excluded from school

8.39 Having experienced child maltreatment

8.40 Having been involved in offending, such as theft or robbery

8.41 Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

8.42

9. Monitoring and review

9.1 The DSL will be responsible for continually monitoring DfE updates and updating this appendix in line with any government guidance changes and up-to-date guidance from the local safeguarding partners.

9.2 Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.