



## STOCKTON ON THE FOREST PRIMARY SCHOOL

### Safeguarding and Child Protection Policy

Staff form part of the wider safeguarding system for children.

EVERYONE WHO COMES into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child - centred. This means that they should consider, at all times, what is in the best interests of the child.

*(Keeping Children Safe in Education – DfE, September 2016 update)*

Stockton on the Forest Primary School is committed to safeguarding and promoting the welfare of its pupils.

We believe that children must be kept safe and feel safe in school and should be provided with support that is well matched to their individual needs. This includes those children who may have experienced abuse.

We believe that all children have the right to be protected from harm and that schools contribute to the prevention of abuse, with all staff, governors and visitors having an important role to play in the protection of children.

Stockton on the Forest Primary School will fulfil local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE 2015)
- Keeping Children Safe in Education September 2016 (DfE, 2016)
- The Prevent Duty (DfE, 2015)
- York Safeguarding Children Board Procedures  
<http://www.saferchildrenyork.org.uk/child-protection-procedures.htm>
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175

#### **Children Missing from Education**

The school follows the City of York procedures Children Who May be Missing/ Lost from Education

<http://www.saferchildrenyork.org.uk/Downloads/CME%20Guidance%20January%202015.pdf>

Contact: 01904 613161 – access and inclusion team.

This Child Protection Policy applies to all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the School Code of Conduct, Behaviour Policy, Health and Safety Policy,

Educational Visit Policy and E-safety Policy, drugs policy, anti-bullying policy, inclusion policy, the Home-school Agreement, Equality and Diversity policy. Please note that this list is not exhaustive.

It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2018).

### **Overall Aims**

‘Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting

As such we aim to provide a safe environment for children by:

- Clarifying standards of behaviour for staff and visitors
- Engaging in safe practices
- Implementing child protection policies and procedures
- Monitoring the application of policy and procedures by staff and visitors and reviewing these as necessary
- Securing appropriate training for staff
- Encouraging pupils and parental participation in safe practice
- Addressing concerns at the earliest possible stage
- Monitoring pupil well-being
- Including appropriate work within the curriculum
- Working in partnership with pupils, parents and agencies

### **Designated Safeguarding Leads**

Named personnel with designated responsibility for Child Protection

<b>Designated Person</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
Sarah Mills (Headteacher)	Louise Sandall	Anthony Temperton
Rachel Rooney (deputy designated person)		

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

Staff will be supported by the Leadership Team, designated staff with responsibility for child protection and designated governor.

The designated lead for child protection will be supported by the designated governor.

Your Info: 551900

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

The school pays full regard to DfE guidance ‘Keeping Children Safe in Education 2016.’ We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult and who is likely to come into unsupervised contact with children.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking disclosure and barring service (DBS) checks.

The school complies with the following statutory regulations:

- Enhanced Disclosure checks are obtained for **all** new appointments to the school’s workforce and for those adults who will be working closely and regularly with children.
- a single central record is held detailing checks carried out on staff
- additional checks are made as appropriate for all new appointments to the school workforce who have lived outside the UK
- staff are asked to declare whether they are aware of any reason why they should be disqualified by association
- supply staff undergo the necessary checks
- identity checks are carried out on all appointments to the school workforce before the appointment is made.

The Headteacher, Chair of the Governing Body and the admin officer have undertaken Safer Recruitment training. More than one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **Safe Practice**

Staff work within the staff code of conduct and as such:

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

### **Safeguarding Information for Pupils**

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that they can go to a member of staff for help, and this is reinforced through school rules. Issues are passed to the Headteacher to be followed up. Pupils are informed of people

that they might talk to both in and out of school and that they have a right to be heard. PSHCE materials are used to help pupils learn how to keep safe.

The following information is available for pupils:

- Child Helpline posters.
- NSPCC contact details.

The school's arrangements for consulting and listening to pupils are:

- Circle time
- PSHCE lessons
- The school Worry Box
- The school Council
- Pupil survey and follow up discussions
- The school rule 'We always tell a grown up our problems. We never keep things to ourselves' is promoted through the home school agreement and through classwork and assemblies
- One-to-one and small group Emotional Literacy support Assistants
- Teaching and support staff availability during formal or informal supervised sessions eg playground, lunchtimes
- Primary Assertive Mentoring Meetings

### **Partnership with Parents**

The school shares a purpose with parents to keep children safe from harm and to promote their welfare.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

- School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
- Parents are encouraged to discuss any concerns they may have, in the first instance with their child's class teacher.
- The policy is displayed on the school website and a paragraph signposting its existence is in the school prospectus.

### **Annual Insert in the School Prospectus:**

Staff at Stockton-on-the-Forest Primary School care about the happiness and welfare of all children in school. As a school we have an obligation to ensure not just the academic and educational well-being of our children, but also their emotional, spiritual and social welfare. The school operates a comprehensive child protection policy and work and behaviour are constantly reviewed. Parents and guardians are asked to inform the headteacher when personal circumstances occur which are likely to affect the child's behaviour in school. Information will be treated in the strictest confidence.

The welfare and safety of your child is our first priority. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when, if a member of staff suspects

that a child is being deliberately harmed by someone outside of school, we will discuss our concerns with other agencies such as social care and/or the Police without parental knowledge. This procedure is part of the City of York's Safeguarding Children procedures.

### **Partnership with Others**

The school recognizes that it is essential to establish positive and effective working relationships with other agencies and to this effect meets with or contacts: school nurse, educational psychologist, learning and behaviour support, Primary Mental Health Worker, School Attendance Adviser, Social Services, Local Authority etc to address and support the needs of its pupils.

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

- Child protection training forms part of the induction programme for newly appointed staff.
- The school's designated members of staff for child protection undertake the appropriate training at the recommended intervals.
- All staff are required to undertake regular basic safeguarding awareness training to equip them to carry out their responsibilities effectively.

Basic Awareness training ([www.saferchildrenyork.org.uk](http://www.saferchildrenyork.org.uk))

### **Confidentiality**

Where there is concern that a child may be suffering or at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

- Information is shared with police and Social Care where a child is/ maybe be at risk of suffering significant harm.
- On making a disclosure of abuse, children must be informed that confidentiality cannot be guaranteed. They will be reassured that information will only be shared with those who need to know in order to help them, and that their privacy will be respected wherever possible.
- As a school we will endeavour to maintain openness and honesty with parents wherever possible, regarding concerns, the need for a referral, the sharing of information between agencies and the need for making an enquiry to the Central Children's Database.
- When needing to make a referral, reasonable efforts will be made to notify parents beforehand. An inability to inform parents should not prevent a referral being made. Consideration should be given to a child who expresses the wish that parents are not informed at this stage.

The following are incidents where discussions should not take place with parents before making a child protection referral:

- Where discussion would put a child at risk of significant harm
- Where discussion would impede a police investigation or social work enquiry
- Where sexual abuse is suspected

- Where organized or multiple abuse is suspected
- Where the fabrication of illness is suspected
- Where to contact parents/carers would place you or others at risk
- Where it is not possible to contact parents/careers without causing undue delay in the referral process.

Reasoned judgement should be made in each case.

### **Pupil Information**

In order to keep children safe and provide appropriate care for them at school the following information will be kept:

- Name and contact details of parents/Carers/those with parental responsibility/those authorized to collect the child from school
- At least two emergency contact details
- Details of relevant court orders in place, including those which affect any person's access to the child (eg child arrangements order, care order, Injunctions etc)
- Whether the child is or has been subject to a child protection plan
- Name and contact details of GP
- Any other information which may impact on the safety and welfare of the child.

The school will store this information securely.

### **Roles and Responsibilities**

#### **The Governing Body will ensure that:**

- The school has a Safeguarding and Child Protection policy and procedures in place that are in line with Local Authority (LA) guidance, and that the policy is available to parents on request
- The school operates safe recruitment procedures and ensures that all appropriate checks are made on staff and volunteers who work with children
- The school has procedures in place for dealing with allegations of abuse made against staff and volunteers, in line with guidance from the LA
- A senior member of staff is designated to take lead responsibility for Child Protection
- Staff undertake appropriate child protection training
- Any deficiencies or weakness regarding child protection arrangements are addressed rapidly
- A named governor is nominated to share responsibility for safeguarding and to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher
- Where services or activities are provided by other agencies, the agency concerned has appropriate policies and procedures in place regarding the safeguarding of children, and liaises with the school on these matters where appropriate
- The safeguarding procedures and associated policies are reviewed annually and reported to the LA as required.

**The Headteacher will ensure that:**

- The policies and procedures adopted by the governing body are implemented and followed by all staff and visitors to the school
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities
- All staff are able to raise concerns about poor or unsafe practice, and that such concerns are addressed in a timely manner, in accordance with the whistleblowing policy.
- Staff are provided with appropriate and relevant training and support in safeguarding and child protection
- Ensure that parents are aware that they have access to the school's child protection policy, and that this alerts them to the school's position in making referrals
- Ensure that all staff have access to the school's child protection policy
- Ensure that the child protection policy is updated and reviewed annually in consultation with the governing body
- In cases of children moving schools, ensure that the child's child protection file is forwarded to the new establishment, separately from the main pupil file.

**The designated member of staff will:**

- Share information with police and Social Care where a child is/ maybe be at risk of suffering significant harm.
- Refer cases of suspected abuse or allegations to the relevant investigating body
- Support, advise and share knowledge and expertise with all staff.
- Liaise with the nominated governor where appropriate.
- Liaise with parents and other agencies, endeavoring to maintain openness and honesty with parents wherever possible,
- Undergo appropriate and regular training with regard to child protection, ensuring an up to date working knowledge of practice and procedures.
- Maintain accurate written records of concerns

**All staff will:**

- Work to provide a safe environment where children can learn
- Work fully within the school's safeguarding and child protection policies and procedures
- Maintain vigilance and awareness at all times and uphold their responsibilities to protect children and keep them safe
- Attend appropriate and relevant training
- Inform the designated person of any concerns
- Listen to and take seriously any disclosure that a child may be at risk of harm
- Share and pass on relevant information to appropriate and authorized agencies
- Refer to and implement the whistleblowing procedures where there is concern about the safeguarding of a child/children

**Parents will:**

- Be made aware of the school's policy for child protection through the school's prospectus and newsletter and on the school website.

- Be encouraged to work with the school and other agencies where appropriate to ensure the safety and welfare of their child
- Be notified of any concerns the school may have about their child unless to do so places the child at greater risk of harm
- Be encouraged to discuss any concerns they may have, in the first instance with their child's class teacher
- Be encouraged to provide the school with contact details and necessary information regarding the safety and welfare of their child

**Children will:**

- Be encouraged to share their problems with a grown up in school
- Be listened to and taken seriously
- Have their privacy respected
- Be made aware that information may have to be shared in order for them to access appropriate help

## **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

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

### **Definitions**

A **child** is anyone who has not yet reached his/her 18th birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

**Development** means physical, intellectual, emotional, social or behavioural development;

**Health** includes physical and mental health;

**Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to

feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

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

### **Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

### **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38- 41 of the Multi agency statutory guidance on FGM (pages 59- 61 focus on the role of schools and colleges) and pages 13- 14 of the Multi -agency guidelines: Handling case of forced marriage.

## **Actions**

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

## **FGM mandatory reporting duty**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long- lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at mandatory reporting of female genital mutilation procedural information.

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

cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416323/Fact\\_sheet\\_-\\_FGM\\_-\\_Act.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact_sheet_-_FGM_-_Act.pdf)

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one 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 a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion

and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi -agency guidelines, with pages 32- 36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information:

Contact: 020 7008 0151 or email  
fmu@fco.gov.uk

### **Further Information on Preventing Radicalisation**

Protecting children from the risk of radicalisation is part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter -Terrorism and Security Act 2015 (the CTS A 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty. It applies to a wide range of public -facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57- 76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support

them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

## **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

All staff follow the City of York Safeguarding Children Child Protection Procedures.

**It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.**

All staff do have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

### **1. Staff will immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- any explanation given which appears inconsistent or suspicious.
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play) or be at risk of radicalisation.
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- any concerns that a child is presenting signs or symptoms of abuse or neglect.
- any significant changes in a child's presentation, including non-attendance.
- any hint or disclosure of abuse from any person.
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

### **2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and appropriate support is sought and provided for children with communication difficulties.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a record.

#### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

#### **Staff will:**

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the child disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the child that they have a responsibility to refer the information to the senior designated person
- reassure and support the child as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the child will be involved as appropriate

### **3. Action by the Designated Senior Person (or other senior person in their absence)**

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- making a referral/ enquiry to the Children's Front Door 01904 551900 (Local Area Team and Children's Social Care)
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Local Area Team, Social Care, School Attendance Adviser.
- the child's wishes

**Then decide:**

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR**

- to seek advice from the Children's Front Door and upon that advice conduct further monitoring and not make a referral at this stage
- if it would be appropriate to undertake an assessment (e.g. FEHA) and / or make a referral for other services

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

**4. Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

- make regular contact with Social Care
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made subject to a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care.

**5. Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher/ Senior designated person. These records will be forwarded to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of

Designated Safeguarding Lead.’ If the child is removed from roll to be educated at home then any Child Protection file should be sent to the School Attendance Adviser, City of York Council.

## **6. Supporting the Child and Partnership with Parents**

- School recognises that the child’s welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

### **Allegations regarding person(s) working in or on behalf of school (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school, that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and follow the CYSCB procedures “Child Protection in Specific Circumstances - Allegations Made Against a Person who Works with Children”. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked filing cabinet.

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

### **Initial Action**

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children

- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage

The Headteacher will consult with Local Authority Designated Officer (LADO) within the same working day. A referral should be sent to the LADO using the LADO Referral Form (also available on the York Safeguarding Board website) giving as much detail as possible. Completed forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net,etc.) to: [lado@york.gcsx.gov.uk](mailto:lado@york.gcsx.gov.uk)

If you do not have secure email please contact 01904 551783

- Work with the LADO to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.
- In the event that an allegation is made against the Headteacher the matter should be reported to the deputy safeguarding lead and the Chair of Governors who will refer the matter to the LADO
- For further information please see the York Safeguarding Board website: <http://www.saferchildrenyork.org.uk/allegations-against-childcare-professionals-and-volunteers.htm>

July 2011, Reviewed September 2013, Reviewed September 2015, Reviewed February 2017, reviewed March 2018 (CW)



**If you are concerned about a  
child....**

**Contact the CYC Safeguarding Team on 01904  
551900**

**Or**

**Designated Child Protection Teachers**

**Sarah Mills or Rachel Rooney**

**On**

**01904 400366**

**If you have any concerns about the health, safety or well-  
being of a child at our school you should report it to one of  
the above members of staff**

**Stockton on the Forest Primary School**

**The Village**

**Stockton on the Forest**

**York**

**YO32 9UP**

**Phone: 01904 400366**

**Fax: 01904 400366**

**E-mail: [stocktononforest.primary@york.gov.uk](mailto:stocktononforest.primary@york.gov.uk)**