



# **Malsis School**

## **CHILD PROTECTION POLICY 2013/2014**



# Malsis School

Cross Hills North Yorkshire BD20 8DT

## North Yorkshire/ Malsis Child Protection Policy

### Named personnel with designated responsibility for Child Protection

Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors	E.Y.F.S.
Mr M Peel	Sister Julie Walters	Ms K Taylor	Mr A Johnson	Mr M Peel

### Policy review dates

Review date	Changes made	By whom	Date shared with staff
August 2010	New document issued	Sister J Walters	8 September 2010
Sept 2011	Updates	Sister J Walters	8 September 2011
Jan 2012	Updates	Sister J Walters	10 January 2012
Sept 2013	New document	Sister J Walters	3 September 2013

### Training

Designated Person <i>Mr Marcus Peel</i>	Jan 10 Sep11 Nov 11	CWDC Safe Recruitment in Education – online course NYSCB Managing Allegations against Staff NYSCB Working Together: From Strategy Meeting to Core Group
Deputy Designated Person <i>Sister Julie Walters</i>	Jun 10 Oct 11	N.Y.S.C.B. Working Together to Safeguard Children briefing N.Y.S.C.B. Child Protection Procedures – briefing session
Nominated Governor – Ms Kathryn Taylor	Jun 10 Jun 10 May 11	CWDC Safe Recruitment in Education – online course. BSA – Update on Safeguarding and Child Protection Legislation N.Y.S.C.B. Child Protection in a Changing World
Head of Boarding Mrs Louise Peel	May 11	N.Y.S.C.B. Child Protection in a Changing World

### Child Protection ‘Refresher’ Training

Provided By	Date of Training	Trainees
Sister J Walters	January 2009	Designated Person, Teaching & Matronal, Ancillary Staff
Sister J Walters	September 2009	Designated Person, Teaching & Matronal, Ancillary Staff
Sister J Walters	September 2010 - Full Training	Whole school training, plus Nominated Governor
Sister J Walters	September 2011 – Refresher	Boarding Staff Teaching Staff
Sister J Walters	September 2012 – Refresher	Boarding Staff Teaching Staff
Sister J Walters	September 2013 – Full Training	Designated Person, Teaching & Matronal, Ancillary Staff

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## INTRODUCTION

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

The DfE, having just completed a consultation period on 'Keeping Children Safe in Education' (20<sup>th</sup> June 2013), will be issuing a new document which will replace the 2007 'Safeguarding Children and Safer Recruitment in Education'<sup>†</sup>. This document will be incorporated into this policy once it has been published.

'Everyone in the education service shares an objective to help keep children safe by contributing to:

- Providing a safe environment for children to learn in education settings; and
- Identifying children 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'.

*Safeguarding Children and Safer Recruitment in Education DfES 2007*

'Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in paragraph 4 of this chapter. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage. Early years providers should ensure that:

- staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect; and
- they have a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and who should liaise with local statutory children's services agencies as appropriate. This lead should also complete child protection training.'

*Working Together to Safeguard Children, DfE 2013*

## SCHOOL COMMITMENT

Malsis as a community is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil's welfare is of paramount importance. It is the duty of all the Malsis Community to be alert to the possibility of child abuse to the children entrusted in our care. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We must always take a considered and sensitive approach in order that we can support all of our pupils:

- creating and maintaining a safe learning environment for children and young people; and
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

<sup>†</sup>new document due

## **PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

### **1. Safer Recruitment and Selection**

Malsis pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007+ and to the National Minimum Standards, January 2013. 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 including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references and following up/checking such references by telephone, checking previous employment history and eligibility to work in the UK. It also includes undertaking interviews and ensuring that Enhanced Disclosure and Barring Service check has been obtained before the commencement of employment.

Statutory changes, underpinned by regulations, are that:

- A Disclosure and Barring Service check is obtained for **all** new appointments to the school's workforce
- A Disclosure and Barring Service check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact (see p.49 of 'Safeguarding Children and Safer Recruitment in Education')
- The School will ensure that any contracted staff are DBS checked where appropriate (see p.53 of 'Safeguarding Children and Safer Recruitment in Education')
- The School will ensure that they see the original criminal record certificate before engaging individuals
- The School will keep a single central record detailing a range of checks carried out on their staff
- All new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- The School must satisfy themselves that supply staff have undergone the necessary checks
- Identity checks will be carried out on all appointments to the school workforce before the appointment is made
- All DBS checks are re-assessed every three years.
- Whenever a member of staff assumes new duties involving pastoral care, a new CRB Enhanced Disclosure will be obtained.

The National Minimum Standards (January 2013) require that:

- Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.

### **2. Safe Practice**

Malsis is responsible for ensuring that all employees are confident and competent in carrying out their responsibilities, and for ensuring employees are aware of how to recognise and respond to safeguarding concerns. The school identifies adequate resources and support for inter-agency training.

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;

- Work in an open and transparent way;

†new document due

- Discuss and/or take advice from school management over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply the same professional standards regardless of gender or sexuality
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **3. Child Focussed Practice**

Malsis 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 Marcus Peel, the Headmaster, is the key person responsible for Child Protection. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. materials we use to help pupils learn how to keep safe. Pupils can also gain information from the school calendar issued each term. Child focussed practice ensures that we:

- develop a direct relationship with the child
- elicit the child's wishes and feelings as well as hopes for the future
- involve the child in key decisions
- ensure children have access to independent advice and support
- use interpreters and draw on the expertise of early years or disabled children's workers where necessary.

Malsis has, along with many schools in North Yorkshire, signed up for bi-annual safeguarding training for years 5 and 6. This is run by Childline and the NSPCC and will help the children to develop knowledge, skills and confidence that will safeguard them into the future.

### **4. Partnership with Parents**

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.

Malsis will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with the Headmaster (Mr Marcus Peel) or Sister Julie Walters in his absence. We make parents aware of our policy via the website and newsletters and parents are made aware that they can view this policy on request.

### **5. Partnerships with Others**

Malsis recognises that it is essential to establish positive and effective working relationships with other agencies. The Designated Person and Deputy attend inter-agency forums and training days organised by the NYSCB\*.

\*NYSCB – North Yorkshire Safeguarding Children Board

## **6. School Training and Staff Induction**

Marcus Peel has designated responsibility for child protection and he and his deputy undertake inter-agency training with the NYSCB on Child Protection issues, and refresher training at a minimum of two yearly intervals. All other staff, including non teaching staff, complete the e-learning basic Child Protection Course every three years to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual in-house refresher training delivered by the deputy designated person for child protection. Every three years there is a full training session for all staff.

All staff (including temporary staff and volunteers) are provided with the school's Child Protection Policy and informed of school's child protection arrangements on induction.

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

Staff will be supported by the Designated Person, the Deputy Designated Person and the Pastoral Manager. The designated senior person will be supported by the Deputy Designated Person and the Designated Governor. Advice and support is always available from the LADO Educational Social Work Service (see Contacts List, Appendix 1). Advice is available from Children's Social Care duty social worker and the Police Child Abuse Investigation Team (see Contacts List, Appendix 1).

## **8. Related School Policies**

'..... safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying .... and a range of other issues, for example, arrangements for meeting the medical needs of children ... providing first aid, school security, drugs and substance misuse etc. There may also be other safeguarding issues that are specific to the local area or population.' *Safeguarding Children and Safer Recruitment in Education DfES 2007+*

- Anti-Bullying Policy
- ICT Policy
- Fire Policy
- Missing Child Policy
- Out of Bounds and General Safety Rules
- First Aid Policy
- Confidentiality Policy
- Professional Code for the Protection of Staff
- Use of Photographs and Video policy
- Guidance for Safer Recruitment

## **9. Pupil Information**

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)

- Any active or past Common Assessment Framework (CAF)

*\*LADO – Local Authority Designated Officer*

- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions *etc.*)
- If the child has or has been given a Protection Plan in the past (formally known as being on the Child Protection Register).
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child.

The school office maintains the School's Admissions Register and keeps a personal file for each pupil containing contact details, correspondence with parents/carers and copies of any incident/accident/concern forms relating to the child.

The Designated Child Protection Officer and their Deputy maintains a register of child protection issues, including any relevant court orders and Protection Plans. Each pupil has an individual medical file, as well as any relevant care plans and administration of medication records. These records are maintained by the School Nurse.

The Head of Boarding maintains a personal file for each boarder in the school.

## **10. Roles and Responsibilities**

**The Governing Body should ensure that:**

- All employees are confident and competent in carrying out their responsibilities, and for ensuring employees are aware of how to recognise and respond to safeguarding concerns;
- Malsis has a child protection policy and procedures in place that are in accordance with NYSCB guidelines and local inter-agency procedures and the policy is made available to parents on the school's website and by request;
- Malsis operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- Malsis has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. The school will, within one month, report to the Secretary of State, via the DCSF in Darlington, anyone leaving the school because he/she is considered unsuitable to work with children;
- If a member of boarding staff is suspended pending an investigation of a Child Protection nature, alternative accommodation away from the children will be found;
- A senior member of the school's leadership team is designated to take lead responsibility for child protection;
- Staff undertake appropriate child protection training;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

- The Chair of Governors, or the Vice Chair in his absence, is responsible for liaising with the NYSCB and/or partner agencies in the event of allegations of abuse being made against the headmaster.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually
- The NYSCB have the right to review and evaluate the quality, scope and effectiveness of the school's training annually to ensure it meets the school's needs.

**The Headmaster should ensure that:**

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed reporting/complaints procedure.

**The Senior Member of Staff with Designated Responsibility for Child Protection/or Deputy**

**Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;

**Training**

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Having a working knowledge of how NYSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Ensure that all staff have induction training, which includes obtaining certificated proof of completion of the e-learning child protection course provided by the NYSCB;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

- Ensure that child protection policy is updated and reviewed annually, or more frequently if required, and work with the governing body regarding this;

- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure that child protection file is copied for the new establishment a.s.a.p. and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE.

### All Staff and Volunteers

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns

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

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child's health or development is or may be impaired or may be suffering or is likely to suffer 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

As defined in the Children Act 1989 and 2004 and 'Working Together to Safeguard Children 2013', a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffering 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, for example, via the internet. 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 to a child.

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

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development and may involve:

- Conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- Not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate;
- Imposing age or developmentally inappropriate expectations 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;
- Seeing or hearing the ill-treatment of another;
- Serious bullying and cyber-bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**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 care-givers)
- Ensure access to appropriate medical care or treatment.

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

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

All staff follow the North Yorkshire NYSCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2013' and 'What To Do If You Are Worried a Child Is Being Abused'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, 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 deputy 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)
- 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 of 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.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Person (Marcus Peel), or the Deputy Designated Person (Sister Walters) if Mr Peel is unavailable, writing a 'Statement of first Complaint' on the forms provided in the workroom.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that he can make an informed decision, following the NYSCB guidelines.

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 person 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 person that you have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

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

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

- Any urgent medical needs of the child
- The child's wishes

The senior designated person will:

- Contact the NYSCB Emergency Duty Team, for advice giving details of the situation without disclosure of names;
- If the Duty Team feel the matter should be reported, this should be done within 24 hours, following NYSCB procedures for Social Care.

- In the case of an allegation against a member of staff, the Designated Senior Person or the Deputy will contact the NYSCB LADO, Rosemary Cannell.

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
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment (*e.g.* CAF\*) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

The school has a legal duty to notify the Independent Safeguarding Authority of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups and will make any such necessary referral in accordance with the current ISA Referral Guidelines.

*\*Common Assessment Framework*

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

The designated senior person or deputy will:

- Make regular contact with Social Care
- Contribute to the Strategy Discussion and Initial Assessment
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children are given a Protection Plan, contribute to the Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Share all reports with parents prior to meetings
- Where in disagreement with a decision made *e.g.* not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- Where a child is on a Protection Plan moves from school or goes missing, immediately inform the key worker in Social Care.

#### **5. Recording and Monitoring**

**The school will record:**

- Any disclosures/accounts from child or others, including parents (and keep original notes)
- All concerns, discussion, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review

**All records should be objective and include:**

- Statements, facts and observable things (what was seen/heard)

- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This file is locked away and only accessible to the senior designated person and his deputy. These records will be copied and transferred to any school or setting the child move to, clearly marked 'Child Protection', for attention of Designated Person Child Protection'. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE. Original copies will be retained until the child's 25<sup>th</sup> birthday.

#### **The school will monitor:**

##### **Any cause for concern including where there could be serious child welfare concerns:**

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/care of child

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

#### **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 and 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:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. 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 we will always follow the NYSCB procedures [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) Section 10: 'Managing allegations against staff and volunteers' and the government guideline 'Dealing with Allegations of Abuse against Teachers and Other Staff, July 2011'. 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 headmaster and make a record. Immunity from retribution or disciplinary action is given for "whistleblowing" in good faith.
- The headmaster will inform the Chair of Governors of any allegation.
- In the event that an allegation is made against the headmaster the matter will be reported to the Chair of Governors (Mr A Johnson) who will proceed as the "headmaster"
- The headmaster 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 headmaster may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headmaster will consult with Education LADO (see Contacts List) in order 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

## Appendix 1 CONTACTS

### EDUCATION SOCIAL WORK SERVICE

Principal E.S.W	<b>Alan Critchlow</b>	01609 532320 07715 540712
CP Admin Manager	<b>Julie Fenny</b>	01609 532477
CP Admin Support	<b>Valerie Hutchinson</b>	01609 534211
CME Coordinator (Children Missing Education)	<b>Julie Fenny</b>	01609 532477 <a href="mailto:cme.coordinator@northyorks.gov.uk">cme.coordinator@northyorks.gov.uk</a>

### EDUCATION CHILD PROTECTION AND SAFEGUARDING MANAGERS/LADOs

Craven & Harrogate	<b>Rosemary Cannell</b>	01609 534974	07715 540723
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### SENIOR EDUCATION SOCIAL WORKERS

Craven	<b>Allan Tunningley</b>	01609 536765
Human Resources		0845 0349494

### SOCIAL CARE

Customer Relations	<a href="mailto:cru.customer.services@northyorks.gov.uk">cru.customer.services@northyorks.gov.uk</a>	01609 536993	Fax: 01609 532009
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### NYSCB Team

#### For concerns about a child, referrals or discussions:

Monday – Friday 8.30am – 6.00pm, Saturday 9am – 12noon	<b>0845 034 9410</b>
<b>Emergency Duty Team (outside of the above hours)</b>	<b>0845 034 9417</b> Fax: <b>01904 760196</b>
<b>Central Database</b> (formerly known as Child Protection Register)	01609 774298
<b>NORTH YORKSHIRE POLICE</b>	0845 6060247

## **Appendix 2 REFERENCES**

### **Websites**

North Yorkshire S.C.B.  
(CP Procedures & Training) [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

The Disclosure and Barring Service [www.gov.uk/disclosure-barring-service](http://www.gov.uk/disclosure-barring-service)

Childline [www.childline.org.uk](http://www.childline.org.uk)

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

CAF [www.education.gov.uk](http://www.education.gov.uk)

### **Documents**

**DCSF Documents** [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

DfE Working Together to Safeguard Children 2013

Education Act 2002

Children's Act 1989/2004/2006

Safeguarding Children and Safe Recruitment in Education, DfE 2007

National Minimum Standards, January 2013

What to do if you are Worried a Child Is Being Abused, DfE 2006

Dealing with Allegations of Abuse against Teachers and Other Staff, July 2011