



# Safeguarding Children Policy

(including child protection)

Last updated – September 2021

Next reviewed – September 2022

The Designated Safeguarding Lead is **Mr D Royles** and the Deputy Designated Safeguarding Person is **Mr J. Warren**. These officers have undertaken the relevant training followed by biennial updates.

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' September 2021, 'Sexual Violence and sexual harassment between children in schools and colleges DfE 2021', DfE guidance relating to COVID19 (2020) and North Yorkshire Safeguarding Children Partnership (NYSCP) procedure and practice guidance.
- The Governing body takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, always, what is in the best interests of the child.

Rossett School fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, supply staff, governors and volunteers working in the school.

**Safeguarding and promoting the welfare of children is defined as:**

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

**There are six main elements to our policy:**

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
4. Supporting students who have been abused in accordance with his/her agreed child protection plan;
5. Establishing a safe environment in which children can learn and develop;
6. Safeguarding incidents could happen anywhere in school and staff should be aware of the steps to follow.

## **1. Procedures**

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

From September 2021, we have followed the procedures set out by "Keeping Children safe in Education" (September 2021) and take account of guidance issued by the Department for Education (DfE).

The school will:

- Ensure it has a Designated Safeguarding Lead (DSL) who is a member of the leadership team and the Deputy Designated Safeguarding Leads (DDSL) who will undertake regular, appropriate training for this role;
- Ensure it has a member of staff who will act in the absence of the DSL;
- Ensure it has a nominated governor responsible for safeguarding children;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and their role;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL; using CPOMs
- Ensure that parents understand the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial case conferences, core group and child in need/child protection review meetings;
- Ensure that the duty of care towards its students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Be aware of and follow procedures set out by Children's Social Care and the ISA where an allegation is made against a member of staff or volunteer;
- Ensure safer recruitment practices are always followed.
- Ensure that staff are aware that anyone can make a referral to Children's Social Care if there is a risk of immediate serious harm to a child.
- Our procedures will be reviewed annually and up-dated in accordance with current legislation.

When staff join our school, they will be informed of the safeguarding children arrangements in place together with who the DDSL is and who acts in their absence. This policy is available on the school website. All members of staff, volunteers, regular visitors and supply staff are expected to read this policy and read at least part one and Annex A of KCSIE 2021, annually. All staff sign a statement to confirm they understand that they share a responsibility for safeguarding children with other staff and governors.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child.

## **2. Responsibilities**

**Safeguarding is the responsibility of all staff. All staff have a responsibility to provide a safe environment for children and to report signs of abuse.**

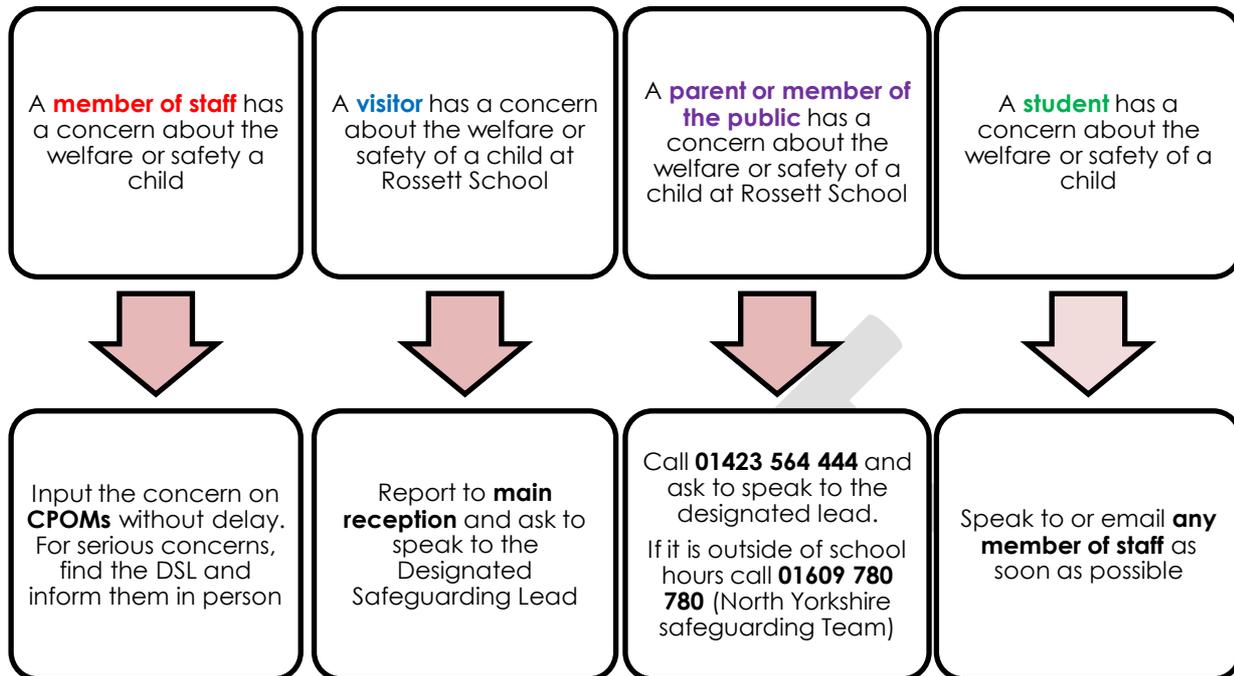
The Governing Body will nominate a member to be responsible for Safeguarding Children and liaise with the DSL in matters relating to Safeguarding. It will ensure that Safeguarding Policies and procedures are in place, available to parents and reviewed annually. It is the responsibility of the Governing body to ensure that the school complies with its legislative duties and has regard to Government Guidance Keeping Children Safe in Education 2021.

The Headteacher will ensure that the Safeguarding Policies and procedures are fully implemented and followed by all staff and that enough resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to Safeguarding.

The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the school ensuring that all staff, volunteers and visitors to the school know who the DSL and DDSLs are and who acts in their absence, they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns.

The Designated Safeguarding Lead is **Mr D Royles** and the Deputy Designated Safeguarding Person is **Mr J. Warren**. These Officers have undertaken the relevant training followed by biennial updates.

### 3. Reporting concerns about a child



### 4. Managing a Disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with students. All adults working in the school (including support staff, visiting staff, governors, visitors and volunteers) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead immediately (or the deputy safeguarding lead in their absence). This includes alleged abuse by one or more students against another student. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next. If a child discloses directly to a member of staff, the following procedures will be followed:

- Reassure and support the person as far as possible that they have made the right choice to share this information
- Reassure them that they will be supported and kept safe.
- Don't promise confidentiality
- Listen carefully to what is said.
- Take notes of what is being said and clarify with the person the notes are a true record of what they are telling you
- Ask only open questions such as:
  - ✓ 'How did that happen?'
  - ✓ 'What was happening at the time?'
  - ✓ 'when did it happen?'
  - ✓ 'Anything else you want to tell me?'
- clarify the information with the student/member of staff if you need to, but don't make them repeat the entire disclosure
- try not to show signs of shock, horror or surprise
- Don't express feelings or judgements regarding any person alleged to have harmed the child
- Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
- Explain that only those who 'need to know' will be told
- Do not force the child to repeat what he/she said in front of another person.

Following a disclosure, the member of staff should talk immediately to the DSL and complete a written record. This will then be uploaded to CPOMs where robust and timely actions will be decided by the safeguarding team.

### **Action by The DSL or Deputy DSL**

The following actions will be taken where there are concerns about significant harm to any child, including where there is already an open case to Children's Social Care, (e.g. Looked after Child).

Following any information raising concern, the DSL will consider:

- if they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999
- if they should report a crime that does not need an emergency response by calling 101
- if there is an urgent safeguarding concern and they should call the Customer Resolution Centre on 01609 780780 any urgent medical needs of the child
- whether to make an enquiry to the Customer Resolution Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Prevention Service, Children's Social Care the child's wishes and any fears or concerns they may have.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm
  - whether to make a referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately All referrals to Children and Families' Service will be made by submitting a universal referral form to [social.care@northyorks.gov.uk](mailto:social.care@northyorks.gov.uk) or [ChildScreening@leeds.gov.uk](mailto:ChildScreening@leeds.gov.uk)
- OR
- whether not to make a referral and at this stage ring the Duty and Advice team to gain advice on the next steps (*North Yorkshire – 01609 780 780, Leeds - 0113 376 0336 (option 3). Out of hours 0113 5350600*)
  - 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 such as Early Help.

### **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 the subject of 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 who is the subject of a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care;

## **5. Information Sharing & Confidentiality**

Rossett School has regard to "Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers: HM Government, 2018

***'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'***

We recognise that all matters relating to Child Protection are confidential are to be handled by those involved and named in the Child Protection Plan.

The DSL or DDSL will disclose any information about a student to other members of staff on a need to know basis only via a published and confidential "Vulnerable Students List". All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff will be aware that they cannot promise a child to keep secrets. This will be made clear through child protection training. The GDPR and Data Protection Act do not prevent or limit the sharing of information for the purposes of keeping children and young people safe.

## **7. Record Keeping**

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns should be recorded using the school's safeguarding children recording system. All records of a child protection nature should be passed to the DSL including case conference minutes and written records of any concerns.

## **8. Supporting Children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student such as Children's Services, Child and Adult Mental Health Service (CAMHS), Just B counselling service, education welfare service and educational psychology service and those agencies involved in the safeguarding of children;
- Notifying Children's Social Care or Prevention Team immediately there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school.

## **Student 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 of at least two people (if different from above)

- Details of any persons authorized to collect the child from school (if different from above)
- 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 is or has a Child Protection Plan (formerly known as being on the Child Protection Register)
- Name and contact detail of key persons in other agencies, including GP
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information to relevant agencies to ensure that the child's safety is paramount.

## 9. Supporting Staff

We recognize that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

The pastoral team including the Student Support Officers will be given in-house supervision through their line management. This will allow them the chance to discuss their case load and seek support if needed. This will be overseen by the DSL and HR.

## 10. Safer Recruitment and Selection of Staff

The school pays full regard to DfE guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007 and the most recent updates in the Keeping Children Safe in Education (2021). 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, 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 List 99 and Criminal Records Bureau checks.

Any interview panel will always have at least one person who has undertaken the safer recruitment training.

The school obtains an enhanced level DBS disclosure, which includes a check against the Children's Barring Register, for all Governors. The school also undertakes a Section 128 clearance check on all Governors. If a prospective candidate or an existing governor is on the list, they cannot be a school governor. The school is not required to carry out enhanced DBS checks on associate members of a maintained school governing body unless they take place in regulated activity.

Statutory changes, underpinned by regulations, are that:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to the school's workforce, new members of staff will not be left unsupervised with students until their DBS clearance is received
- a DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact
- schools will ensure that any contracted staff are DBS checked where appropriate
- schools must 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
- schools must satisfy themselves that supply staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the school workforce before the appointment is made

The Headteacher, a number of school governors, the Deputy Headteachers and the HR Officer have undertaken Safe Recruitment training ([www.nspcc.org.uk](http://www.nspcc.org.uk)). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

## **11. Allegations against staff (including volunteers and supply staff)**

We understand that a student or another staff member may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the LA's Senior Adviser for Safeguarding Children in Education or the Local Authority Designated Officer. If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LA's Senior Adviser for Safeguarding Children in Education or the Local Authority Designated Officer (LADO). The school will follow the LA procedures for managing allegations against staff.

Rossett will consider behaviours that indicate someone may not be suitable to work with children. This means anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children. Annex H of KCSiE (2021) gives the example of a member of staff involved in domestic violence at home where no children were involved, but the school would need to consider what triggered these actions and whether a child in school could trigger the same reaction and be put at risk.

In some cases, we may need to consider an allegation against someone not directly employed by the school, where our usual disciplinary procedures don't fully apply, like **supply staff** provided by an agency.

The school will:

- Make sure allegations are dealt with properly, and won't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome;
- The Governing body will discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation
- Agencies should be fully involved and co-operate in any enquiries, but Rossett School will usually take the lead as the agency won't be able to collect the necessary information as they don't have access to the students, staff etc.;
- The allegations management meeting arranged by the LADO should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are considered;
- Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the Governing body when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support.
- When using an agency, we will inform them of the process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about our policies.

### **Dealing with low-level concerns about staff**

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;

- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Headteacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that this will be respected as far as reasonably possible. These records will be reviewed so that potential patterns of such behaviour are identified. If this is the case, a course of action will be decided upon, such as following disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.

## **12. Allegations against another Student**

We understand that a student may make an allegation against another student. If such an allegation is made, the member of staff dealing with the allegation will immediately inform the Designated Safeguarding Lead or Headteacher. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

If staff suspect or become aware of an allegation of child abuse made against another student they must bring to the attention of the Designated Safeguarding Lead.

The child protection procedures set out in this document will be followed, even when the abuse is alleged to have come from another student or students. Students may be harmed by other students, children or young people. Indeed, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. We recognise the gendered nature of peer-on-peer abuse (i.e. that it's more likely that girls will be victims and boys' perpetrators), but all peer-on-peer abuse is unacceptable and will be taken seriously.

Staff are aware of the harm caused by bullying and use the school's antibullying procedures where necessary. However, on occasions a student's behaviour may warrant a response under Child Protection, rather than antibullying procedures. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm the school should report its concerns to the Local Authority social care department.

The management of children and young people with sexually harmful behaviour is complex and the Headteacher, Designated Safeguard Lead and appropriate staff will work with other relevant agencies and to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator.

## **12. Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. A separate whistleblowing policy is available on the website.

## **13. Complaints or Concerns expressed by Students, Parents, Staff or Volunteers**

We recognise that listening to children is an important and essential part of safeguarding them against

abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard their welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of the complaint.

#### **14. Prevention**

We recognise that the school plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.
- the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare pupils against the risk of a terrorist attack (there is a definition of terrorism in Annex A - Preventing Radicalisation).

#### **15. Restrictive Physical Intervention (RPI)**

Our policy on positive handling is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that always it must be the minimal force necessary to prevent injury or damage to property by trained members of staff wherever possible. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

#### **17. Abuse of Trust**

We recognise that as adults working in the school, we are in a relationship of trust with the students in our care and acknowledge that it is a criminal offence to abuse that trust. We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

#### **18. Discriminatory Incidents**

Our stance on discriminatory incidents (such as racist, homophobic, transphobic abuse) is set out in a separate policy and acknowledges that repeated incidents or a single serious incident may lead to consideration under safeguarding children procedures. Referral through the Channel process may be considered on a case-by-case basis. The schools handling of these incidents

#### **19. Peer-on-peer/child on child abuse**

We operate a zero-tolerance approach to abuse. Our Anti-bullying policy acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures. The policy also gives regard to the fact that students with SEND and who are part of LGBTQ+ groups are more likely to experience peer-on peer/child on child abuse.

## 20. Child-on-child sexual violence and sexual harassment

At Rossett School there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. Rossett School trains its staff and students to maintain an attitude of **'it could happen here' and that not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.**

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Details of what constitutes sexual violence and sexual harassment are outlined in Appendix 2 of this document.

### 20.1 Prevention of sexual violence and sexual harassment

The following sets out the school's work to create a culture of respect and safety from sexual violence and harassment, and is regularly updated to reflect recommendations by the DFE and other external bodies:

- Inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future and is therefore tackled early using the school's behaviour policy.
- The Relationships and Sex Education curriculum aims to teach students about acceptable behaviours and the reporting mechanisms for incidents. The curriculum has been created using DFE legislation and has undergone consultation and review by students, parents, staff and governors. This is taught through timetabled Personal Development Lessons.
- Assemblies and Form Time also provide important opportunities to educate students about these issues and remind them how to report their concerns.
- The Student's Charter and the Rossett Basics and prescribe the behaviours we expect from our students – with particular emphasis on respect.
- Staff are trained to identify early signs of concern and these, however small, are taken seriously and are reported through CPOMs. The DSL will then make decisions about what support the child needs in order to prevent further issues. The use of the School's Liaison Police Officer may be considered to re-educate individual students about the legal implications of sexual harassment and sexual violence.

### 20.2 Managing a disclosure of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. It is essential that all victims 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. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in part 4 of this policy, however, some additional considerations include:

- The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys"
- a child is likely to disclose to someone they trust: this could be **anyone** on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

- if possible, reports should be managed with two members of staff present, (preferably one of them being DSL or DDSL). However, this might not always be possible;
- It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- Where the report includes an online element staff must be clear that they must **NOT view or forward illegal images of a child**. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made**.

As is always the case, if staff are in any doubt as to what to do they should speak to the DSL or DDSL.

### 20.3 Action by the Designated Safeguarding Lead.

All reports will be handled on a case-by-case basis. Due to the complexity of such incidents, the DSL may, first, consult the safeguarding duty and advice team on 01 609 780 780 and/or the School's Liaison Police Officer to discuss proposed plans of action. This will ensure the actions of the school have been carefully considered and checked with other safeguarding partners. Reports will be managed in line with the guidance set out in paragraphs 450 – 454 of Keeping Children Safe in Education 2021.

### 20.4 Support for the victim(s)

The school will provide support for the victim(s) by following the best practice guidance outlined in paragraphs 455 - 462 of Keeping Children Safe in Education 2021 and include referral to:

- Children's Social Care
- Early Help
- Just B
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs)
- CAMHS
- Rape Crisis
- NHS
- SARCs
- Childline
- IWF

In addition, the school will ensure the victim has a key contact with whom they feel comfortable to check in with and to report further concerns should they arise. The DSL and Headteacher will undertake a risk assessment for the victim should the alleged perpetrator be at the school. This will follow the guidance set out in 'Sexual violence and sexual harassment between children at schools and colleges.'

### 20.5 Support for the alleged perpetrator(s)

The Headteacher and the DSL will consider each case separately. The zero-tolerance approach to sexual violence and harassment means that if 'on a balance of probabilities' the incident took place; the school will take action as outlined in the behaviour policy including the use of fixed-term and permanent exclusion. However, the alleged perpetrator will also be offered support through referral to appropriate external agencies such as Early Help, Children's Social Care, CAMHS.

## **21. Online safety**

Our Acceptable Use policy recognizes that internet safety is a whole school responsibility (staff, students, parents). We will ensure we review our protocols at least annually to ensure that the school's response matches the rapidly changing landscape of online harm and risk.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

Sexting can constitute a criminal offence and sexual harassment. It can also be considered a form of sexual exploitation and cyberbullying. This is especially the case where images are shared past the intended audience or when accompanied by nasty comments. All staff members are required to notify the Designated Safeguarding Lead immediately upon becoming aware that sexting by a student is likely to have occurred. The allegation will first be investigated by the Designated Safeguarding Lead and the parents of all students involved will be contacted.

Staff members are not permitted to forward, copy or print any sexting images, however, if the nature of the sexting is deemed by the designated person to be of a serious nature, the Police will be contacted and the sexting will be reported to Children's Services - in accordance with the 2016 UK Council for Child Internet Safety (UKCCIS) non-statutory guidance on managing incidents of sexting by under-18s.

We therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. This is done within our Personal Development programme and through assemblies. The school strongly opposes the use of social media by students outside of legal age restrictions and will be frank with parents about the risks of social media to children.

Additional guidance to keep children safe online, (including when they are online at home) is provided in KCSIE Annex C.

## **22. Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **23. Partnership with Parents**

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

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 (see Section 3: 3 Action by Senior Designated Person)

We encourage parents to discuss any concerns they may have with Year team staff

We make parents aware of our policy via the school website and parents are made aware that they can view this policy on request if they don't have online access.

## **24. Partnerships with others**

The school recognises that it is essential to establish positive and effective working relationships with other agencies. We have positive relationships with a variety of other agencies such as Social Care, Police, Health, CAMHS, Young Carers, JustB. Please see Appendix 3 for a list of agency contacts.

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

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by, or to standards agreed by, the NYSCB) and refresher training at 2 yearly intervals ([www.safeguardingchildren.co.uk/training-courses.html](http://www.safeguardingchildren.co.uk/training-courses.html)).

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training every year.

## **26. Alternative Provision**

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil and will seek written assurances in order to be satisfied that the provider meets the needs of our pupil. This will include written reassurance or checks of the alternative providers Child Protection Policy, safer recruitment processes, attendance and child missing education procedures and appropriate information sharing procedures. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

When organising work placements, the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

## **27. Children Missing from Education**

The school follows the North Yorkshire LA procedures "Children Who May Be Missing/Lost From Education" Contact: [cmecoordinator@northyorks.gov.uk](mailto:cmecoordinator@northyorks.gov.uk). Please see Appendix 2 for more information and Appendix 4 for more information on identifying students who are missing from education in the event of a school closure.

## **28. Children Looked After (CLA) and Children Previously Looked After**

- The term 'looked after' refers to children who are under 18 and have been provided with care and accommodation by Children's Services. Often this will be with foster carers, but some looked after children might stay in a children's home or boarding school, or with another adult known to the parents and Children's Services.
- The aim is to ensure the health and safety of CLA, who often come from families who have experienced extreme hardship and upheaval, whilst working as closely as possible with the birth parents.
- Any disruption to home life often means that CLA do not achieve their academic potential.
- Staff should be aware that CLA can be particularly vulnerable with regards to Safeguarding and Child Protection issues.
- A designated teacher is appointed and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and work with the Virtual School Head.

## **29. Mental health and safeguarding**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action by logging their concerns on CPOMs. If staff have a mental health concern that is **not** also a safeguarding concern, they will speak to the Student Support Officer to agree a course of action. More information can be found in Appendix 2.

### 30. Relationships and sex education

The Government has made regulations which will make the subject of Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded) mandatory from September 2020. Schools have flexibility to decide how they discharge their duties effectively of compulsory teaching until the start of the summer term 2021. At Rossett School, the teaching of RSE will take place via the Personal Development programme.

### 31. Extra Familial Harm (Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. As with all concerns about a child, the reporting process set out in section 3 must be followed.



**Please read Appendix 1 which outlines types of abuse and how they can be identified.**

#### Other Relevant Policies

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Acceptable Use Policy (e-safety)
- Access & Inclusion
- Anti-Bullying (including cyber bullying)
- Behaviour Policy
- Communications (including References)
- Complaints Procedure
- Disciplinary Policy
- Equality, Diversity & Community Cohesion
- First Aid and the administration of medicines
- Health and Safety
- Restraint + Physical Intervention
- Relationships and Sex Education
- Site Security
- Trips and visits
- CLA

The above list is not exhaustive but when undertaking development or planning of any kind the school will need to consider safeguarding matters.

### Appendix 1: Recognising Abuse

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

## Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

## Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

## Physical abuse:

a form of abuse which 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.

## Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Emotional abuse:**

the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyberbullying), 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, although it may occur alone.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, overbearing
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

### **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.

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies;
- **Consent** – agreement including all the following:
  - ✓ Understanding that is proposed based on age, maturity, development level, functioning and experience
  - ✓ Knowledge of society's standards for what is being proposed
  - ✓ Awareness of potential consequences and alternatives
  - ✓ Assumption that agreements or disagreements will be respected equally
  - ✓ Voluntary decision
  - ✓ Mental competence;
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Rossett School will use the AIM checklist to identify the nature of the incident and the DSL will agree a course of action, in line with the advice and guidance set out in KCSiE (2021) and North Yorkshire and Leeds County Council Safeguarding Teams.

### Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### Neglect:

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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Recognising Neglect

Evidence of neglect is built up over a period and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

## **Appendix 2: Specific safeguarding issues**

**All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care

- child sexual exploitation (CSE)
- child criminal exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- Children and the court system
- Children with family members in prison
- County lines
- Domestic abuse
- Homelessness
- Peer-on-peer/child on child abuse
- Sexual violence and sexual harassment
- Upskirting
- Serious Violence
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Mental Health and Parental Mental Health

At Rossett School, there will be a monthly focus on these particular issues and knowledge enhancement will happen through the distribution of One Minute Guides and coverage through CPD and staff briefings.

### **Further information on a child missing from education**

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable 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. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

### **Schools**

The law requires all schools to have an admission register and, except for schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

**Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly or has not attended for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.**

Where a parent notifies a school that a pupil will live at another address, **all** schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record this in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2016 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

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 the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are

required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown, or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

## Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice Enrolment of 14 to 16 year olds in full time further education. The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

## Child sexual exploitation

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship

Signs of CSE include:

- 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.

[LINKS >](#)

[Child Sexual Exploitation/Grooming:](#)

- [National and NYSCP guidance](#)
- [Online training](#)

## Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>18</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

#### LINKS >

- [Children who Sexually Harm](#)
- [NSPCC Managing Sexualised Behaviour Training \(charge applicable\)](#)

## Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>21</sup> It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
- **Upskirting:** upskirting is now a criminal offence under the The Voyeurism (Offences) Act which came into force on 12 April 2019 and is recognised as a type of peer-on-peer abuse. "Upskirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm."

#### LINKS >

- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Youth Produced Sexual Imagery](#)
- [Upskirting](#)

## **Child Criminal Exploitation (CCE):**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### **County Lines:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and Home Office County Lines guidance is available [here](#). NYSCP Guidance on Criminal Exploitation and County Lines is [here](#)

### **Trafficking:**

School recognises Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available [here](#).

### **MACE (Multi-Agency Child Exploitation):**

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see [here](#) and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see [here](#). MACE Level 2 meetings

should be regularly attended by DSLs for schools, for more information about those meetings please email [MACE@northyorks.gov.uk](mailto:MACE@northyorks.gov.uk). The NYSCP MACE Practice guidance can be found on the NYSCP website [here](#).

#### LINKS >

- [Serious Violence](#)
- [Carrying Knives /Offensive weapons](#)

### Further information on so-called 'honour based' abuse

So-called 'honour-based' abuse (HBA) 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 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).

### Female Genital Mutilation - 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 (as inserted by section 74 of the Serious Crime Act 2015) 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 Factsheet](#)

## 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](mailto:fmu@fco.gov.uk)

### LINKS>

- Honour Based Abuse (including Female Genital Mutilation, Forced Marriage and Breast-ironing)
  - [Female Genital Mutilation information and resources](#)
  - [Female Genital Mutilation: multi-agency statutory guidance](#)
  - [NYSCP Female Genital Mutilation Practice Guidance](#)
  - [Female Genital Mutilation: Online Training](#)
  - [Forced marriage: statutory guidance and government advice](#)
  - [Forced marriage: Online Training](#)
  - [Breast-ironing or flattening](#)

## Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be 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 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 has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alerted 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 CTSA 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: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

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.

## **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

## **Prevent at Rossett School**

The identified Prevent Lead at Rossett School is Dave Royles – DSL. All staff at Rossett School undertake an online training module on radicalisation ([http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)). This was last done in December 2020. It includes additional resources and information for staff. The Prevent agenda is embedded in the delivery of our Personal Development schemes, as are British Values (See additional British Values section of website)

If there are concerns that a young person may be at risk of being involved in radicalisation or extremism, staff should follow Rossett Safeguarding procedures and report this to the DSL: Mr Royles or the DDSL; Mr J. Warren.

#### LINKS >

- [Prevent Guidance](#)
- [Channel Guidance](#)
- [DfE Safeguarding advice for schools](#)
- [DfE and Home Office Social media guide](#)
- [Online training](#)
- [School emergency response](#)
- [NYCSP Working with Individuals Vulnerable to Extremism Practice Guidance](#)
- [NYSCP Working with Individuals Vulnerable to Extremism in Education Settings Practice](#)

## Peer on peer/child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

#### LINKS >

- [Children who are Bullied](#)

## Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

#### LINKS >

- [NICCO guidance](#)

## Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice

has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

[LINKS >](#)

#### Children and the courts

- [Advice for 5-11 year olds witnesses in criminal courts](#)
- [Advice for 1-12 year olds witnesses in criminal courts](#)
- [CAFCASS](#)

## Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

#### Operation Encompass:

where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day. At Rossett School, we will ensure a welfare check is done for the student in a discrete manner and check with Martin Powell PCSO of the nature of the incident to help us to support the child. Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.

[LINKS >](#)

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse](#)
- [Domestic Abuse and Impact on Children](#)
- [Training](#)
- <https://www.safeguardingchildren.co.uk/Resources/practice-guidance-domestic-abuse/>

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognized in some cases 16 and 17-year old's could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17-year olds who may be homeless and/ or require accommodation: [here](#).

LINKS >

- [Homelessness](#)

## Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. The mental health of a child's parent/carer can also become a safeguarding issue and should be considered when looking at other factors such as neglect and emotional abuse.

LINKS >

Parental Mental Health:

- [Online training](#)
- [NYSCP Parental Mental Ill Health One Minute Guide](#)

## Appendix 3 - Important Contacts

### North Yorkshire County Council Children & Families Service: Early Help

#### Locality Telephone Numbers

- **Early Help East**  
Scarborough, Whitby, Ryedale 01609 534852
- **Early Help West**  
Harrogate, Craven, Knaresborough, Ripon 01609 534842
- **Early Help Central**  
Hambleton, Richmondshire, Selby 01609 534829

#### Advice and Referral

**Customer Resolution Centre** 01609 780780  
For advice please ask to speak to a social worker in the MAST  
[Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk)

**Emergency Duty Team** 01609 780780

**Police** 101

Schools Liaison Police Officer – Martin Powell

Martin Powell  
PCSO 5539  
The Partnership Hub  
School liaison officer  
Tel: 07775671077  
Email: [Martin.Powell@northyorkshire.pnn.police.uk](mailto:Martin.Powell@northyorkshire.pnn.police.uk)

#### Safeguarding Unit

##### Designated Officers for Managing Allegations (LADOs)

Duty LADO (consultations, new referrals and urgent matters) 01609 533080

Susan Crawford (LADO Manager)	01609 532152	07813 005161
Karen Lewis	01609 534200	07715 540711
Julie Kaye	01609 532508	07973 825752
Andy Kenyon	01609 534215	07973 792398

**Safeguarding Unit Manager**

Heather Pearson 01609 532301

**Business Support including CME Coordinator (Children Missing Education)**

[Safeguardingunit@northyorks.gov.uk](mailto:Safeguardingunit@northyorks.gov.uk) 01609 532477

**NYSCP Business Unit**

[nyscp@northyorks.gov.uk](mailto:nyscp@northyorks.gov.uk) 01609 535123

**NYCC Human Resources**

[schoolshradvisory@northyorks.gov.uk](mailto:schoolshradvisory@northyorks.gov.uk) 01609 798343

**Contact numbers for referral to Children’s Social Care in neighbouring Local Authorities:**

The [online tool](#) directs to the relevant local children’s social care contact number.

**Safeguarding Curriculum Training and consultancy for schools**

For further information on safeguarding curriculum information, training and support please contact:

- Clare Barrowman, Health and Wellbeing Adviser 0-19, on 01609 536808, [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk)
- A programme of Safeguarding curriculum training and consultancy is available to schools through [North Yorkshire Education Services](#)

**Leeds Children Safeguarding Board**

[lscp.info@leeds.gov.uk](mailto:lscp.info@leeds.gov.uk) 0113 3786018

**Internal contacts**

**Designated Safeguarding Lead:**

Mr D Royles (Associate Deputy Headteacher) [droyles@rossettschool.co.uk](mailto:droyles@rossettschool.co.uk)

**Deputy Designated Safeguarding Lead:**

Mr J Warren (Assistant Headteacher) [jwarren@rossettschool.co.uk](mailto:jwarren@rossettschool.co.uk)

**Person who acts in the absence of the Designated Safeguarding Leads:**

Ms. H. Woodcock (Headteacher) [hwoodcock@rossettschool.co.uk](mailto:hwoodcock@rossettschool.co.uk)

**Other staff to be contacted in the event of a problem**

Student Support Officers/Directors of Learning – see website

**Governor responsible for safeguarding children:**

Mr J Hesketh (Chair of Governors) [jhesketh@rossettschool.co.uk](mailto:jhesketh@rossettschool.co.uk)

## **Appendix 4: Addendum to Safeguarding Policy: COVID-19 school closure arrangements for Safeguarding and Child Protection at Rossett School**

This appendix will inform staff, students, parents and carers about their roles and responsibilities in relation to safeguarding during the period of school closure commencing on March 20<sup>th</sup>, 2020 or any other future closure related to Covid-19 or anything else.

### **Key contacts**

Designated Safeguarding Lead – Mr D. Royles [droyles@rossettschool.co.uk](mailto:droyles@rossettschool.co.uk)  
Mr J Warren (Assistant Headteacher) [jwarren@rossettschool.co.uk](mailto:jwarren@rossettschool.co.uk)

### **Key principles**

Staff must know they may see new welfare issues presenting in young people who have been at home for an extended period. This may be identified through phone or email contact with the parent or student or may become apparent when the student eventually returns to school. In all cases, staff must use the school's existing safeguarding protocols (found in the main safeguarding policy) to handle disclosures and report the matter to the designated safeguarding lead using CPOMs. Potential emerging welfare concerns may include:

- All forms of abuse – sexual, emotional, physical and neglect;
- New mental health challenges as a result of lockdown and the pandemic;
- Exacerbated pre-existing mental health challenges;
- Domestic violence;
- Substance misuse;
- Cyber-bullying;
- Self-harm
- Suicidal ideation

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the safeguarding policy and where appropriate, referrals will be made by the designated safeguarding leads to the local authority or relevant agency.

Staff must ensure that although they may be working remotely, all safeguarding concerns must be recorded and passed on through CPOMs without delay. If a member of staff has a concern about another member of staff regarding a safeguarding issue, they will follow the protocols outlined in the safeguarding policy and as identified in Keeping Children Safe in Education 2019.

### **Vulnerable students**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. 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.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home. Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support. We will continue to work with and support children's social workers to help protect vulnerable children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Rossett School will explore the reasons for this directly with the parent.

### **Supporting students not in school and identifying newly vulnerable students**

The pandemic and the aftermath will create new challenges for students and their families where they may have been none before. Rossett School will be proactive in identifying these challenges in the following ways:

- Class teachers will identify any students (regardless of whether they have been deemed vulnerable or not) who have not completed three or more pieces of work remotely and the Student Support Officer will then contact the family to check on the wellbeing of the student and attempt to remove any barriers to their learning. The non-completion of work could be an indication that there are welfare concerns arising in the household;
- Student and parent surveys will be used to identify any welfare or safeguarding concerns and respondents will be encouraged to share any changes to their circumstances which may be impacting their wellbeing;
- Face-to-face support will include either direct or remote contact with a member of the pastoral team who will be trained to assess for any underlying vulnerabilities that have emerged since the closure;
- Where there are issues identified during this contact the member of staff must record the issue on CPOMs for it to be picked up by the safeguarding team swiftly so that necessary action can be taken such as referral to support services.

### **Peer-on-peer abuse**

The school will do all it can to identify and stop any peer-on-peer abuse occurring during the school closure. Students and parents will be reminded that they should refer any incidents of cyber-bullying or similar, to their Student Support Officer or the Designated Safeguarding Lead in serious cases. The school will then follow the protocols outlined in the Anti-bullying policy.

Students and parents will be given the opportunity to share their concerns using surveys and must contact the designated safeguarding leads using the contacts at the start of this document.

Concerns and actions will be reported using CPOMs and appropriate referrals will be made.

Parents and carers must be aware of their duty to safeguard their child whilst at home from harmful online content and should have appropriate controls in place to reduce risk to their child. More information for parents can be found here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>.

### **Mental health**

All staff must recognise the impact of the pandemic on mental health and be aware of the signs that a student is suffering. Where students are finding learning from difficult and this is either a cause of declining mental health or an impact of it, staff will ensure a flexible, reasonable and bespoke approach is taken to minimise the impact of excessive work demands during this period. The school will share wellbeing messages on its website and social media pages and will provide links to organisations that can support with mental health on a weekly basis. Where the school is made aware of mental health concerns in young people, the pastoral team will work to organise an appropriate package of support which may include:

- ✓ more regular check ins from the pastoral team;
- ✓ signposting to organisations such as Kooth, Mindmate, The Go To etc;
- ✓ referrals to Just B counselling;
- ✓ liaison with CAMHs if they are involved;
- ✓ complete early help assessments to identify need and refer as appropriate;
- ✓ engage the parents and carers in a discussion about how they can support from home;
- ✓ consider if the child is sufficiently vulnerable to offer a place in school where their needs can be better met

The school will ensure an appropriate support system for bereavement guided by NYCC safeguarding board

### **Supporting vulnerable and key worker children in school**

We will identify vulnerable and key worker children and be proactive and do all we can to ensure their attendance at school. Where students do attend, the following safeguarding protocols will be in place:

- Accurate registration will take place each morning before 10:00am using the Department for Education attendance tracking tool we will submit the daily attendance sheet to the DfE by 12 noon - Where students are expected to attend, and don't there will be a phone call to their parent/carer to establish their whereabouts;
- There will be a designated safeguarding lead in school throughout the period of closure to act up any safeguarding concerns that arise from students who are attending school or are due to attend. They will also be responsible for monitoring CPOMs alongside the other two designated members of staff to ensure that the welfare of students not attending is also reviewed daily;
- Staff who are working with the students in school will be briefed on any important information about those students attending including to listen out for watch words or potential red flags and be made aware of the evolving nature of student welfare concerns in amongst the individual students. This is handover is critical when using a rota system to ensure all members of staff are up to date with relevant safeguarding information;
- If safeguarding concerns arise from the group of students in school, the member of staff who identifies them will immediately refer them to the designated member of staff on site and record it on CPOMs.

### **Live lessons and remote tuition**

A small number of lessons that take place may be 'live' involving students logging in to Microsoft Teams and engage remotely with the teacher as a class. There will also be a small number of remote

academic and pastoral reviews which will take place remotely. The following protocols will ensure appropriate safeguarding for students and staff during these online interactions. Safeguarding is the responsibility of all staff. All staff have a responsibility to provide a safe environment for children and report any signs of abuse.

### **Key protocols**

- Live lessons will always include a member of staff (not a volunteer) and more than two students. Staff will not conduct a live lesson if there is only one student in attendance;
- A small number of remote academic review meetings may take place remotely on a 1:1 basis, but only with the consent of the parent/carer which will be sought in advance;
- Cameras of both staff and students will be turned off and communication will only be done using audio;
- Cameras should be off. However, in the event of a malfunction or your face being shared, staff/students must ensure they wear suitable clothing, as should anyone else in the household who might appear on screen. Staff/students must sit in front of a neutral background or blank wall.
- Any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

A full protocol document outlining the responsibilities of staff and students will be available to all participants in advance of the adoption of live lessons.

### **Safer recruitment/volunteers**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes, including relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Rossett School uses volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing

[Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Rossett School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.