



SAFEGUARDING AND CHILD PROTECTION POLICY (WHOLE SCHOOL)

Queen Mary's School fully recognises its responsibilities and is committed to safeguarding and promoting the welfare of the young people in our care. We acknowledge their right to be protected from all forms of abuse and harm. This policy applies to the whole school including the Early Years Foundation Stage children and Boarders as well as all staff and volunteers working within our school.

This Policy should be read in conjunction with Keeping Children Safe in Education (KCSiE 2022), Countering Child on Child Abuse Policy and the Online Safety Policy. This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the School. They have been prepared in compliance with, and with regard to:

- The Children Act 2004
- Working Together to Safeguard Children (July 2018 updated July 2022)
- Keeping Children Safe in Education (September 2022)
- The Education Act 2011
- Independent Schools Standards (ISI) Regulations, Guidance and commentary. · National Minimum Standards for Boarding Schools (September 2022)· Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- What to do if you're worried a Child is being Abused (March 2015)
- Disqualification under the Childcare Act 2006 (September 2018)
- Information Sharing: advice for practitioners providing safeguarding services July 2018
- DBS Referrals Guidance (as may be amended from time to time)
- Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)
- Use of Reasonable Force in Schools (July 2013)
- Preventing and Tackling Bullying (July 2017)
- Mental Health and Behaviour in Schools (November 2018)
- Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2021)
- Prevent Duty Guidance 2021, Channel Guidance 2020, and Prevent Departmental Advice 2015
- The use of social media for online radicalisation (July 2015)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS December 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- When to call the police: guidance for schools & colleges NSPCC

CONTENTS

NAMED PERSONNEL WITH DESIGNATED RESPONSIBILITY FOR CHILD PROTECTION 3
DATES OF STAFF TRAINING AND DETAILS OF COURSE TITLE AND TRAINING PROVIDER 3
EXPECTATIONS 5
TRAINING 6
ALLEGATIONS AGAINST PERSONS WORKING WITH CHILDREN (STAFF) 7
UPDATES 8
RESPONDING TO A DISCLOSURE 8
CONSENT 9
RECORDING AND MONITORING 10
THE CURRICULUM 12
SAFER RECRUITMENT 13
DEFINITIONS 14
APPENDIX A Roles and responsibilities: The Governing Body 21
The Head 22
Designated Lead(s) 22
APPENDIX B What to do if you are worried about a child 27
APPENDIX C Useful numbers / contacts 30
APPENDIX D EYFS 32
APPENDIX E Related School Safeguarding Policies 36
APPENDIX F Flowchart - if you have concerns about a child 38

NAMED PERSONNEL WITH DESIGNATED RESPONSIBILITY FOR CHILD PROTECTION

ACADEMIC YEAR	DESIGNATED SAFEGUARDING LEAD	DEPUTY SAFEGUARDING LEAD	NOMINATED GOVERNOR	CHAIR OF GOVERNORS
2018/19	Mrs D Hannam Walpole	Mrs H Duxbury	Mrs C Wike-Elwers	Mr T Fielden
2019/20	Mrs D Hannam Walpole	Mrs H Duxbury	Mrs C Wike-Elwers	Mr T Fielden
2020/21	Mrs D Hannam Walpole	Mrs H Duxbury	Mrs C Wike-Elwers	Mr T Fielden
2021/22	Mrs D Hannam Walpole	Mrs J Strawbridge	Revd S Jukes	Mr T Fielden
2022/23	Mrs D Hannam Walpole	Mrs J Strawbridge	Revd S Jukes	Mr T Fielden

POLICY REVIEW DATES

REVIEW DATE	CHANGES MADE	BY WHOM	DATE SHARED WITH STAFF
October 2018	Updated	Mrs D Hannam Walpole Mrs C Wike-Elwers (Governor)	November 2018
September 2019	Updated	Mrs D Hannam Walpole Mrs C Wike-Elwers (Governor)	October 2019
October 2020	Updated	Mrs D Hannam Walpole Mrs C Wike-Elwers (Governor)	November 2020
October 2021	Updated	Mrs D Hannam Walpole Revd S Jukes (Governor)	November 2021
September 2022	Updated	Mrs D Hannam Walpole Revd S Jukes (Governor)	October 2022

DATES OF STAFF TRAINING AND DETAILS OF COURSE TITLE AND TRAINING PROVIDER

WHOLE SCHOOL	DESIGNATED SAFEGUARDING LEAD	DEPUTY DESIGNATED SAFEGUARDING LEAD	NOMINATED GOVERNOR
September 2018 Refresher Mrs J Clift	September 2018 Child Protection Pathway NYCC	September 2018 Child Protection NYCC	April 2019 Child Protection Pathway NYCC
September 2019 Refresher British Horse Society / NYCSB Safeguarding Children Basic Awareness	June 2019 Safeguarding Masterclass NYCC	December 2018 Child Protection Pathway NYCC	
September 2020 Refresher NYCC Safeguarding update	June 2019 Safeguarding Conference NYCSB	June 2019 Safeguarding Conference NYCSB	September 2020 Refresher NYCC Safeguarding update
	September 2019 Action Counters Terrorism NaCTSO	June 2019 Safeguarding Masterclass NYSCB	
	October 2020 Andrew Hall Safeguarding for DSLs	June 2019 Safeguarding Conference NYCSB	
		October 2019 Action Counters Terrorism NaCTSO	
September 2021 Refresher: The Key (online) Safeguarding Children Peer on peer Abuse KCSIE	September 2021 DSL Training (The Key) Prevent Training (The Key) Online Safety Training (The Key)	October 2021 DSL Training (The Key) Prevent Training (The Key)	October 2021 DSL Training (The Key) Prevent Training (The Key)

September 2022 Safeguarding Training The Key (face to face and online) KCSiE	September 2022 Independent Schools' DSL Network Meeting	September 2022 Independent Schools' DSL Network Meeting	September 2022 Safeguarding for Governors (The Key: online)
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Queen Mary's School is committed to ensuring the welfare and safety of all young people in school. All North Yorkshire schools, including Queen Mary's School, follow the procedures set out by North Yorkshire Safeguarding Children Partnership.

Queen Mary's School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities, (ref. KCSiE page 46 Looked After Children), those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always endeavour to take a considered and sensitive approach in order that we can support all of our pupils.

The school has a pivotal role to play in multi-agency safeguarding arrangements with North Yorkshire Safeguarding Children Partnership (NYSCP), and contributes to multi-agency working in line with the statutory guidance given in Working Together to Safeguard Children.

The three statutory safeguarding partners (North Yorkshire County Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Safeguarding policy is available publicly on the school website.

Expectations

All staff, governors and volunteers are expected to;

- Understand that it is everyone's responsibility to promote the welfare of the children in their care,
- Know who the DSL, Deputy DSL and Governor responsible for Safeguarding are and what their roles are (See Appendix A);
- Read at least Part one and Annex A of KCSiE (2021);
- Receive regular safeguarding training (at least annually);
- Inform the DSL if they have any concerns about the welfare of a child or if they have any concerns regarding inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the

requirements of their usual role and responsibilities; or inappropriate sharing of images;

- Inform the DSL of any concerns related to serious crime, including knife crime
- Inform the DSL of any concerns relating to child on child abuse
- Inform the DSL of any concerns relating to youth produced sexual imagery (sexting)
- Inform the DSL of any concerns relating to a child's engagement with extremist groups or ideologies
- Know that if a child is in immediate danger or at risk of harm to make a referral to the Children and Young People's Service through the Contact Resolution Centre (See Appendix C) or the Police immediately;
- Keep physical contact appropriate to the age and gender of the child and ensure it is for the child's benefit or security;
- Know that if there is a concern over, or an allegation over, the conduct of an adult against a child, or the abuse of a child by an adult or by another child (child on child), to immediately inform the Head, or if she is absent the DSL or the Chair of Governors.
- Tell a member of the Leadership Team if there are concerns about unsafe or irresponsible practice (see Whistle Blowing Policy);
- Ensure that all visitors / guests are signed in and correct procedures are followed

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that she can make an informed decision about what to do next.

Staff should listen to and take seriously any disclosure or information that a child may be at risk of harm. They should try to keep questions to a minimum and of an 'open' nature e.g. "Can you tell me what happened?" rather than "Did x hit you?" They should not ask leading questions or show signs of shock, horror or surprise.

Staff must explain sensitively to the person that they have a responsibility to refer the information to the senior designated person and reassure and support the person as far as possible.

Staff must make a record of the conversation as soon as possible, using the child's words as much as possible. As original records must be kept these should be completed in ink and signed, and dated, including the time of the disclosure.

Full descriptions of the roles and responsibilities of Governors, Head and DSL can be found in Appendix A

Training

School governors are responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where they feel able and are supported in their safeguarding role.

Staff must be able to:

- understand the policy and procedures;
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- be aware and understand their role in the early help process

- respond in a timely and appropriate way
- communicate appropriately with children
- understand the role of the DSL;
- be aware of external avenues for notifying concerns including the use of escalation and whistleblowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- recognise the requirements of the Prevent duty on protecting children from radicalisation Induction

All staff (including temporary staff, school governors and volunteers) are provided with the school's Safeguarding and child Protection policy and informed of the school's child protection arrangements including the role and identity of the DSL and her deputy. As part of the induction of new staff, staff are given a copy of the following policies which are referred to during the induction process:

- Safeguarding
- Staff Code of Conduct
- Behaviour Management
- Health and Safety
- Access to Premises / Supervision of Ancillary Staff
- Staff Acceptable Use Policy (AUP)

Updates

DSLs should update the training specific to this role at least every two years and all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in part two of KCSIE 2022.

The Prevent lead in school is Mrs D Hannam Walpole

The expectations and key priorities of Prevent are embedded within the safeguarding procedure. All staff undertake training so that they understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable

The school's premises do not give a platform for extremist speakers and events. School provides a broad and balanced curriculum that promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect pupils against extremism and developing strong community cohesion.

Further information; <https://cyps.northyorks.gov.uk/prevent>

Allegations regarding Person(s) who work with children

Where an allegation is made against any person working in or on behalf of the school, or any other person who works with children, that they have:

- a) behaved in a way that has harmed a child or may have harmed a child
- b) possibly committed a criminal offence against or related to a child or
- c) behaved towards a child or children in a way that indicates they may pose a risk of harm to children. The school will apply the same principles as in the rest of this document.

However, allegations management in the school will be undertaken by the Head or (where the Head is the subject of an allegation) the Chairman of Governors.

School will always follow: The [NYSCP practice guidance](#) and DfE Guidance Keeping Children Safe in Education 2022 part 4:

The Head will immediately contact the Duty Local Authority Designated Officer (LADO) on 01609 533080 and then, where appropriate, submit a [LADO referral form](#) on the day the allegation is made.

Where a child may have suffered significant harm the school will also submit a referral to Children's Social Care.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely within HR.

Initial Action

- The person who has received an allegation or witnessed an event MUST immediately inform the Head or the DSL, make a record and have regard to the school's whistleblowing procedure
- In the event that an allegation is made against the Head the matter will be reported to the Chair of Governors as described above without informing the Head.
- The Head or the DSL will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head or DSL may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage · The Head or DSL will consult with the Duty LADO (01609 533080) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.

Responding to a disclosure

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

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a detailed record. If in doubt about recording requirements staff should discuss with the DSL.

The Designated Safeguarding Lead (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 she believes 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. North Yorkshire County Council Children and Families Service (Appendix D)
- 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

OR

- not to make a referral at this stage
- 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. The DSL may also seek advice / guidance from the Local Authority Designated Officer (LADO) to ensure no concerns go unreported.

Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of concerns with consent obtained for referrals. Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited. Consent is not required if there is a belief that informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parents and carers of their actions. In cases of suspected Child Sexual Abuse in the family and fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

All information and actions taken, including the reasons for any decisions made, should be fully documented. All referrals to Children and Families' Service will be accompanied by a universal referral form (see Appendix B for further guidance)

<https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/>

Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute. The DSL will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference · if the child has 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 in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCP procedures
- <https://www.safeguardingchildren.co.uk/professionals/practice-guidance/>
- where there is significant information in respect of a child subject to a Child Protection Plan, immediately inform the key worker or their manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school

Recording and monitoring

School will record:

- Information about the child: name (including other names that they might be known as/aka) address, date of birth., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a Child Protection Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes). Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review
- All records should be objective and include, where appropriate:
 - Statements, facts and observable things (what was seen/heard)
 - Words that the child uses, (not translated into 'proper' words)
 - Non-verbal behaviours

All Safeguarding documents will be retained in a 'Child Protection' file, separate from the child's main file and/or on Cpoms. This will be locked away and only accessible to the Head, DSL and Deputy DSL. The file / evidence from Cpoms will be transferred as soon as possible to any school or setting the child moves to, clearly marked 'Private and Confidential, for attention of DSL.' The file will be transferred separately from the main pupil file, ensuring secure transit.

All safeguarding records are kept confidential and are only accessible to those who need to know. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2022), 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. This includes allowing practitioners to share information without consent.

School will monitor:

- Any cause for concern including where there could be serious child welfare concerns e.g. Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to Physical Education/Sport
- Family circumstances
- Parental behaviour/ care of child
- Recorded showing two levels of concern (where the harm threshold is met and/or low-level concerns)

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

School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers. Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child. Children will be given a proper

explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children

The Curriculum

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The school is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse, including on-line safety. We do this by:

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education including awareness of relationship abuse, and other abuse, sexual violence and harassment, child on child abuse, bullying, prejudice based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography · developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- making available appropriate local and online advice

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's online safety, relationships and sex education, substance misuse, smoke-free, equalities and anti-bullying policies.

The school recognises the statutory duty, since April 2014 (updated Sept 2021), to publish information

about the content of our PSHE curriculum on our school website.

The school has acknowledged that Relationships, Relationships and Sex Education (RSE) and Health Education has been statutory in all schools from September 2020 and has worked towards embedding a whole school approach that will safeguard all pupils and meet the statutory requirements. The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents/carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting the Head of PSHE in the first instance.

The School's arrangements for consulting with and listening to pupils are through the School Council, tutor system, health hub, pastoral and wellbeing space (PaWs) and the School Counsellor.

We make pupils aware of these arrangements by talking to them and having posters displayed around the school and in the classrooms and dormitories.

Early Years Provision (See Appendix E)

The EYFS is included within this whole school policy.

- Additional safeguarding policies/procedures specific to the EYFS
- Use of mobile phones and cameras
- Permission to use photographs / images
- Supervision
- Physical contact

Safer Recruitment

A full application process (Job advert, Job description, Formal School Application Form must be completed in all recruitment applications. A rigorous shortlisting process is undertaken by a minimum of 3 people. An interview will take place, and the candidate is required to bring formal ID (passport, driving licence and birth certificate and their original degree certificate if required and the previous employment history. Two references are checked and discussed before any job offer is made. Following the offer a letter is sent with the medical form, staff disclosure form and other relevant to the role documents. The DBS is then applied for. Overseas checks are undertaken where relevant and a certificate of good conduct is required for those who have worked overseas.

Other recruitment checks include:

- Prohibition from Teacher Order checks from the TRA Access Service
- Checking GTCE disciplinary sanctions
- Clarifications re prohibition from management checks
- Clarification re checks on supply staff
- Use of TRA's Employer Access service to check prohibition from management

- Clarification for checking visiting speakers and/or visiting professionals

Where appropriate, the school undertakes checks of/has regard to:

- the Disclosure and Barring Service (DBS)
- the Teacher prohibition list
- the requirements of the Childcare (Disqualification) Regulations 2018 and Section 128 direction (Education and Skills Act 2008)
- reporting to the DBS as soon as possible and at least within one month after the resignation or removal of any person (whether employed, contracted, a volunteer or student) who harmed or poses a risk of harm, to a child or has committed a relevant offence and has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The school recognises that this is a legal duty and failure to refer when the criteria are met is a criminal offence.
- Where a dismissal does not reach the threshold for DBS referral the school should consider whether a referral should be made to the Teaching Regulation Agency (TRA). This applies where a teacher has been dismissed (or would have been dismissed had he /she not resigned) and a prohibition order may be appropriate. Circumstances might include “unacceptable professional conduct”, “conduct that might bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

All school staff are made aware that they are required to notify the school of any convictions or cautions during employment with the School or if they receive a Penalty Notice for Damage or a Penalty Notice for Disorder. For those who drive on business at any point during their employment (School's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting) or any circumstances which could lead to consideration of disqualification.

Schools must keep a single central record detailing a range of checks carried out on their staff (including supply staff, governors and volunteers).

Carole Cameron (Head), Deborah Hannam Walpole (DSL), Amanda Stringer (PA to Head/HR Administrator) and Nina Gunson (Governor) have undertaken training in Safer Recruitment and one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Definitions

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

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday.

Abuse and neglect are forms 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 another child or children (child on child)

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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.

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

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

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

Contextual Safeguarding

The school recognises that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (and

deputy) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible as part of the referral process to Children's Social Care.

Staff should recognise that children with Special Educational Needs and Disabilities can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is not the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of child abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect must be discussed with the DSL (or in their absence with the Deputy DSL) prior to any discussion with parents.

Child on child Abuse including Sexual Violence and Harassment

There is zero tolerance of abusive behaviours at Queen Mary's. However, the school recognises that children are capable of abusing others, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of child abuse, the procedures and guidance in this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

It is assumed that sexual harassment and online sexual abuse are happening at Queen Mary's School, even when there are no specific reports. However, a whole school approach to address such reports is in place.

Sexual violence and sexual harassment involving children at the school is a form of child on child abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour.

Neither is acceptable and will not be tolerated by the school. All such reports are taken seriously and individuals will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead. As each case will receive an appropriate bespoke response once all the facts are known there are a number of options the school may consider in respect of the

management of a report of sexual violence or sexual harassment between children. Irrespective of any potential criminal outcome, the school has a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

Concerns or allegations of all forms of child on child abuse must be reported to the DSL, who will have regard to the NYSCP child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance '[Children and Young People Who Display Sexualised Behaviour](https://learning.nspcc.org.uk/child-health-development/sexual-behaviour)'. (<https://learning.nspcc.org.uk/child-health-development/sexual-behaviour>)

Wherever concerns of peer abuse arise the DSL will undertake an immediate risk assessment and put all necessary measures in place to ensure that the alleged victim, perpetrator and all children in the school are safeguarded and their welfare is supported. The Inclusive Education Service, on request, can advise schools in undertaking these risk assessments.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 guidance: 'UK Council for Child Internet Safety Guidance ['Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People'](#).

The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate.

The school will make every effort to minimise the risk of peer abuse by teaching pupils, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships through PSHE, Assemblies etc.

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices (DfE, 2018). It can happen wholly online and anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games

Children and young people can be re-victimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Domestic abuse is abusive, violent, controlling, and coercive or threatening behaviour between people aged 16 or over

who are, or have been, intimate partners or family members. It can happen to **anyone**, including teenagers in their own intimate relationships.

Children who see, hear or experience the effects of domestic abuse and are related to the victim or perpetrator are victims of abuse themselves. It can seriously affect children's physical and mental wellbeing, including into adulthood, so we have a responsibility to share concerns.

Intervening early helps to stop abuse getting worse and prevent children experiencing significant harm, so it's important to be alert to signs.

Domestic abuse can take different forms:

Physical: for example, hitting, punching, pushing, biting, burning or choking

Psychological/emotional: for example, putting a person down, controlling them with threats and intimidation, blaming them for the abuse or denying it

Sexual: any form of sexual activity that takes place without the other person's full consent (e.g. physical contact, withholding contraception, or pressuring into sexual activities)

Financial: controlling the partner's ability to earn and use their own money and resources (e.g. stopping them going to work, spending or taking their money)

Technology can also play a role in abuse, particularly among young people. For example, an abuser might use technology to monitor and control their victim, share intimate images without their consent, or post false or malicious information about them on social media.

Prevent

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

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

Protect and Prepare

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The North Yorkshire Schools' Emergency Procedures guidance, requires schools to:

- Develop lock down procedures
- Teach pupils how to stay safe if they were caught up in an attack
- [Run, hide, tell guidance](#)
- The guidance can be accessed at: <https://cyps.northyorks.gov.uk/school-emergency-response>

Upskirting (which typically 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). As of April 2019, upskirting is now a criminal offence, with offenders facing up to 2 years in jail and being placed on the sex offenders register.

Breast-Ironing involves flattening a girl's chest with a hot stone or other objects to delay breast growth, as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the victim has consented. The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Serious violence may also include knife crime. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

Child Exploitation: Criminal / County Lines; Child Sexual Exploitation; Trafficking Sexual Exploitation: School recognises that Child Sexual Exploitation (CSE) can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status and affection. This is usually exchanged for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive. School will consider whether a referral should be submitted to NYCC Children & Families Service and whether information should be passed onto North Yorkshire Police. Guidance on Child Sexual Exploitation is available [here](#).

Criminal Exploitation:

Queen Mary's School recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. County Lines guidance is available [here](#).

Trafficking:

Queen Mary's 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, or being involved in county lines. The 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 is available [here](#).

APPENDIX A

Roles and responsibilities The Governing Body

The Designated Safeguarding Governor is: Revd Susanne Jukes

The Governing body should ensure that:

- the school complies with the Local Authority's arrangements to promote cooperation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- there is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- The school has a safeguarding policy and procedures in place which are provided to and read by all staff, including temporary staff and volunteers, on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCP, are updated annually, and available publicly either via the school or college website or by other means
- all staff read at least part one and Annex A of KCSiE 2022
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSiE 2022
- all staff undertake appropriate child protection training
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is in the DSL's job description (Annex B KCSiE) and the need for a deputy DSL is reviewed
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- information regarding the role of the DSL is provided to all staff and volunteers on induction · a designated teacher is appointed to promote the educational achievement of children who are looked after or previously looked after and this person has appropriate training
- appropriate staff have the information they need in relation to a child's looked after legal status. The school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school has a staff code of conduct which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using

technologies. This includes an acceptable use policy for staff and governors to sign

- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the NYSCP and locally agreed inter-agency procedures (Appendix B)
- the chair of governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the Head.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has harmed or poses a risk of harm to a child and the individual has been removed from working (paid or unpaid) or would have been removed if they had not left.
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE). The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory
- children are safeguarded from potentially harmful and inappropriate online material. Ref KCSiE 2022 Annex C
- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- All staff and governors recognise that children may abuse their peers, and that this should not be tolerated or passed off as ‘banter’ or ‘part of growing up’. Any allegations of peer abuse and concerns about serious violence, including knife crime, sexual violence and sexual harassment, physical abuse, youth produced sexual imagery, (sexting,) initiation/hazing type violence, rituals, upskirting (which typically 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), which is a criminal offence must be reported to the DSL and NYSCP guidance and procedures must be followed. A policy and procedures are in place with regards to child on child abuse and followed by all staff (ref KCSiE and KCSiE Part 5 Child on child Violence and sexual harassment). Staff should have due regard to this.
- 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.
- all staff understand the risk factors regarding female genital mutilation and known cases are reported
- appropriate safeguarding responses are in place to children who go missing from education (ref KCSiE para 174) including the statutory duty to notify the LA, as appropriate, when a pupil’s name is about to be deleted from the school admission register.
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- there is an annual review of policies and procedures and the NYSCP Schools’ Safeguarding Audit is completed
- any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay
- when there is a safeguarding concern the child’s wishes and feelings are taken into account when determining what action to take
- staff are aware that children with SEN and disabilities can face additional safeguarding challenges and

additional barriers can exist when recognising abuse and neglect in this group of children

The Head should ensure that:

- the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff
- liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
- receive appropriate safeguarding and child protection training which is regularly updated
- all staff understand follow KCSiE 2022

The Designated Safeguarding Lead

DSL and Deputy (if appropriate) will:

- Manage referrals
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel panel where there is a radicalisation concern as required

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves;

- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required
- Work with others
- Act as a point of contact with the safeguarding partners
- As required, liaise with the "case manager" and the LADO for child protection concerns (all cases which concern a staff member)
- Liaise with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- Undertake training
- Undergo training to provide them with the knowledge and skills required to carry out the role.

This training should be updated at least every two years.

- Undertake Prevent awareness training and Action to Counter Terrorism Training. · Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals with due consideration of GDPR;
- Understand and support the school or college with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. ·

Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately · Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and · Link with the NYSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Maintain a Child protection file
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit.
- Ensure that CP records are retained for an appropriate length of time if the school is the final school. School must have regard to any other requirement requiring specific retention periods. · Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE ensuring secure transit and obtaining confirmation of receipt.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.

Availability

During term time always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Zoom or other such mediums is acceptable. The school and the DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Whilst the activities of the DSL can be delegated to an appropriately trained deputy, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

All staff and volunteers should:

- read at least part one and Annex A of KCSiE 2022
- receive appropriate Child Protection training which is regularly updated (at least annually). · be aware of systems within school which support safeguarding. This includes: the school's child protection policy; the school's staff code of conduct policy, and the identity and role of the DSL · receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. · When concerned about the welfare of a child, staff members should always act in the best interests of the child
- where there are concerns about a child, raise these with the DSL, if the DSL or deputy is not available then staff should speak to the Head or take advice from local Children's Social Care (KCSiE, 2022 Page 22)
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- In exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible that a referral has been made. (NYSCP professional resolution procedure).
- Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education.
- Be aware of the school's emergency procedures regarding lockdown and evacuation.
<https://cyps.northyorks.gov.uk/school-emergency-response>
- raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures (The NSPCC whistle blowing helpline is available as an alternative route for staff who feel unable to raise concerns 0800 028 0285 – help@nspcc.or.uk).
- be aware of local early help process and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - who are LGBTQ+, or perceived to be, who may be at greater risk of harm
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups

- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- not assume a colleague or another professional will take action and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the DSL or her deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM) and be aware that there is a specific legal duty on teachers, if, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they must report this to the police

Concerns should always lead to help for the child at some point.

APPENDIX B

What to do if you are worried about a child

Where you believe there is immediate risk of significant harm to a child or young person the North Yorkshire Police should be contacted on 999.

Where you have urgent concerns regarding a child or young person's mental health, please call CAMHS crisis service.

Hambleton and Richmondshire	0300 0132000 (Option 6), 7 days a week, 24 hours
Harrogate and Ripon	01423 544335, 7 days a week
Selby and Easingwold	01904 615348, 7 days a week, 10am –10pm
Scarborough and Ryedale	01723 346502, 7 days a week, 10am-10pm
Whitby	01723 346502, 7 days a week, 24 hours
Craven	01274 221181, 7 days a week, 24 hours

For urgent Safeguarding concerns please call the Contact Resolution Centre on 01609 780780.

Non urgent Safeguarding concerns or access to other services please complete [Universal Referral Form](#).

<http://www.safeguardingchildren.co.uk/worried-about-child>

The [Universal Referral Form](#) is a multi-agency referral form that can be used to access the following services for children:

- Children Social Care
- Disabled Children's Service
- Healthy Child Programme
- Early Help Service
- Prevent

The Universal Referral Form can be accessed by following this link:

<http://www.safeguardingchildren.co.uk/worried-about-child>

Anyone can make a referral if they are worried about any child and think they may be a victim of neglect or abuse, whether as a member of the public or as a professional.

Professionals in all agencies have a responsibility to refer a child to Customer Resolution Centre when it is believed or

suspected that a child:

- Has suffered significant harm and /or;
- Is likely to suffer significant harm and/or;
- Has developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent).

Anyone worried about a child (under the age of 18), should contact the Children and Young People's Service through the Customer Resolution Centre (CRC) to log their concerns, where the information will be reviewed by the Multi Agency Screening Team (MAST). If the concern is outside of normal office hours, the Emergency Duty Team should be contacted.

During Office Hours

By Phone: 01609 780780

Email: Children&families@northyorks.gov.uk

Outside Office Hours

Emergency Duty Team (for evenings, weekends and bank holidays): 01609 780780

North Yorkshire Police

In an emergency, always ring 999.

101 should be rung to report crime that does not need an emergency response.

Making a referral

If the situation is believed to be urgent, the Customer Resolution Centre should be contacted directly by telephone (01609 780780) A written referral using the [Universal Referral Form](#) must be completed and submitted within 24 hours of the telephone call. Any other contacts should be submitted on the "Universal Referral Form". It should be ensured that all relevant information, including parental consent or clear reasons why this has not been obtained, is provided to ensure that the referral can be progressed as effectively as possible. Acknowledgement will be made that the contact has been received. If this is not received the matter should be followed up. The contact will be forwarded to the Multi Agency Screening Team (MAST) where a decision on the next steps will be made within one working day. Multi Agency Screening Team (MAST) consists of representatives from North Yorkshire Police, Harrogate and District NHS Foundation Trust, North Yorkshire Prevention Services and North Yorkshire Social Workers. MAST use a Signs of Safety Approach reviewing the Vulnerability Checklist to decide on the most appropriate service for these children and families. Referrers will be contacted within five working days by the appropriate team of the outcome of their contact.

Further services offered by North Yorkshire, such as Compass Phoenix, Childline and Kidscape can be found here:

<https://www.safeguardingchildren.co.uk/children-young-people/do-you-need-some-help/>

Crisis CAMHS

If the situation is a mental health crisis, speak to the CAMHS crisis teams in the local area.

Hambleton and Richmondshire:

0300 0132000 (Option 6), 7 days a week, 24 hours

Harrogate and Ripon:

01423 544335, 7 days a week, 10am:10pm

Selby and Easingwold:

01904 615348, 7 days a week, 10am:10pm

Scarborough and Ryedale:

01723 346502, 7 days a week, 10am:10pm

Whitby:

01723 346502, 7 days a week, 24 hours

Craven:

01274 221181, 7 days a week, 24 hours

APPENDIX C

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

Emergency Duty Team 01609 780780

Designated Officers for Managing Allegations (LADOs)

North Yorkshire Police 101

Ask for the Serious Crime Team Safeguarding Unit

Duty LADO (consultations, new referrals and urgent matters) 01609 780780

Susan Crawford (LADO Manager) 01609 532152 / 07813 005161

Karen Lewis 01609 534200 07715 540711

Dave Peat 01609 535646 07814 533363

Julie Kaye 01609 532508 07973 825752

Andy Kenyon 01609 534215/ 07973 792398

Heather Pearson 01609 532301

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk 01609 532477

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk 01609 798343

Contact numbers for referral to Children's Social Care in neighbouring Local Authorities: The relevant local children's social care contact number can be found by following the link below: <https://www.gov.uk/report-child-abuse-to-local-council>

APPENDIX D

Statutory framework for the Early Years Foundation Stage

Published: 31 March 2021

Effective: 1 September 2021

Reviewed: 25 September 2022

Section 3 - The safeguarding and welfare requirements (including linked documents within section 3).

- Permission to use photographs / images
- Physical Contact
- Use of mobile phones and cameras
- Supervision

Permission to use photographs and images

Staff working in Early Years follow the whole school policy with regards to permission to use photographs and images. Please refer to the: IT ACCEPTABLE USE POLICY (AUP): STAFF AGREEMENT FORM

On entry to the school, parents are asked to give written permission for the use of images of their child. A note of whether this permission has been granted is kept on the pupil's individual record on the school's MIS system (iSAMS). Staff should check this list before taking or using images. However, any parent who wishes to limit the use of images for a pupil for whom they are responsible, should contact Miss Fiona Rose, School Administrator, in writing. Queen Mary's will also respect the wishes of parents/carers (and indeed pupils themselves) where reasonably possible, and in accordance with this policy.

IPads are stored in the Early Years classroom. There is a camera available for use to take better quality photographs and this is kept in the Year 2 classroom.

IPads are used:

- To take photographs of the children during self-initiated and adult-led learning, to record progress and assist with assessments and finding next steps
- To facilitate the use of the Tapestry on-line Learning Journal which is used for the purposes of tracking and recording children's learning and development and to assist communication with parents
- By the children to take photographs and to support learning. This is monitored closely to ensure appropriate use.

The school camera is used:

- To take better quality photographs whilst out on trips or when away from the classroom.
- To evidence learning and assist with assessment on occasions. To record special occasions such as having birthday cake.

Procedures are in place to safeguard all children, so that children who are not to be photographed are known to staff and are placed on the end of the line during group photographs. Here they can be excluded from the photograph whilst still joining in with activities.

- Images are downloaded from the camera onto the school server or printed and used as evidence of learning within 72 hours
- Images placed on the Tapestry on-line Learning Journal can be accessed by those parents who have been issued with a Tapestry login and password. Images are assigned to each child and parents can only access the information about their child from their login details.
- Images of children are printed or reproduced only whilst in school.

Staff's personal equipment is stored in the top of the high cupboard in the EYFS classroom and remains there whilst children, volunteers and parents are on site.

In personal emergencies staff and volunteers should be contacted via the setting telephone (01845 575034)

Physical Contact

As Early Years' practitioners, we are responsible for promoting the development of our young children, based in secure attachment and emotional security.

We judge that because our understanding of early childhood development informs our practice that appropriate physical contact is crucial to the building of self-esteem and establishing strong emotional relationships, we are happy to offer cuddles and any physical support, as appropriate to each individual circumstance. We at Queen Mary's, feel that varying forms of physical contact are crucial to the child's emotional well-being, and because of the mutual trust that exists between the children and the staff, as well as between the parents and the staff, we have taken the decision to pursue that which we feel is in the best interests of the child. Equally important, is that good practice in child protection depends on teamwork and cooperation and trust within the staff. We, as a team, know that physical abuse, neglect and emotional abuse are equally detrimental to the well-being of a child as is sexually abusive behaviour. Our prime function is to create a warm, caring and secure environment in which our children can thrive in the sure knowledge that they are valued and loved. If this means hand holding or a cuddle we are happy to respond. However, we are also aware that children are individuals and respond differently to affection and reassurance and the approach and needs offered to each individual child will be considered at all times. By the same token, no member of staff will approach a child with the view to making physical contact and in this way we protect the child's preference, but will respond in a reciprocal manner to the demands of a child.

Within the family atmosphere of our department, our children need to feel that they matter, that we care about them and keep them in mind even when away from them. Only with this sound basis of emotional security are we able to support our children's development and learning. We know that young children need to form close affectionate relationships with their out-of-home carers to ensure their emotional well-being. This emotional attachment can only be clearly communicated with the support of physical contact and the availability of cuddling, if this is what the child accepts to be the norm.

All physical activity involving the children would be conducted 'out in the open', in a transparent way. We accept that toileting accidents happen. In the event of a child in our care requiring routine incidental attention as a result of a toileting accident, we feel secure within our practice for one adult to provide this physical care (as opposed

to working in twos) as this accommodates the child's privacy and personal dignity.

Staff members have the right to be protected against injury or physical abuse inflicted by a child. In the unlikely event that this should happen within our setting, we agree that the child would be restrained from further action and the parents contacted immediately. Should a child inflict emotional abuse upon an adult, this would be dealt with within the setting, between the child and a member of staff (not necessarily the member of staff involved in the incident) and the parents informed.

Mobile phones and cameras

The Early Years' policy on the use of mobile phones and cameras is in line with the whole school policy as well as with The Statutory Framework for the Early Years Foundation Stage. Personal mobile phones are stored away from the children at all times, not accessed during contact time with the children, nor used for photographic purposes, and if needed are checked during non-contact time only, away from the children.

Mobile phones may be taken on school trips for emergency use or for contacting the school office. Each member of staff is supplied with an iPad to facilitate the use of the Tapestry online Learning Journal which is used for the purposes of tracking and recording children's learning and development. Staff may download pictures onto the school hardware to complete the necessary documentation involved with observational assessments. Photographs are placed on the school website. All parents are required to sign in agreement of photographs of their child being taken and being placed onto the school website.

IPads are provided for use by our children to enhance their own learning.

A camera is available for use by Early Years/KS1 staff and may be used for taking photographs to record children's learning instead of the iPad, for example at Forest School. All taking of photographs is in line with the written permission given by parents for the use of images of their child, as stated in the whole school policy.

Supervision Arrangements

Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing. The safety of our children is given the highest priority at all times.

Staffing arrangements in place ensure that the needs of all children are met and their safety is paramount, through constant supervision. Statutory adult-to-child ratios are strictly adhered to at all times.

A member of the EYFS team is present in the classroom from 08.20. Children are handed over to the staff by their parent/carer. Parents knock when they arrive and are let into the building by EYFS or KS1 staff. Parents are asked to let staff know if anyone other than themselves are collecting children. If the person who is collecting is unfamiliar to staff then a password is required before the child is handed over.

If the pupils arrive before 8:15 they can be taken to the early morning club, where they will be handed over to a member of the teaching staff. This staff member will care for them until 8:30 where they will be delivered to their classroom and handed over to the class teacher.

At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when the EYFS children are present and must accompany children on outings. The Reception teacher and Learning Support teaching Assistant both have current paediatric first aid certificates and at least one qualified paediatric first aider is present with the Reception children whilst at school or on a school trip. The School Nurse is on duty daily in the Health Hub and is available to administer first aid, to deal with accidents or emergencies or to help if someone is in need.

APPENDIX E

Related School Safeguarding Policies

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes
- Safeguarding action may be needed to protect children and learners from:
 - neglect, physical, emotional and sexual abuse
 - racist, disability and homophobic, transphobic and biphobic abuse
 - gender-based violence/violence against women and girls
 - radicalisation and/or extremist behaviour
 - child sexual exploitation and trafficking
 - child criminal exploitation and county lines
 - risks linked to using technology and social media, including online bullying; and the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery (sexting) and accessing pornography
- teenage relationship abuse
- child on child abuse
- Serious violence including knife crime
- Bullying, including online bullying and prejudice- based bullying
- physical abuse (hitting, kicking, shaking, biting etc.
- sexual violence and sexual harm
- sexting (youth produced imagery)
- initiation, hazing type violence
- upskirting
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence and abuse
- so called honour violence
- female genital mutilation
- forced marriage
- breast ironing
- faith abuse
- fabricated or induced illness
- mental health issues
- poor parenting in relation to babies and young children
- It relates to aspects of care and education, including:
 - children missing from education
 - going missing from home or care
 - homelessness
- equal opportunities
- promoting positive behaviour
- children's and learners' health and safety and well-being including their mental health meeting the needs of children who have special educational needs and/or disabilities · the use of reasonable force
- meeting the needs of children and learners with medical conditions

- providing first aid
- alternative provision
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- children not collected from school
- lost children

It relates to other policies including:

- Complaints / Disciplinary procedure
- Admissions
- Safer recruitment
- Key person
- Teaching and learning
- Behaviour
- Children Missing from Education
- Confidentiality
- Record keeping
- Administering medication
- Intimate care
- Whistle blowing
- Online Safety / Acceptable use of ICT
- Educational Visits

Guidance for safer working practice for those working with children and young people in education settings

<http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools>

NYCC: Guidelines for dealing with and reporting prejudice based incidents, hate incidents and hate crimes in schools and settings (updated July 2017) <http://cyps.northyorks.gov.uk/hate-incidents>

Prevent Training <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The Key Safeguarding Training (including child on child abuse and KCSiE)

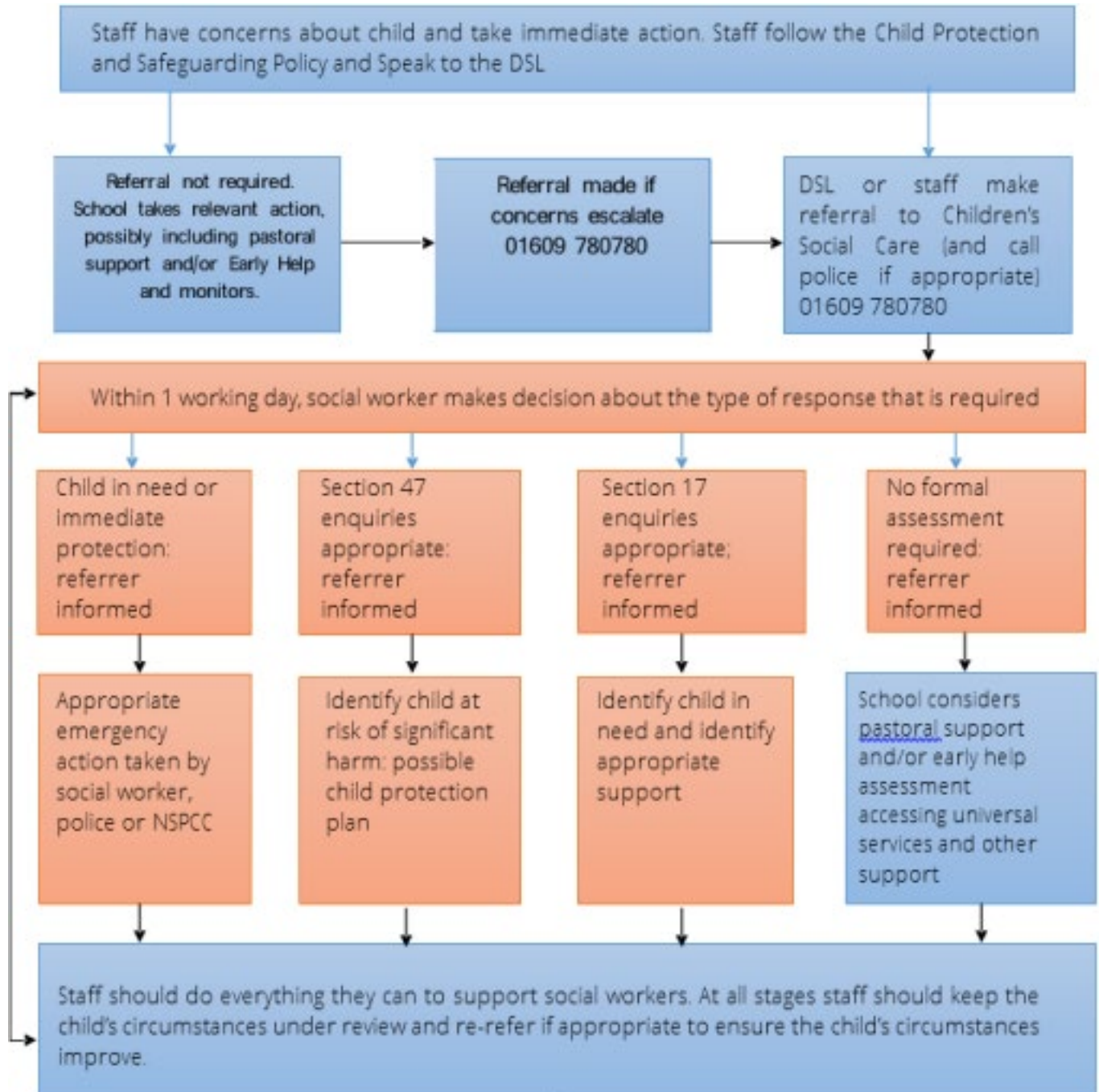
https://my.thekeysupport.com/signup-for-elearning/645a401f-bcc9-4cbb-986f-b9a4b93fc5ef?src=stc_link

KCSiE

Part One Pages 6-22 Annex A Pages 134-139

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

APPENDIX F: Flowchart if you have concerns about a child (taken from NYSCP)
 (Blue – School Action, Orange – Other Agency Action)



The Child's best interests **MUST** always come first