

## Child Protection and Safeguarding Policy

<b>If a child is in immediate danger or is at risk of harm</b>	<b>Allegations against staff and volunteers Procedure</b>
<p><b>If a child is in immediate danger or is at risk of harm telephone the Duty LADO on 01609 532477 and/or the police (101 or 999) <u>immediately</u>.</b></p> <p><b>ANYONE CAN MAKE A REFERRAL. Where referrals are not made by the designated safeguarding lead (DSL), the DSL should be informed as soon as possible that a referral has been made.</b></p> <p><b>IF, AT ANY STAGE, A CHILD'S SITUATION DOES NOT APPEAR TO BE IMPROVING, ALERT THE DSL/CONTACT LADO TO PRESS FOR ACTION.</b></p>	<p>These procedures should be used in respect of all cases in connection with the person's employment or voluntary activity where it is alleged that a person who works with children has:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Behaved in a way that has harmed a child, or may have harmed a child</li> <li><input type="checkbox"/> Possibly committed a criminal offence against or related to a child, or</li> <li><input type="checkbox"/> Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children</li> </ul> <p><b>The Head should telephone: Elevate's compliance officer on 077695 82025; and the Duty LADO on 01609 532477 within 1 day.</b></p>

**To be read and signed by everyone employed by Elevate**

<b>Policy Type</b>	
<b>Adopted by the Trustees</b>	
<b>Chair of the Trustees</b>	<b>Rev Nigel Sinclair</b>
<b>Date</b>	<b>19.02.2018</b>
<b>To be reviewed</b>	<b>19.02.2019</b>
<b>On Website</b>	

The Trust Board of Elevate Multi Academy Trust has agreed this Policy and as such, it applies to their Academies.

<b>DESIGNATED SAFEGUARDING LEAD</b>	Mr S.Crocker
<b>DEPUTY DESIGNATED SAFEGUARDING LEAD</b>	Mrs A Amesbury
<b>DESIGNATED SAFEGUARDING LEAD if DSL and deputy DSL are unavailable</b>	Mrs L Mallett
<b>DESIGNATED SAFEGUARDING GOVERNOR</b>	Mrs A Flouri

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## Safeguarding is Everyone's Responsibility

### 1. Introduction

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interest** of the child. (*Keeping Children Safe in Education – DfE, 2016*)

This Child Protection and Safeguarding Policy is for staff, parents, Trustees, governors, volunteers and the wider academy community.

It forms part of the safeguarding arrangements for Elevate and their Academies. It should be read in conjunction with the policies, statutory framework and documents set out in the **Safeguarding spreadsheet** (*Appendix 1*) which forms part of the Elevate's Suite of Safeguarding Documents.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

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

## 2. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within Elevate's Academies (See page 2) and the Local Authority who have specific responsibilities under child protection procedures.

### **The Trustees/Local Governing Bodies(LGB):**

The Trustees and the LGBs ensure that the policies, procedures and training in Elevate and their Academies are effective and comply with the law. They ensure that all required policies relating to safeguarding are in place and that this child protection and safeguarding policy reflects statutory and local guidance and is reviewed at least annually.

The LGB of each of Elevate's Academies will ensure:

- a. there is a nominated Safeguarding governor, who has undergone the relevant training;
- b. there is a named designated safeguarding lead and 1 deputy safeguarding lead and a third nominated person if the DSL and deputy DSL are both unavailable. Their qualifications are current;
- c. their Academy contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements;
- d. that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe;
- e. ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum;
- f. their Academy leadership teams are responsible for ensuring they follow recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It ensures that volunteers are appropriately supervised in their Academy;
- g. The link governor or Chair will annually carry out the Safeguarding Audit with the Head. A copy will be sent to the Trustees.

### **The Designated Safeguarding Lead (DSL) (Deputy and 3<sup>rd</sup> nominated person)**

The DSL in each Academy takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in their Academy (including temporary staff, volunteers and contractors) is



aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to the LADO are made in accordance with current procedures. They work with the Local Authority and other agencies as required.

If for any reason the DSL is unavailable, the Deputy Designated Safeguarding Lead will act in their absence. If both the DSL and deputy DSL are unavailable the 3<sup>rd</sup> nominated person will act as the lead.

### **The Headteacher:**

The Headteacher works in accordance with the requirements upon their Academy staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by Elevate and the LGB are followed by their staff.

The Headteacher will carry out an annual Safeguarding Audit with the link governor or LGB Chair.

### **Academy staff:**

Everyone in Elevate's Academies has a responsibility to provide a safe learning environment in which our children can learn. Staff are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns. All staff members have signed a copy of this policy to confirm they are aware of and follow academy processes (as set out in this policy) and are aware of how to make a referral to LADAO if there is a need to do so.

### **Central Staff:**

Any centralised Elevate staff not assigned to an individual Academy will report any concerns to the DSL of the Academy to which the concerns are related.

### **Training:**

The DSL (and Deputies) undertake appropriate child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from Elevate and the Local Authority. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

Each Academy ensures that the DSL (and Deputies) also undertakes training in inter-agency working and other matters as appropriate.

### 3. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2016) defines abuse as the 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”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Elevate and their Academies are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection.

For further guidance please read ***‘What to do if you are worried a child is being abused’***

#### **Peer on Peer Abuse**

Elevate and their Academies may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at their Academy, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Elevate and their Academies recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, ‘sexting’ or sexually harmful behaviour. Elevate does not tolerate any harmful behaviour in their Academies and will take swift action to intervene where this occurs. They use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and to encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Elevate and their Academies understand the different gender issues that can be prevalent when dealing with peer on peer abuse (see Anti-Bullying Policy, Behaviour Policy for further information).

For further guidance please read ***Sexual violence and sexual harassment between children in schools and colleges***

### **Children with Special Educational Needs and Disabilities**

Elevate and their Academies understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

SEN and children with disabilities, where necessary, will be given additional resources, time and support to discuss any concerns they may have.

### **Children Missing from Education**

All children, regardless of their age, ability, aptitude and any SEN they may have are entitled to a full-time education. Elevate and their Academies recognise that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Each Academy must inform the Local Authority of any child who fails to attend their Academy regularly or has been absent without Academy permission for a continuous period of 10 days or more.

### **Child Sexual Exploitation (CSE)**

CSE is a form of abuse where children are sexually exploited for money, power or status. It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point.

Elevate and their Academies are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

The DSL is the named CSE Lead in each Academy on these issues and will work with other agencies as appropriate.



## Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.

Elevate and their Academies will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

## Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Elevate staff understand how to report concerns where this may be an issue.

## Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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.

For Further guidance please read **The Prevent Duty**

The Duty requires schools/academies to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

**CHANNEL** is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

For CHANNEL Guidance go to [http://ncalt.com/channel\\_general\\_awareness](http://ncalt.com/channel_general_awareness)

## Domestic (Family) Abuse and/or sexual violence

Domestic or Family Abuse adversely affects children, whether or not it is significant enough to warrant action under Child Protection Procedures. When a member of staff becomes aware that a



child may be living in a household where there is emotional, physical or sexual violence, they should refer the concern to the DSL who will attempt to find out whether the family are receiving help and who will consider contacting the referral or advice lines below.

A designated DASV trained person should be named in each Academy.

### **Signs of Abuse**

Recognising child abuse is not easy. It is not Elevate's staff responsibility to decide whether child abuse has taken place or if a child is at significant risk of harm from someone. Their responsibility and duty, is to follow the procedures set out in this policy and to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

Elevate staff will use the following information to be more alert to the signs of possible abuse:

#### Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks,
- Multiple burns with a clearly demarcated edge.

#### **Changes in behaviour that can also indicate physical abuse:**

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression

- Withdrawn behaviour
- Running away from home.

### Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

### **Changes in behaviour which can indicate emotional abuse include:**

- Neurotic behaviour e.g. sulking, hair twisting, rocking
  - Being unable to play
  - Fear of making mistakes
  - Sudden speech disorders
  - Self-harm
  - Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

### Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause concern, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

### **The physical signs of sexual abuse may include:**

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

**Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

**The physical signs of neglect may include:**

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight  
Inappropriate clothing for the conditions.

**Changes in behaviour which can also indicate neglect may include:**

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised.

Bullying

Bullying is not always easy to recognise as it can take many forms. A child may encounter bullying attacks that are:

- Physical: pushing, kicking, hitting, pinching and other forms of violence or threats;
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing;
- Emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

**Persistent bullying can result in:**

- Depression

- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

**Signs that a child may be being bullied can be:**

- Coming home with cuts and bruises
- Torn clothes
- Asking for stolen possessions to be replaced
- Losing dinner money
- Falling out with previously good friends
- Being moody and bad tempered
- Wanting to avoid leaving their home
- Aggression with younger brothers and sisters
- Doing less well at school
- Sleep problems
- Anxiety
- Becoming quiet and withdrawn

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist Elevate and their Academies. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

## 4. Procedures

All staff have a duty to recognise concerns and maintain an open mind.

**Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.**

### a. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people ;
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including 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;
- any concerns relating to peer abuse;
- any concerns relating to youth produced sexual imagery (sexting)

### b. Responding to Disclosure:

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

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

### c. Principles:

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.

**Staff will:**

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

**d. Action by the DSL (or Deputy DSL/3<sup>rd</sup> nominated person in their absence):**

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:**

- any urgent medical needs of the child;
- whether to make an enquiry to the Customer Contact 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 Numbers set out below;
- the child's wishes and any fears or concerns they may have.

## CONTACT NUMBERS:

### PREVENTION SERVICE

Advice and Support from Area Prevention Managers

#### West

Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knaresborough	Rachel Yeadon	01609 533446

#### Central

Richmondshire	Vanessa Handley	01609 535682
Hambleton	Sharon Britton	01609 536468
Selby Town	Pat Scully	01609 532385
Rural Selby	David Fincham	01609 534022

#### East

Whitby & The Moors	Diane Leith	01609 532479
Ryedale	Simon Osman	01609 798167
Scarborough Town	Liz White	01609 533139
Scarborough South & Filey	Simone Wilkinson	01609 532927

### Advice and Referral

#### CHILDREN AND FAMILIES' SERVICE

Customer Contact Centre 01609 780780

[Social.care@northyorks.gov.uk](mailto:Social.care@northyorks.gov.uk)

For advice please ask to speak to a Team Manager in the Customer Service Centre

Emergency Duty Team 01609 780780

NORTH YORKSHIRE POLICE 101  
(Ask for the Serious Crime Team in your area)

#### SAFEGUARDING UNIT

Safeguarding/Designated Officers for Managing Allegations (LADOs)

**Duty LADO (consultations, new referrals and urgent matters) 01609 532477**

Susan Crawford	01609 532152	07813 005161
Karen Lewis	01609 534200	07715 540711



Dave Peat	01609 535646	07814 533363
Julie Kaye	01609 532508	07814 533363
Andy Kenyon	01609 534215	07973792398

Manager Heather Pearson	01609 532301	07715540741
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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:

Redcar & Cleveland	01642 771 500	Stockton on Tees	01642 527 764
Darlington	01325 346 200	Middlesbrough	01642 726 004
Durham	03000 267 979	Cumbria	0333 240 1727
Lancashire	0300 123 6720	Bradford	01274 437 500
Leeds	0113 376 0336	East Yorkshire	01482 395 500
Wakefield	03458 503 503	Doncaster	01302 736 000
York	01904 551 900		

**Then decide:**

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a 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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families' Service will be accompanied by a standard referral form. This can be downloaded via NYSCB:

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

**e. 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 NYSCB procedures;  
<http://www.safeguardingchildren.co.uk/professionals/professional-resolutions>
- 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

**f. Recording and monitoring:**

**The Academy will record:**

- Information about the child : name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the Academy, any court orders, if a child is or has been subject to a CP 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:**

- Statements, facts and observable things (what was seen/heard);
- Diagram indicating position, size and colour of any injuries (not photograph);
- Words child uses, (not translated into 'proper' words);
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and DSL. The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child's 25th birthday.

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 child, Elevate and their Academies has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharingadvice>

**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 P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

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

**g. Supporting the Child and Partnership with Parents and Carers:**

- Elevate and their Academies 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 Elevate and their Academies may, on occasion, need to make referrals without consultation with parents and carers, they will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child
- A secure, caring, supportive and protective relationship for the child will be provided;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- Elevate and their Academies 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.

**All action is taken in accordance with the following guidance:**

- Keeping Children Safe in Education (DfE, 2016)
- Working Together to Safeguard Children (DfE, 2015)
- The PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

When new staff, volunteers or regular visitors join Elevate or their Academies they are informed of the safeguarding arrangements in place and the name of the DSL (and deputies) and how to share concerns with them.

Any member of staff, volunteer or visitor to any of Elevate's Academies who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL or 3<sup>rd</sup> nominated person).

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration of the case with the DSL.

Safeguarding contact details are displayed at the front of this policy and in each Academy to ensure that all staff have unfettered access to safeguarding support.

## **5. Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to a child and will not agree with a child to keep a secret as, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

Any information shared with a member of staff in this way is held treated confidentially.

## **6. Records and information sharing**

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Elevate and our Academies are clear about the need to record any concern held about a child or children within their

academies, the status of such records and when these records should be shared with other agencies.

For further information please read ***DFE Information Sharing 2015***

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL (or Deputies), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in a child protection file (which is separate to the pupil file) in chronological order. All child protection records are stored securely and confidentially and will be retained for 25 years after the child's date of birth.

If a child transfers from one of our Academies to another school, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's DSL, with a return address on the envelope so it can be returned to us if it goes astray. Copies of this paperwork will be retained by Elevate and the Academy, should it be required at a future date.

## **7. Interagency working**

It is the responsibility of the DSL to ensure that each Academy is represented at, and that a report is submitted to, any child protection conference called for children on the Academy roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the Academy has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their Academy attendance, emotional well-being, academic progress, welfare and presentation. If the Academy is part of the core group, the DSL will ensure the Academy is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## 8. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct.

Elevate and our Academies work in accordance with statutory guidance and the Local Authority in respect of allegations against an adult working with children (in a paid or voluntary capacity).

For further guidance please read **NYCC managing-allegations against staff**

**These procedures should be used in respect of all cases in connection with the person's employment or voluntary activity where it is alleged that a person who works with children has:**

- Behaved in a way that has harmed a child, or may have harmed a child**
- Possibly committed a criminal offence against or related to a child, or**
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children**

Elevate and their Academies have processes in place for reporting any concerns about a member of staff (or any adult working with children).

**Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the DSL as the named person should have sufficient status and authority in the Academy to manage employment procedures.** Staffing matters are confidential and the Academy must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.

Elevate procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform:

1. Elevate's compliance officer on **077695 82025**, unless that person is the subject of the allegation, or where their relationship with the subject could compromise their independence, in which cases it should be reported to the CEO; and
2. The duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team within one working day. **Duty LADO: 01609 532477.**

However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to children and parents and HR. The LADO will provide an objective view.



Elevate and their Academies will not carry out any investigation before speaking to the LADO.

If there is an immediate risk, appropriate actions may need to be taken e.g. urgent involvement of police, removal of member of staff, securing evidence or urgent medical attention.

Staff who become aware of an allegation about a person from another agency should report this to their agency's Safeguarding Lead without delay who should in turn inform the LADO straight away.

If requested by LADO a referral should be sent to them using the LADO Referral Form which can be downloaded giving as much detail as possible.

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

Completed LADO Referral Forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net, egress, etc.) to [social.custodian@northyorks.gcsx.gov.uk](mailto:social.custodian@northyorks.gcsx.gov.uk).

Egress users please email to [safeguardingunit@northyorks.gov.uk](mailto:safeguardingunit@northyorks.gov.uk).

If you do not have secure email please contact 01609 532477.

The LADO will consult, as appropriate, with Children's Social Care and/or the Police to consider:

- If a CSC or a police response may be appropriate and if a Strategy Meeting and/or an Evaluation Meeting needs to be held;
- If the allegation should be managed solely by the employer (with the proviso that, if further information comes to light suggesting a child protection response or criminal response may be necessary, then a further consultation will take place).

### **Procedure/Initial Action**

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher and make a record and have regard to Elevate's whistleblowing procedure;
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher';
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs;
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children;
  - The Headteacher may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage;
  - The Headteacher will consult with the Duty LADO (01609 532477) in order to determine if it is appropriate for the allegation to be dealt with by Elevate 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 children, parents and staff ;
- The headteacher will inform the Chair of Governors of any allegation.



## **EYFS:**

Where an Early Years' provider is registered with OFSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2017.

## **9. Whistleblowing**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example children in the Academies or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the Elevate's Code of Conduct / Whistleblowing policy.

Elevate and their Academies want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The Head of Internal Audit, Veritau can be contacted by writing a letter in a sealed envelope marked Strictly Private and Confidential, addressed to:  
Max Thomas (Head of Internal Audit)

Veritau Ltd  
County Hall  
Racecourse Lane  
Northallerton  
North Yorkshire  
DL7 8AL

or by telephoning (01609) 532143. In addition there is a direct and confidential whistleblowing hotline number (01609) 760067, which is available 24 hours a day.

## 10. Safer Recruitment and Selection

Elevate and their Academies pay full regard to DfE guidance *Keeping Children Safe in Education 2016*; the Protection of Freedoms Act 2012; the Childcare (Disqualification) Regulations 2009 and NYCC Schools' Recruitment procedures and guidance (login required)

Elevate and their Academies ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of Elevate who are likely to be perceived by the children as a safe and trustworthy adult.

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. When undertaking interviews, Elevate has regard to the principles of Value Based Interviewing [www.nspcc.org.uk](http://www.nspcc.org.uk)

Where appropriate, Elevate and their Academies undertake checks of/has regard to:

- the Disclosure and Barring Service (DBS) Children's
- the Teacher prohibition list and has regard to
- the requirements of the Childcare (Disqualification) Regulations 2009
- any Section 128 direction (Independent Schools)

### **Disclosure of convictions:**

All Elevate staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with Elevate or receive a Penalty Notice for Damage or Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority'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.

Statutory changes, underpinned by regulations, are that:

- Academies must keep a single central record detailing a range of checks carried out on their staff, including supply staff, and teacher trainees on salaried routes and all member of the proprietor body.
- an Enhanced DBS check is obtained for **all** new paid appointments at Elevate;
- an Enhanced DBS check is obtained for volunteers further to a risk assessment; considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (see

paragraphs 122-128, Annex F *KCSiE 2016*);

- Elevate will ensure that any contracted staff are DBS checked where appropriate (see paragraphs 135-158 *KCSiE 2016*);
- Elevate will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers (see paragraphs 97-98 *KCSiE 2016*);
- Elevate staff will be asked to complete a disqualification by association letter;
- all new appointments to Elevate who have lived outside the UK are subject to additional checks as appropriate;
- Elevate and their Academies must satisfy themselves that agency and third-party staff have undergone the necessary checks;
- identity checks must be carried out on all appointments to Elevate before the appointment is made;
- On line materials available on NSPCC website.
- 

## 11. Curriculum

### **Elevate and their Academies are committed to ensuring**

: that children are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain. All children know that their Academy has a DSL with responsibility for child protection and know who this is. The Academies inform children of whom they might talk to, both in and out of their Academy, their right to be listened to and heard and what steps can be taken to protect them from harm.

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

### **This is done by:**

- developing healthy relationships and awareness of domestic violence, bullying, child sexual orientation, gender-based violence, hate, relationship abuse, faith abuse and abuse ;
- recognising and managing risks including online, including cyber bullying and online grooming for sexual exploitation and radicalisation enabling children to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography;
- enabling children to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values;
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour;
- ensuring children have the opportunity to discuss controversial issues and develop tolerance and respect for others;
- raising awareness of female genital mutilation and forced marriage;
- making available appropriate local and online advice.

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways

**Elevate and their Academies:**

- a. have updated the curriculum aspects of related policies to ensure that they are aligned to this Child Protection and Safeguarding policy. This includes the Academies online safety, sex and relationships, substance misuse, smoke-free policy and anti-bullying policies.
- b. recognise the statutory duty, since April 2014, to publish information about the content of their PSHE curriculum on their websites.
- c. recognise 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 Headteacher of their Academy in the first instance.

Training needs of staff are regularly reviewed to ensure that staff who are delivering safeguarding aspects of PSHE or online safety have the appropriate knowledge and skills.

- d. monitor and evaluate the impact of the safeguarding taught curriculum provision through Elevate's and their Academies based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from children, staff and parents/carers, data from the bi-annual Growing Up in North Yorkshire survey.

## **12.Visitors**

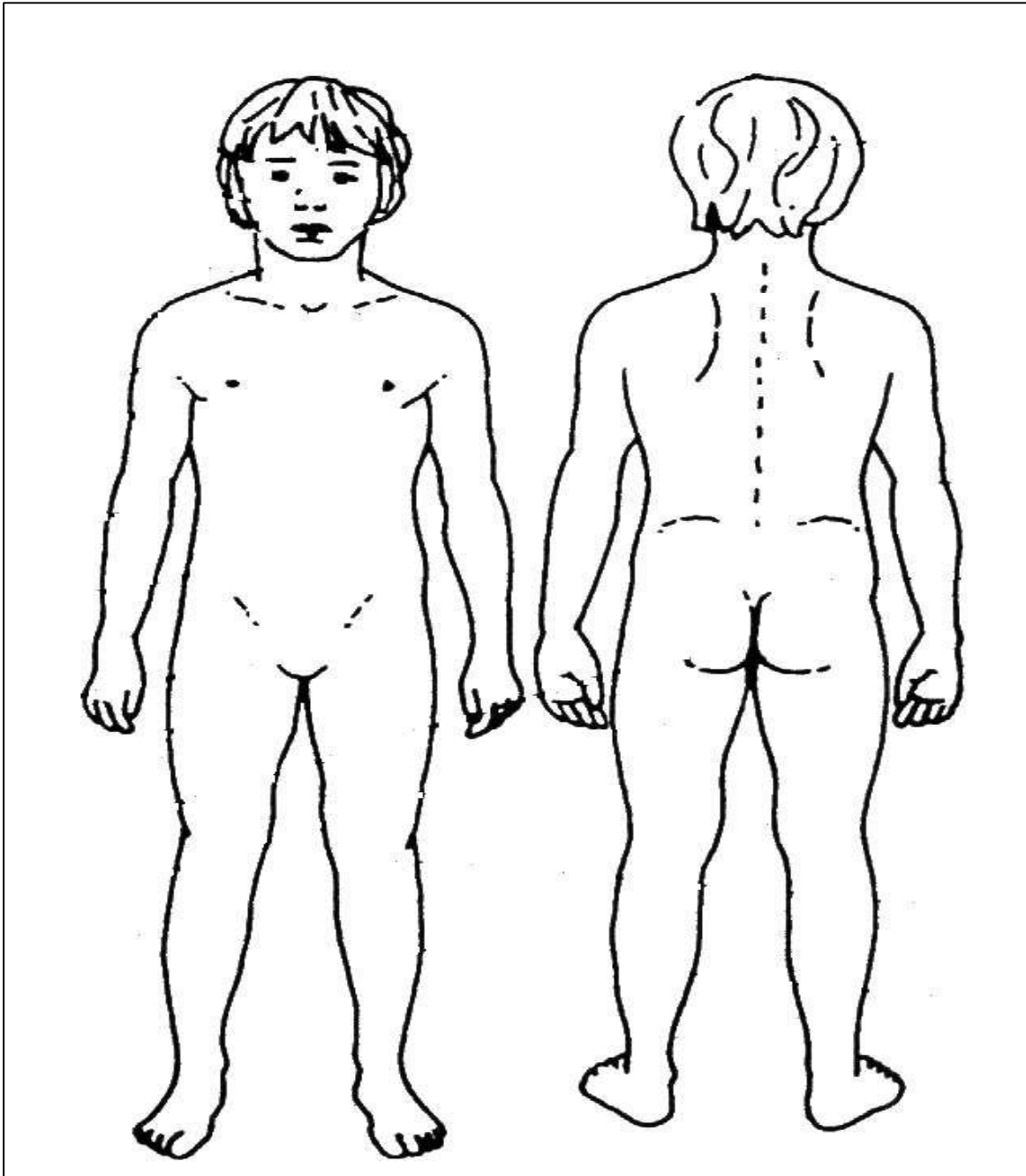
Elevate and their Academies shall use the Elevate safeguarding and fire safety leaflet template which will be handed to visitors when they register their presence at the Academy office.

“Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.”

*KCSiE 2016*

## APPENDIX 1 – Body Maps

### Child body map





## Baby/infant Body Map

