

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

1 Key staff contact details

1.1 Designated Safeguarding Lead for Bootham School

Liz Gallagher-Coates *
liz.gallagher-coates@boothamschool.com
01904 623261 extension 2890

1.2 Nominated Designated Safeguarding Deputies for Bootham School

Alice Ovenden, Nurse Manager
alice.ovenden@boothamschool.com
01904 623261 extension 2180

1.3 Designated Safeguarding Lead for Bootham Junior School

Helen Todd, Head of Bootham Junior School *
helen.todd@boothamschool.com
01904 623261 extension 1602

1.4 Designated Lead Practitioner for EYFS

Louise Leaf *
louise.leaf@boothamschool.com
01904 623261 extension 1600

1.5 Nominated Designated Safeguarding Deputy for Bootham Junior School (including EYFS)

Anna Harrison, Deputy Head of Bootham Junior School *
anna.harrison@boothamschool.com
01904 623261 extension 1610

1.6 Head of Bootham School

Chris Jeffery *
chris.jeffery@boothamschool.com
01904 623261 extension 2030

1.7 Clerk to Governors' Meeting (Chair of Governors) and nominated governor with responsibility for safeguarding

Stephen Sayers
governors@boothamschool.com
01904 623261 extension 2010 (c/o Jeanne Long, Administration Manager)

* indicates member of Leadership Meeting (senior leadership team)

2 Scope

- 2.1 This policy is a whole school policy and relates to both the senior school and junior school (including the Early Years Foundation Stage). This policy is reviewed and updated to ensure compliance with the law and best practice and to reflect the school's current working practices. The policy is reviewed as required and, at least annually.

3 Introduction

- 3.1 The School's Safeguarding policy has regard to statutory guidance, including Keeping Children Safe in Education 2018 and Working Together to Safeguard Children 2018. (See section 17 for the full list of relevant Regulatory Framework and Statutory Guidance documents.)

This policy

- (a) has been authorised by the governing body of the School;
 - (b) is published on the School website and available in hard copy to parents on request;
 - (c) can be made available in large print or other accessible format if required;
 - (d) its procedures apply wherever staff, governors or volunteers are working with students even where this is away from the School, for example an educational visit; and
 - (e) applies to the Early Years Foundation Stage (EYFS) provision.
- 3.2 Central to the School's wider aims to educate students to be adept and self-motivated learners, to be active citizens, and to be self-confident, is the paramount importance which the School places on safeguarding its students' welfare. At the heart of the School are the values, guided by Quaker statements, to which all members of the community aspire and which they seek to model in the way they work together:
- (a) Live adventurously
 - (b) Let your life speak
 - (c) Walk cheerfully over the world answering that of God in everyone
 - (d) Be open to the light from wherever it may come
 - (e) Always consider that you may be mistaken
- 3.3 Every student should feel safe and protected from any form of abuse. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:
- (a) ensure that it practises safer recruitment in checking the suitability of staff, governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in:
 - Keeping children safe in education (2018)
 - Working together to safeguard children (2018)
 - Education (Independent School Standards) Regulations (2014)
 - National minimum standards for boarding schools (2015)
 - Statutory framework for the Early Years Foundation Stage (2018)

See also the School's separate *Recruitment Policy* which is available on the School's website.

- (b) ensure that, where staff from another organisation are working with its students on another site, it requires written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff, and reserves the right to sample the actual checks
- (c) follow the local inter-agency procedures of the City of York Safeguarding Children Board (CYSCB)
- (d) be alert to signs of abuse both in the School and from outside and to protect each student from any form of abuse, whether from an adult or another student
- (e) deal appropriately with every suspicion or complaint of abuse and to support any student who has been abused in accordance with his / her agreed child protection plan
- (f) design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- (g) be alert to the medical needs of students with medical conditions and operate robust and sensible health and safety and first aid procedures
- (h) to take students' mental and emotional wellbeing seriously
- (i) operate appropriate behaviour and discipline procedures, including the use of reasonable force, and taking appropriate steps to manage any complex or challenging behaviour
- (j) operate clear and supportive policies on alcohol, drugs and substance misuse
- (k) teach students about safeguarding, for example through use of online resources, through the curriculum, PSHE, Morning Meeting and Form Tutor programme, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help
- (l) provide a support network for all students so that they know that there are adults in the School whom they can approach if they are worried about any matter
- (m) take all practicable steps to ensure that School premises are as secure as circumstances permit
- (n) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area
- (o) have regard to guidance issued by the Secretary of State for Education in accordance with section 157 of the Education Act 2002 and associated regulations
- (p) ensures 'due regard' is paid to raising school awareness about 'Prevent' and issues associated with potential radicalisation

3.4 *Keeping children safe in education 2018* defines safeguarding and promoting the welfare of children 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; and taking action to enable all children to have the best outcomes. The School recognises that some students may be in need of additional support even though they may not be deemed at risk of harm.

3.5 *Keeping children safe in education 2018* provides that the inspection of independent schools will ensure that the Independent School Standards which concerns the welfare, health and safety of children are met.

3.6 Other relevant policies include:

- (a) Alcohol, drugs and smoking policy
- (b) Anti-bullying policy
- (c) Behaviour policy
- (d) Discipline policy
- (e) Educational visits policy and emergency procedures
- (f) IT acceptable use policy
- (g) Missing students policy
- (h) Preventing radicalisation and extremism policy
- (i) Recruitment policy
- (j) Searching and confiscation policy
- (k) Staff code of conduct
- (l) Use of reasonable force and other physical contact policy
- (m) Use of student images policy
- (n) Whistleblowing policy

Copies of the above policies are available to staff under policies and documents on the staff portal.

4 The Designated Safeguarding Lead

- 4.1 The School's Governors' Meeting (the governing body) has appointed two members of staff of the School's senior leadership team with the necessary status and authority to be responsible for matters relating to child protection and welfare at the senior school and junior school respectively. *Keeping children safe in education* refers to this person as the Designated Safeguarding Lead but s/he may be known as the Designated Safeguarding Person by the City of York Safeguarding Children Board.
- 4.2 The Designated Safeguarding Lead has the freedom to act in all matters of pupil welfare and protection within the school, underpinned by necessary levels of authority.
- 4.3 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.
- 4.4 Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's tutor (at the senior school), class teacher (at the junior school) or the Head who will notify the Designated Safeguarding Lead in accordance with these procedures.
- 4.5 The name and contact details of the Designated Safeguarding Leads are set out in Section 1 of this policy. The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 1.
- 4.6 If the Designated Safeguarding Lead is unavailable his/her duties will be carried out by one of the Nominated Designated Safeguarding deputies. In addition, the Designated Lead Practitioner for EYFS will assist the Designated Safeguarding Lead in carrying out the role in the EYFS provision. The relevant names and contact details are also set out in Section 1 of this policy. In this policy, reference to the Designated Safeguarding Lead includes

the Designated Lead Practitioner for EYFS and nominated designated safeguarding deputies where the Designated Safeguarding Lead is unavailable.

5 Duty of staff, governors and volunteers

- 5.1 Safeguarding and promoting the welfare of children is a responsibility shared by everyone at the School. Staff are expected at all times to act in the best interests of a child.
- 5.2 All staff, governors and volunteers of the School are under a general legal duty:
- (a) to protect children from abuse;
 - (b) to be aware of the terms and procedures in this policy and to follow them;
 - (c) to know how to access and implement the procedures in this policy, independently if necessary;
 - (d) to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy; and
 - (e) to report any matters of concern to the Designated Safeguarding Lead.
- 5.3 Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the Staff code of conduct, Staff Handbook, HR Manager or Designated Safeguarding Lead for further information about this duty.
- 5.4 The Governors' Meeting ensures that the School's safeguarding arrangements take into account the procedures and practice of the City of York Safeguarding Children Board. The Governors' Meeting has nominated one of its members to manage child protection incidents on behalf of the Board and to liaise with external agencies where this is required. Normally this role will be carried out in consultation with the Designated Safeguarding Lead and Head unless an incident involves an allegation made against them. The nominated governor is Stephen Sayers.

6 Training

6.1 Induction

- (a) All staff, including temporary staff and volunteers, will be provided with induction training that includes:
- (i) this policy;
 - (ii) the staff code of conduct;
 - (iii) the whistleblowing procedure;
 - (iv) the identity, role and contact details of the Designated Safeguarding Lead and nominated deputy;
 - (v) child protection training in accordance with City of York Safeguarding Children Board procedures; and
 - (vi) a copy of Part 1 (including Annex A) of *Keeping children safe in education 2018*.
- (b) Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This guidance is included in induction training and contained in the *IT acceptable use policy* and *Staff code of conduct* which are available in the *Staff handbook* on the staff portal. It includes the acceptable use of technologies, staff/pupil relationships and communications, the use of social media, and details of

additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with students.

6.2 Safeguarding and child protection training

- (a) The Head, all staff members and the nominated governor undertake appropriate child protection training which is updated every two years.
- (b) All staff, including the Head, receive updates to this policy and Part 1 of *Keeping children safe in education*, and are required to confirm that they have read these.
- (c) Staff development training includes regular safeguarding updates and training on particular issues such as online safety and preventing radicalisation, as required, and at least annually.

6.3 Designated Safeguarding Lead

- (a) The Designated Safeguarding Lead and designated safeguarding deputies undertake child protection training to provide them with the knowledge and skills required to carry out the role. They undertake training in inter-agency working, and attend refresher training at two-yearly intervals. In addition to their formal training they update their knowledge and skills at least annually. For further details about the training of the Designated Safeguarding Lead, see Appendix 1.

6.4 All training is carried out in accordance with City of York Safeguarding Children Board procedures.

6.5 A record will be kept of all safeguarding training received by all members of staff.

7 Procedures

7.1 Complaints of abuse

- (a) Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.
- (b) The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2.
- (c) If a member of staff is concerned that a student may be suffering harm, the matter will be referred to the Designated Safeguarding Lead as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 3 must be followed. A member of staff may refer a matter to children's social care directly although this would normally happen only in exceptional circumstances such as in an emergency or if there was a genuine concern that appropriate action had not been taken.
- (d) It is not the responsibility of the School staff to investigate or determine the truth of any disclosure or allegation of abuse. School staff are not empowered to undertake investigations as this is the legal responsibility of child protection agencies (children's social care and/or the police). All staff, however, have a duty to recognise concerns and maintain an open mind and ensure they take action in accordance with this policy.
- (e) In all cases the paramount concern is the welfare of the child and School staff must act accordingly. The School's procedures are not intended to prevent any person from making an immediate referral to children's social care if there is a risk of immediate serious harm to a child.

7.2 Action by the Designated Safeguarding Lead

- (a) On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:
 - (i) the local inter-agency procedures of the City of York Safeguarding Children Board and the agreed thresholds for referral for children in need of additional help and support (section 17, Children Act 1989) or where it is thought a child is suffering or is likely to suffer significant harm (section 47, Children Act 1989);
 - (ii) the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care and, if appropriate, the police;
 - (iii) the child's wishes or feelings; and
 - (iv) duties of confidentiality, so far as applicable.
- (b) If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will always consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm or likely significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours). Out of hours referrals will be made to the council's emergency duty team.
- (c) If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact children's social care again.
- (d) In circumstances where a student has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with children's social care and, where appropriate, an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary. Support within the School will be provided through the School's pastoral structure. Decisions to seek such support for a student will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the student will be at risk of significant harm.
- (e) All information and action taken, including reasons for any decision made, will be fully documented. All referrals to children's social care will be accompanied by a standard referral form.

7.3 Dealing with allegations against staff, governors and volunteers

- (a) The School has procedures for dealing with allegations against staff, governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of *Keeping children safe in education 2018*.
- (b) The local authority has designated particular officers to be involved in the management and oversight of allegations against people that work with children. A designated officer will be informed immediately and in any event within one working day of any allegation against staff, governors or volunteers that comes to the School's attention and appears to meet the criteria set out in paragraph 1 of Appendix 4.

7.4 Allegations against students

- (a) The School recognises that peer abuse can take many forms. Such abuse will not be tolerated or passed off as 'banter' or 'part of growing up'.

- (b) Allegations against students when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm should be reported in accordance with the procedures set out in this policy.
- (c) A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's *Behaviour policy* will apply.
- (d) The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse.
- (e) If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the student's parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student's Education Guardian will be requested to provide support to the student and to accommodate him/her if it is necessary to suspend him/her during the investigation.
- (f) Where an allegation is made against a student, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed.

7.5 Missing student procedures

- (a) All staff are informed of the separate procedure to be used for searching for and, if necessary, reporting any student missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing.
- (b) Please see the School's separate *Missing student policy* for further details.

7.6 Informing parents

- (a) Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, in following the City of York Safeguarding Board interagency safeguarding procedures, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head, the designated officer, children's social care and/or the police before discussing details with parents.
- (b) Further details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Head appear in section 3 of Appendix 4.

7.7 Raising concerns

- (a) If a member of staff or volunteer is concerned that the appropriate action has not been taken, s/he should report the matter again in accordance with this policy and if the concern continues, the matter should be reported directly to children's social care.
- (b) Staff and volunteers should also feel able to follow the School's separate *Whistleblowing policy* to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of students or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

8 Looked after children

- 8.1 The School will designate a member of staff at the junior school and/or senior school as required to have specific responsibility for the welfare and progress of any students at the School who are looked after by a local authority, and to ensure that the school has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.
- 8.2 The School will assist the local authority in meeting its obligations under the statutory guidance *Promoting the education of looked after children* by ensuring that staff have the skills, knowledge and understanding necessary to keep safe any such students at the School.

9 Children missing education

- 9.1 The School will inform the local authority of any student who fails to attend school regularly, or has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority.
- 9.2 The school will notify the local authority when it is about to remove a student's name from the school admission register at a non-standard transition point under any of the fifteen grounds listed in the Education (Pupil Registration) (England) Regulations 2006. When removing a student's name, the notification to the local authority will include:
 - (a) the full name of the student,
 - (b) the full name and address of any parent with whom the student normally resides,
 - (c) at least one telephone number of the parent,
 - (d) the student's future address and destination school, if applicable, and
 - (e) the ground in regulation 8 under which the student's name is to be removed from the admission register.
- 9.3 The School will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the student's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii).
- 9.4 The School will notify the local authority within five days of adding a student's name to the admission register at a non-standard transition point. The notification will include all the details contained in the admission register for the new student.

10 Secure school premises

- 10.1 The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- 10.2 The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.
- 10.3 All visitors to the boarding houses must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.
- 10.4 The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:
- (a) The School's *IT acceptable use policy* sets out the expectations on students in relation to the use of mobile phones and cameras in School. Specifically in the EYFS setting staff should not carry a mobile phone in areas where there are children.
 - (b) Staff and volunteers will only be permitted to use mobile phones and cameras in accordance with the guidance set out in the *Staff code of conduct* and *Use of student images policy*.
 - (c) Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

11 Online safety

- 11.1 The school seeks to protect and educate the whole school community in its use of technology and has established mechanisms to identify and respond to any incident as appropriate.
- 11.2 The use of technology has become a significant component of many safeguarding issues by providing a platform that facilitates child sexual exploitation, radicalisation, sexual predation and other forms of harm. Online safety issues fall into three broad areas of risk:
- (a) content: being exposed to illegal, inappropriate or harmful material
 - (b) contact: being subjected to harmful online interaction with other users
 - (c) conduct: personal online behaviour that causes or increases the likelihood of harm
- 11.3 The school's filters and monitoring systems are monitored and reviewed by the IT Manager in line with the UK Safer Internet Centre guidance on appropriate filtering and monitoring, to ensure that they are effective in limiting students' exposure to the above risks when using the school network without placing unreasonable restrictions on their teaching, learning and personal development.
- 11.4 All staff and students are required to abide by the school's IT acceptable use policy. Additional guidance is contained in the staff code of conduct and the document *What to do at Bootham*.
- 11.5 Staff and students are expected to keep their personal passwords private and safe, and staff should be vigilant to student use of school computers and personal mobile devices

to ensure that they are not exposed to inappropriate material. Staff should report any breaches or concerns to the IT manager and the Designated Safeguarding Lead without delay.

- 11.6 Staff receive safeguarding induction and regular updates on issues including online safety, and students are taught about safeguarding, including online safety, as part of the PSHE programme.

12 Sexting and youth produced sexual imagery

- 12.1 Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, laptops i.e. any device that allows you to share media and messages.

Sexting may also be referred to as trading nudes, dirties or pic for pic.

- 12.2 Creating and sharing sexual photos and videos of anyone under 18 is illegal. It also presents a range of risks which need careful management by schools and other agencies when responding.
- 12.3 Staff should report any incident involving youth produced sexual imagery to the Designated Safeguarding Lead without delay.
- 12.4 The Designated Safeguarding Lead will follow the UK Council for Child Internet Safety (UKCCIS) guidance in *Sexting in schools and colleges: responding to incidents and safeguarding young people*. This includes:
- (a) holding an initial review meeting with appropriate school staff.
 - (b) conducting subsequent interviews with the young people involved (if appropriate).
 - (c) informing parents at an early stage and keeping them involved in the process (unless there is good reason to believe that involving them would put the young person at risk of harm).
 - (d) making a referral to children's social care and/or the police immediately if at any point in the process there is a concern a young person has been harmed or is at risk of harm.
- 12.5 Staff should not view youth produced sexual imagery unless there is good and clear reason to do so. Under no circumstances should staff copy, print or share the imagery; it is illegal to do so.
- 12.6 Staff receive safeguarding induction and regular updates on issues including sexting, and students are taught about safeguarding, including sexting and youth produced sexual imagery, as part of the PSHE programme.

13 Peer on peer abuse

- 13.3 13.1 Pupils behaviour towards each other will, in most cases, be covered by the school's Behaviour and Discipline policies. However, some behaviour of a pupil towards another may be of a nature that raises safeguarding concerns. Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures outlined in Appendix 2(4.3) rather than the School's Anti-Bullying and Behaviour policies.
- 13.2 Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways that include, but are not limited to:
- (a) bullying (including cyber-bullying)
 - (b) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - (c) harmful sexual behaviour (see 13.3 below)
 - (d) sexting - also known as youth produced sexual imagery (see section 12 above)
 - (e) initiation / hazing type violence and rituals
- 13.4 Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. Harmful sexual behaviour can occur online and offline (both physical and verbal) The School recognises that harmful sexual behaviour, like all peer on peer abuse, is never acceptable and will be taken seriously.
- 13.5 The School takes steps to minimise the risk of peer-on-peer abuse:
The School has robust anti-bullying procedures in place (see the School's Anti-Bullying policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and kept under review.
Appropriate action is taken to protect pupils identified as being at risk, including risks arising from behaviour in boarding houses and pupils who have additional vulnerabilities, such as special educational needs and disabilities
- 13.6 Abusive behaviour by pupils must be taken seriously. Abusive comments and behaviour should never be passed off as being normal between young people, or dismissed as "banter" or "part of growing up". Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable.

14 Confidentiality and information sharing

- 14.1 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to safeguard children*.
- 14.2 Where allegations have been made against staff, the School will consult with the designated officer and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

15 **Monitoring and review**

- 15.1 The Designated Safeguarding Lead will ensure that the procedures set out in this policy are reviewed in accordance with her/his responsibility to oversee the effectiveness of policies and the annual review process, working with the governors as necessary.
- 15.2 In addition, the Designated Safeguarding Lead will meet regularly with the nominated governor with responsibility for safeguarding to review any recent cases or other developments.
- 15.3 Any child protection incidents at the School will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Governors' Meeting. Where an incident involves a member of staff, the designated officer will assist in this review to determine whether any improvements can be made to the School's procedures.
- 15.4 Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
- 15.5 In order to facilitate effective oversight by the governors, a safeguarding update will be given at each meeting of Governors' Meeting
- 15.6 In addition, the Governors' Meeting will ensure that the Designated Safeguarding Lead will undertake a review of this policy annually. The outcome of the annual review by the Designated Safeguarding Lead will be reported to the Governors' Meeting who will review this policy and the implementation of its procedures, including good cooperation with local agencies, and consider the proposed amendments to the policy from the Designated Safeguarding Lead and its own members before giving the revised policy its final approval. Detailed minutes recording the review by the Governors' Meeting will be made.

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| 16 | External contacts | | |
| 16.1 | Children's Front Door | | |
| | Referral and assessment team <i>child in need; child protection</i> | childrensfrontdoor@york.gov.uk | 01904 551900 |
| | Advice Team <i>emerging need</i> | childrensadvic@york.gov.uk | 01904 551900 |
| | Emergency duty team <i>out of hours (1700-0830)</i> | edt@northyorks.gov.uk | 0845 0349417 |
| 16.2 | Designated officers (formerly LADOs) CYC Mo Crossley | | 01904 551783 |
| | NYCC Susan Crawford Karen Lewis Dave Peat | | 01609 532152 / 07813 005161 01609 534200 / 07715 540712 01609 535646 / 07814 533363 |
| 16.3 | City of York Safeguarding Children Board (CYSCB) Simon Westwood (Chair) | www.saferchildrenyork.co.uk | 01904 555695 |
| 16.4 | Children missing from education (CME) Mark Smith | cme@york.go.uk | 01904 555187 |
| 16.5 | City of York Council Prevent lead Jane Mowat | jane.mowat@york.gov.uk | 01904 555742 |
| 16.6 | North Yorkshire Police Protecting vulnerable persons unit Channel officers DC Carolyn Hardman DC Julie Whitehouse | 101 + ask for unit carolyn.hardman@northyorkshire.pnn.police.uk juliewhitehouse@northyorkshire.pnn.police.uk | 101 |
| 16.7 | Inspectorates Ofsted ISI | | 0300 123 1231 020 7710 9900 |
| 16.8 | Customer Service Contact numbers (for referral to Social Care in neighbouring Local Authorities) Bradford Doncaster East Yorkshire Leeds North Yorkshire Wakefield | | 01274 437500 01302 736000 01482 395500 0113 3760336 01609 780780 03458 503503 |

16.9 Other contacts for staff

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|---|--|---------------|
| NSPCC whistleblowing helpline (M-F, 0800-2000) | help@nspcc.ork.uk | 0800 028 0285 |
| DfE non-emergency advice line | counter-extremism@education.gsi.gov.uk | 020 73407264 |

16.10 Contacts for students

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|-------------------------|------------------------------|---------------|
| Childline | childline.org.uk | 0800 1111 |
| Children's Commissioner | childrenscommissioner.gov.uk | 0800 528 0731 |
| NSPCC | nspcc.org.uk | 0808 800 5000 |

16.11 Independent listener for boarding students

| | | |
|--------------|---------------------|--------------|
| Jane Natrass | natrassjane@aol.com | 07568 530503 |
|--------------|---------------------|--------------|

17 Statutory guidance and regulatory frameworks

17.1 This policy takes into account the following statutory guidance:

- (a) Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)
- (b) *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*, DfE (2017)*
- (c) Children Missing Education (2016)
- (d) *Guidance for safer working practice for adults who work with children and young people*, DCSF (2009)
- (e) *Guidance for safer working practice for those working with children and young people in education settings*, Safer Recruitment Consortium (October 2015)*
- (f) *Information sharing: advice for practitioners providing safeguarding services*, DfE (2018)
- (g) *Keeping children safe in education*, DfE (September 2018)
- (h) *Multi-agency statutory guidance on female genital mutilation* (2016)
- (i) *Multi-agency practice guidelines: handling cases of forced marriage* (2014)
- (j) *The Prevent duty: departmental advice for schools and childcare providers*, DfE (2015)
- (k) *Prevent duty guidance: for England and Wales*, Revised Home Office (2015)
- (l) *Preventing and tackling bullying*, DfE (2014)
- (m) *Sexting in schools and colleges: responding to incidents and safeguarding young people* UKCCIS (2016) *
- (n) Sexual violence and sexual harassment between children in schools and colleges (2018)
- (o) *What to do if you're worried a child is being abused: advice for practitioners*, DfE (2015)
- (p) *Working together to safeguard children*, DfE (July 2018)

* indicates non-statutory guidance and advice

- 17.2 This policy meets the School's responsibilities under the following frameworks:
- (a) Education (Independent School Standards) Regulations (2014)
 - (b) *Boarding schools: national minimum standards 2015*
 - (c) *Statutory framework for the Early Years Foundation Stage (2018)*
 - (d) Education and Skills Act (2008)
 - (e) Children Act (1989)
 - (f) Childcare Act (2006)
 - (g) Children and Social Work Act (2017)
 - (h) Data Protection Act (2018) and General Data Protection Regulation (GDPR) (2018)
 - (i) Equality Act (2010)
 - (j) Charities Act (2011)
- 17.3 The above documents are available online. Printed copies can be requested from the School office and the Designated Safeguarding Lead.

Appendix 1 The Designated Safeguarding Lead

1 In accordance with Annex B of *Keeping children safe in education*, the main responsibilities of the Designated Safeguarding Lead are:

1.1 Managing referrals

- (a) To take lead responsibility for referring all cases of suspected abuse of any student at the School to children's social care and:
 - (i) the designated officer for all child protection concerns which involve a member of staff or volunteer;
 - (ii) the Disclosure and Barring Service (DBS) where a member of staff is dismissed or has left due to risk / harm to a child; and / or
 - (iii) the police in cases where a crime may have been committed.
 - (iv) To liaise with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- (b) To act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

1.2 Raising awareness

- (a) To ensure that the School's safeguarding and child protection policies and procedures are known and used appropriately.
- (b) To ensure that this policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors' Meeting regarding this.
- (c) To ensure this policy is available publicly.
- (d) To ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- (e) To maintain links with the City of York Safeguarding Children Board to ensure that staff are aware of training opportunities and the latest local policies on safeguarding.
- (f) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained.

1.3 Training

- (a) The designated safeguarding leads, the nominated designated safeguarding deputies and the Designated Lead Practitioner for EYFS undertake child protection training including training in inter-agency working, and attend refresher training at least annually in order to:
 - (i) 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
 - (ii) have a working knowledge of how the local authority conducts 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

- (iii) ensure that each member of staff, especially new and part time staff, has access to and understands the School's safeguarding policy and procedures
- (iv) be alert to the specific needs of children in need, those with special educational needs and young carers
- (v) be able to keep detailed, accurate, secure written records of concerns and referrals
- (vi) obtain access to resources and attend any relevant or refresher training courses
- (vii) encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them
- (viii) meet the requirements and procedures of the City of York Safeguarding Children Board

2 One of the nominated designated safeguarding deputies will carry out the role where the Designated Safeguarding Lead is unavailable. In addition, the Designated Lead Practitioner for EYFS will assist the Designated Safeguarding Lead in carrying out the role in the EYFS provision in accordance with the framework for EYFS.

Appendix 2 Types and signs of abuse and specific safeguarding issues

- 1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults, or by another child or children.
- 2 Abuse is used to describe a range of ways in which people harm children. It should be remembered that:
 - 2.1 Children can suffer from one or a combination of the forms of abuse (see below for details of the types of abuse).
 - 2.2 Abuse can take place in the home, at school or anywhere a child spends their time.
 - 2.3 It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability including those with special needs.
 - 2.4 In almost all cases the abuser is someone known (and often trusted) by the child, for example, a parent, other relative or family friend.
 - 2.5 Abuse can occur between two or more students.
- 3 Part 1 of *Keeping children safe in education* defines the following types of abuse:
 - 3.1 Physical abuse
 - (a) Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
 - (b) Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
 - (c) Possible signs of physical abuse include:
 - (i) Children with frequent injuries
 - (ii) Children with unexplained or unusual fractures or broken bones
 - (iii) Children with unexplained bruises or cuts, burns or scalds or bite marks
 - (iv) Improbable excuses given to explain injuries
 - (v) Refusal to discuss injuries
 - (vi) Untreated injuries
 - (vii) Arms and legs covered in hot weather
 - (viii) Admission of punishment which appears excessive
 - (ix) Bald patches
 - (x) Withdrawal from physical contact
 - (xi) Unnaturally compliant with parents
 - (xii) Fear of returning home
 - (xiii) Fear of medical treatment
 - (xiv) Self-destructive tendencies
 - (xv) Aggression towards others
 - (xvi) Running away
 - (xvii) Unexpected patterns of absence

3.2 Emotional abuse

- (a) Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- (b) It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- (c) It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- (d) It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- (e) Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- (f) Possible signs of emotional abuse include:
 - (i) Children who are excessively withdrawn, fearful or anxious about doing something wrong
 - (ii) Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
 - (iii) Parents or carers blaming their problems on their child
 - (iv) Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.
 - (v) Persistently withholding love and affection which are essential to a child's natural emotional development
 - (vi) Constantly shouting at, threatening, or demeaning the child
 - (vii) Persistently being over-protective to the extent that the child is not allowed to mix with others
 - (viii) Racial or other forms of harassment that undermines a child's self-esteem and prevents the child developing positive self-image
 - (ix) Regularly humiliating a child, threatening to send them away from home or tell them their parents wish they were dead or never born
 - (x) Over reaction to mistakes
 - (xi) Sudden speech disorders
 - (xii) Fear of new situations
 - (xiii) Neurotic behaviour (such as rocking, hair twisting, thumb sucking)
 - (xiv) Self-mutilation
 - (xv) Fear of parents being contacted

3.3 Sexual abuse

- (a) 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.
- (b) 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.
- (c) 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).
- (d) Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- (e) Possible signs of sexual abuse include:
 - (i) children who display knowledge or interest in sexual acts inappropriate to their age
 - (ii) children who use the sexual language or have sexual knowledge that you wouldn't expect them to have
 - (iii) children who ask others to behave sexually or play sexual games
 - (iv) children with physical sexual health problems, including soreness or damage to the genital or anal areas.
 - (v) running away
 - (vi) sexually transmitted infections
 - (vii) unexpected pregnancies in young girls
 - (viii) unexplained urinary tract infections and discharges or abdominal pain
 - (ix) telling of a 'friend with a problem of abuse'
 - (x) sudden changes in school or work habits
 - (xi) being afraid of certain people
 - (xii) being withdrawn, isolated or excessively isolated
 - (xiii) depression, suicide or self-loathing
 - (xiv) anorexia / bulimia

3.4 Neglect

- (a) 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.
- (b) Neglect may occur during pregnancy as a result of maternal substance abuse.
- (c) Once a child is born, neglect may involve a parent or carer failing to:
 - (i) provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - (ii) protect a child from physical and emotional harm or danger;
 - (iii) ensure adequate supervision (including the use of inadequate care-givers); or
 - (iv) ensure access to appropriate medical care or treatment.
- (d) It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- (e) Possible signs of neglect include:
 - (i) constant hunger
 - (ii) Fad diets forced on child
 - (iii) constant tiredness
 - (iv) poor personal hygiene
 - (v) poor state of / or inappropriate or inadequate clothing e.g. not having a winter coat
 - (vi) children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
 - (vii) emaciation, pot belly, short stature
 - (viii) poor skin tone and hair tone
 - (ix) frequent lateness or non-attendance at School
 - (x) untreated medical problems
 - (xi) destructive tendencies
 - (xii) low self esteem
 - (xiii) neurotic behaviour
 - (xiv) poor social relationships
 - (xv) running away
 - (xvi) compulsive stealing or scavenging
 - (xvii) multiple accidents and accidental injuries

4 *Keeping children safe in education* also acknowledges the following as specific safeguarding issues:

4.1 Children missing from education

- (a) A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.
- (b) It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.
- (c) All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

4.2 Child sexual exploitation (CSE)

- (a) Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:
 - (i) in exchange for something the victim needs or wants; and/or
 - (ii) for the financial advantage or increased status of the perpetrator or facilitator.
- (b) The victim may have been sexually exploited even if the sexual activity appears consensual.
- (c) Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- (d) Staff should be aware that child sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. Some young people who are being sexually exploited do not exhibit any external signs of this abuse.

4.3 Peer on peer abuse

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported within school by appropriate staff members (e.g. tutor, HOY, Health Centre, School Counsellor) and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- other children (and, if appropriate, staff) at the School.

In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport. Risk assessments will be recorded and kept under review.

In investigating the allegations the School will take advice from the Local Children Safeguarding Board (LCSB) and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the alleged victim and perpetrator.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LCSB and/or the Police as appropriate.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation.

4.4 Female genital mutilation (FGM) and other 'honour based' violence (HBV)

- (a) Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of HBV, or already having suffered HBV.
- (b) There is a range of potential indicators that a child or young person may be at risk of HBV, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.
- (c) Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
- (d) Warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found in Annex B of the *Multi-agency statutory guidance on FGM* and pages 13-14 of the *Multi-agency practice guidelines: handling cases of forced marriage*.
- (e) If staff have a concern that a child might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

4.5 FGM mandatory reporting duty

- (a) Since 31 October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as added by section 74 of the Serious Crime Act 2015) has placed a statutory duty upon teachers along with regulated health and social care professionals in England and Wales to make a report to the police if, in the course of their professional duties, they:
 - (i) are informed by a girl under 18 that an act of FGM has been carried out on her; or
 - (ii) observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
- (b) It will be rare for teachers to see visual evidence, and they should not be examining pupils.
- (c) Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, s/he should also still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.
- (d) The duty does not apply in relation to 'at risk' or suspected cases or in cases where the woman is 18 or over. In these cases, staff should report their concerns to the Designated Safeguarding Lead who will follow local safeguarding procedures.

4.6 Preventing radicalisation

- (a) All schools are subject to the duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from

being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

- (b) The Government has defined extremism in the Prevent strategy as: ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces’.
- (c) Schools should be safe spaces in which children and 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. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

4.7 Children with special educational needs and disabilities

- (a) Staff should be aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:
 - (i) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
 - (ii) the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - (iii) communication barriers and difficulties in overcoming these barriers.

- 5 Bullying (including cyberbullying) is not formally recognised as a category of abuse. However, it should be treated as a child protection and safeguarding concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. As a boarding school we are mindful of the potential for peer abuse. See the School’s *Anti-bullying policy* and *Acceptable use of IT policy* for further information.

- 6 *Keeping children safe in education 2018* contains links to sources of information and advice on other specific safeguarding issues including:
- (a) domestic violence
 - (b) drugs
 - (c) fabricated or induced illness
 - (d) faith abuse
 - (e) forced marriage
 - (f) gangs and youth violence
 - (g) gender-based violence/violence against women and girls (VAWG)
 - (h) hate
 - (i) mental health
 - (j) missing children and adults strategy
 - (k) private fostering
 - (l) relationship abuse
 - (m) trafficking
- 7 Additional information is available in the DfE advice *What to do if you're worried a child is being abused*, from sources such as the NSPCC and The City of York Safeguarding Children Board, and from the Designated Safeguarding Lead.

Appendix 3 Guidance for staff and volunteers on suspecting or hearing a complaint of abuse

- 1 Disclosures or information may be received from students, parents or other members of the public. The 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 follow the guidance in this policy.

- 2 Action staff must take
 - 2.1 A member of staff or volunteer suspecting or hearing a complaint of abuse:
 - (a) must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
 - (b) must not ask leading questions, i.e. a question which suggests its own answer;
 - (c) must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the appropriate person who will ensure that the correct action is taken; and
 - (d) must keep a sufficient written record of the conversation. The record should include:
 - (i) the date and time;
 - (ii) the place of the conversation; and
 - (iii) the essence of what was said and done by whom and in whose presence.
 - 2.2 The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.
 - 2.3 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead.
 - 2.4 All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 4 should be followed.
 - 2.5 **If there is a risk of immediate serious harm to a child and it is not possible to report to the Designated Safeguarding Lead or one of the nominated designated safeguarding deputies, a referral should be made directly to children's social care immediately.**

Referral and assessment team (0830-1700)
Emergency duty team (1700-0830)

01904 551900
0845 034 9417

Appendix 4 Dealing with allegations against members of staff including the Designated Safeguarding Lead, the Head, governors and volunteers

1 The School's procedures

1.1 The School's procedures for dealing with allegations made against staff will be used where it is alleged that a member of staff including the Designated Safeguarding Lead, the Head, governor or volunteer has:

- (a) behaved in a way that has harmed a child, or may have harmed a child
- (b) possibly committed a criminal offence against or related to a child or
- (c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

1.2 Any allegations not meeting these criteria will be dealt with in accordance with the City of York Safeguarding Children Board procedures. Advice from the designated officer (previously known as the LADO) will always be sought in borderline cases.

1.3 All such allegations must be dealt with as a priority without delay.

1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation against a member of staff including the Designated Safeguarding Lead the Head, governor or volunteer

2.1 Where an allegation or complaint is made against any member of staff including the Designated Safeguarding Lead, governor or volunteer, the matter should be reported immediately to the Head of Bootham School or, in the Head's absence, to the Clerk to the Governors' Meeting. Where appropriate, the Head will consult with the Designated Safeguarding Lead and the allegation will be discussed immediately with the designated officer before further action is taken.

2.2 Where an allegation or complaint is made against the Head, the matter will be reported immediately to the Clerk to the Governors' Meeting without first notifying the Head. Again, the allegation will be discussed immediately with the designated officer before further action is taken.

2.3 If it is not possible to report to the Head or Clerk to the Governors' Meeting in the circumstances set out above, a report will be made immediately to the Designated Safeguarding Lead or, if s/he is unavailable, to one of the nominated designated safeguarding deputies. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Clerk to the Governors' Meeting.

2.4 The person taking action in accordance with the procedures in this Appendix is known as the 'case manager'. This will normally be the Head of Bootham School or, in the Head's absence or in the case of an allegation against the Head, the Clerk to the Governors' Meeting.

3 Disclosure of information

- 3.1 The case manager will inform the accused person of the allegation as soon as possible after the designated officer has been consulted.
- 3.2 The parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.
- 3.3 Where the designated officer advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part 4 of *Keeping children safe in education* and the School's employment procedures.
- 4.2 If the decision is made to suspend an employee during the investigation of an allegation relating to a safeguarding issue, s/he will be suspended on full pay and without prejudice pending the outcome of the investigation. If the employee is a member of resident staff arrangements will be made to accommodate her/him off site during the investigation.
- 4.3 Any member of staff who raises a concern about a colleague in good faith will be protected against retribution, victimisation or detriment, in accordance with the School's *Whistleblowing* policy.

5 Ceasing to use staff

- 5.1 If the School ceases to use the services of a member of staff or volunteer because s/he is unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the governors without delay.
- 5.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.
- 5.3 Where a teacher has been dismissed, or would have been dismissed had s/he not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

6 Unsubstantiated, false or malicious allegations

- 6.1 Where an allegation by a member of staff is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Discipline policy.
- 6.2 Where an allegation by a student is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Behaviour policy.
- 6.3 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 6.4 Whether or not the person making the allegation is a student or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7 Record keeping

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.
- 7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

Date of last review: November 2018
Person responsible: Designated Safeguarding Lead
Review group: Leadership Meeting
Approval group: Governors' Meeting

Date of next review: November 2019 (in line with annual safeguarding review)

Revision history

- 14/04/2016 Updated references to reflect new multi-agency statutory guidance on FGM.
- 05/09/2016 Updated policy to reflect changes in key staff and new guidance in KCSIE 2016, including new sections on children missing education, online safety, and sexting and youth produced sexual imagery.
- 29/09/2016 Updated section on children missing education to take account of the statutory guidance in *Children missing education*, September 2016, and advice from City of York Council.
- 31/10/2016 Added section on looked after children.
- 10/12/2016 Updated section on allegations against students to include a reference to 'banter' and the section on monitoring and review to include more details of governors' involvement; updated Appendix 2 to include information on additional safeguarding challenges faced by students with special educational needs and

disabilities; updated contact details to include NSPCC whistleblowing helpline and DfE non-emergency advice line, and details of the new Independent Listener for boarding students.

- 17/02/2016 Updated Appendix 2 to incorporate new statutory definition of child sexual exploitation.
- 02/03/2017 Updated external contacts to include new CYC designated officer.
- 01/09/2017 Updated to amend name of DSL at Senior School
- 23/01/2018 Updated to reflect threshold for reporting concerns on bullying
- 16/11/2018 Updated to reflect changes in the Keeping Children Safe in Education 2018 Guidance