



Sleights Church of England (Voluntary Controlled) Primary School

Safeguarding at Sleights

September 2018

This document has been produced following the changes made to 'Keeping Children Safe in Education' (in place from September 2018).

It should be read in conjunction with the Local Authority policy for Child Protection.

This document provides specific and individual information relating to Safeguarding at Sleights.

Safeguarding Policy and Procedure

In addition to this document, Sleights Church of England (Voluntary Controlled) Primary School has adopted the Local Authority's policy on Child Protection. The details in this document are made as a result of the 2018 Keeping Children Safe in Education updates and are pertinent and individual to our provision and context at Sleights.

Keeping Children Safe in Education (2018) states that all staff should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. These include:

- The Child Protection Policy (the North Yorkshire policy and this Safeguarding document)
- The Behaviour Policy
- The Staff Behaviour Policy (Code of Conduct)
- The school's response to children who go missing from education
- The role of the designated safeguarding lead (and deputies) *This is explained in the NYCC policy.*
- In addition, all staff should be clear as to Sleights' policy and procedures with regards to peer on peer abuse, including sexual harassment and sexual violence.

For new staff, copies of these policies and a copy of Part one of the 2018 Keeping Children Safe in Education will be provided to staff at induction.

Safeguarding packs are available in key areas of the school, including classrooms and the staffroom. These packs contain copies of these policies and cause for concern forms, used for reporting concerns.

Peer on Peer abuse

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

A key theme in Keep Children Safe in Education (2018) surrounds 'peer-on-peer' abuse, in particular sexual violence and harassment. Peer-on-peer abuse can include:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

To demonstrate Sleights' approach to dealing with 'peer-on-peer' abuse, a separate policy has been devised, explaining procedures and actions. This policy also provides guidance on searching, screening and confiscating belongings and how the school would deal with cases of sexual violence and harassment.

It is essential that all abuse should always be treated seriously and never as 'banter', or part or growing up.

Making a referral

If you are worried about a child, family or member of staff, please refer your concerns to either:

Scott Grason (Headteacher) Designated Safeguarding Lead *or*
Helen Louise Hann (Class Teacher) Deputy Designated Safeguarding Lead
Training for the DSL and Deputy DSL is at least every two years.

If your concern relates to the Designated Safeguarding Lead or Deputy, please refer your concern to:

Gemma Kellerman (Chair of Governors)

- All concerns should be placed in writing and passed to the member of staff who you referred to.
- Cause for Concern forms are in the staffroom and should be used to record concerns.
- Your concern form should contain as much information as possible (what exactly has been said, if there are injuries, where they are, how many, colour, size etc.)
- No leading questions should be used to obtain this information.
- Remember, that when recording your concerns, stick only to factual information given to you.
- Once complete, please pass your concern form to either the Designated or Deputy Designated Safeguarding Lead.
- Keeping Children Safe in Education (2018) states:
No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Please make sure that **any** concerns you have are recorded, regardless of how small or insignificant you feel they are. Records are used to build a wider picture and your small concern could be part of a much bigger worry.
- It is essential that professional confidentiality is maintained at all times.
- At Sleights, all staff should be aware of the process for making referrals to children's social care.
- This process is usually completed by the Designated or Deputy Designated Safeguarding Lead using a 'Universal Referral Form'. Copies of this form are available virtually from:
<http://www.safeguardingchildren.co.uk/professionals/forms-for-professionals#csc>
- Concerns can also be discussed with Customer Services on the phone: 01609 780780 but referrals must be followed up in writing.

Contextual Safeguarding

Following guidance from Keeping Children Safe in Education (2018), safeguarding at Sleights encapsulates a Contextual Safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

Safeguarding children with SEND and disability

Keeping Children Safe in Education (2018) recognises that children with special educational needs and disabilities can face additional safeguarding challenges. It is important, therefore, that additional consideration is given to children with SEND and that assumptions are not made about behaviours etc. relating only to a child's SEND.

At Sleights, we will:

- not make assumptions that a child is behaving in a certain way (e.g. mood, injuries etc.) because of their known disability or special educational need without further exploration.
- recognise that children with SEND could be more prone to peer or peer group isolation than other children and act accordingly, e.g. provide children with a child buddy or adult mentor for break times.
- consider changing behaviours in children with SEND alongside no change in other signs to recognise. Again, these will be explored carefully and in full.
- support children with communication barriers or difficulties to overcome these in order to provide children with opportunities to share concerns they may or may not have.

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In order to ensure that children with SEND are provided with an effective level of support, it may be appropriate to provide additional pastoral care. This can take many forms, including:

- Additional staff time dedicated to developing communication or pastoral support.
- Providing buddying opportunities.
- Shadowing staff mentors during playtimes and break times.
- Increased observance across the whole school staff.

Emergency contacts for families

Keeping Children Safe in Education (2018) states that schools should hold at least two emergency contacts for every child at school, in case of emergencies and in case there are welfare concerns at home.

On entry to Sleights, at least two contact numbers are required on the admission forms. Families are encouraged to update school records regularly if their contact details change.

Safeguarding checks for new starter staff and volunteers

Vetting checks for new starters are rigorous. They ensure that adequate and appropriate references are sought, qualifications checked and a number of other safeguarding checks are undertaken. These include enhanced DBS checks, which includes barred list information. These are undertaken for paid and unpaid work.

Regulated activity – requires Enhanced DBS with barred list check

A person will be considered to be engaging in regulated activity if, as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or **unsupervised** unpaid, work regularly in a school or college where that work provides an opportunity for contact with children;
- engage in intimate or personal care or overnight activity, even if this happens only once.

NOT Regulated activity – requires Enhanced DBS with NO barred list check

A person will be considered to be engaging in not regulated activity if they are supervised.

In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles, an additional check is required to ensure they are not prohibited under section 128 provisions.

When appointing new staff, our office must:

- verify a candidate's identity
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities.
- an applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK.
- if the person has lived or worked outside the UK, make any further checks
- staff members who are providing education and regularly caring for, training, supervising or being solely in charge of persons aged under 18, which would fall within the definition of regulated activity, colleges are required to obtain an enhanced DBS check including a barred list check
- verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation
- Schools must ensure that a candidate to be employed to carry out teaching work 61 is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.

There is no requirement for a school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked

The DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter in regulated activity.

Volunteer risk assessments

Under **no** circumstances should a volunteer where no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. In these cases, Sleights will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to engage in regulated activity.

However, we may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

For new volunteers, we will undertake a recorded risk assessment when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so, we will consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check

We will always determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision schools must have regard to the statutory guidance issued by the Secretary of State.

This guidance requires that, for a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity
- regular and day to day; and
- "reasonable in all the circumstances to ensure the protection of children."

The Headteacher is responsible for conducting risk assessments.

Use of reasonable force

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, but this guidance, along with previous comments from Ofsted, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and more focus on de-escalation.

The most recent conversation held with North Yorkshire County Council (June 2018) emphasised strongly that there was a move away from using restraint and instead, de-escalation is to be used.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Training in such holds should be given and, in the event of force has been used, should be recorded in full to the Headteacher.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to

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making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Online safety

The 2018 Keeping Children Safe in Education document recognises that most children are using data on their phones, on the 3G or 4G network. At Sleights, no children are permitted to bring mobile phones to school. Where they do, it should be in prior agreement with the Headteacher and stored all day in a locked cupboard in school.

Staff safeguarding and learning development programme

Ongoing training is an essential tool in safeguarding. Regular training is in place at Sleights, with all staff engaging in comprehensive training. Topics are carefully chosen and reflect emerging needs across school.

From September 2018, new staff induction will now include the school's behaviour policy, procedures for managing children missing in education, the staff code of conduct and the child protection policy.

All existing and new staff must also read the *Keeping Children Safe in Education Part 1* (2018) version, including "Annex A". This contains important additional information about specific forms of abuse and safeguarding issues, including:

- Children and the court system (as a witness)
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- County lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment

Children Missing in Education procedures – summary (see full NYCC policy and procedure)

Keeping Children Safe in Education (2018) Annex A states that:

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

At Sleights, staff must follow the Local Authority's steps for children who are missing education.

If there are children for **whom there are child protection, or other serious welfare concerns**, the DSL should be consulted by school staff. The DSL will then contact the Children Missing Education coordinator at NYCC.

If any of the below apply, the DSL will immediately contract the police and/or Children and Families Service. The CME Coordinator will check that a referral has been made and if not should alert the relevant agency.

- Has a child protection plan
- is living in a family where there are concerns about domestic abuse, substance abuse, mental health problems or learning difficulties
- may be in contact with a person who poses a risk of harm to children and young people
- may be involved in commercial sexual exploitation (prostitution)
- is subject to a Care Order
- is Looked After by the Local Authority
- may be the victim of or involved in a crime
- may be taken out of the country illegally (e.g. abducted)

- may be taken out of the country for an illegal act (e.g. Forced Marriage, Female Genital Mutilation, Child Trafficking)

When children are missing because they have ceased attending school and/or their whereabouts/destination school is not known,

- The school must contact parents and families to establish the whereabouts of the child.
- If the family and parents cannot be contact immediately and/or there are concerns that the child may be at risk of harm staff should follow the steps outlined above (contact CME coordinator, police/Children Social Care)
- If a parent/carer cannot be contacted, in all circumstances, the LA's CME coordinator should be informed. A CME Referral Form (available from the Headteacher) is required to be returned to the LA by schools as soon as possible.
- The CME coordinator will log the child as missing and will work in partnership with the school to make reasonable enquiries as to the whereabouts of the child. A referral can be made to Children Social Care.
- Records of discussions and attempts to locate missing children should be kept/dated.
- Where all reasonable enquiries have been made, and the child has not been located, a referral will be made to the Local Authority's Attendance and Enforcement Officers.
- Where a pupil has been missing from a school for 20 school days and joint reasonable enquiries between the school and the LA have failed to locate the child, the school should create a "lost pupil" Common Transfer File (CTF) with XXXXXXX as the destination. This CTF should be immediately uploaded onto the DfE s2s secure site where it will be held in the Lost Pupil Database. Appropriate use of the secure messaging service to make enquiries of other Local Authorities can be made.
- All confidential Child Protection files for children who are missing from a school should be retained by the school until the child's 25th birthday.
- If the parents/carers of a pupil from an unknown source school apply for admission to a North Yorkshire school, the North Yorkshire school should initially make reasonable attempts to identify the source school.
- Where the source school cannot be identified they should then contact the CME Co-ordinator and request that a search be made of s2s database for a matching record using names, akas, former names, dates of birth and gender in order to locate the CTF. Once the CTF has been located the file should be downloaded and sent to the new North Yorkshire School.
- The CME Co-ordinator should then contact the previous school/LA to advise that the pupil is now attending a school in North Yorkshire and request that any other documentation is forwarded.