



Safeguarding and Child Protection Policy Whole School Policy including EYFS and Boarding

The Governing Body (the Committee) of The Mount School, York understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

I. POLICY STATEMENT

The Mount School is a Quaker School, committed to safeguarding and promoting the welfare of children and young people, and we believe that all pupils, regardless of age, gender, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. We believe that **all** adults have a full and active part to play in protecting our pupils from harm and that the child's welfare is our paramount concern. A child is defined as anyone under the age of 18 years. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child to enable all children to have the best outcome.

This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to **all** pupils, including young people who may be over the age of 18 years i.e. beyond the definition of a child, but still enrolled in school full time. It is designed to clarify procedures that should be followed if it is suspected that a child may be experiencing or is at risk of abuse. This policy confirms the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. The Safeguarding and Child Protection Policy is made available on the School website www.mountschool.york.co.uk

This Safeguarding Policy is written in accordance with the requirements of:

- Working Together to Safeguard Children (WTSC) July 2018
- Keeping Children Safe in Education (KCSIE) September 2018
- Prevent Duty Guidance: for England and Wales (July 2015)

The School operates in accordance with the policies and procedures of City of York Safeguarding Children Board. The procedure for contacting the York Social Care Team and LADOs is by contacting 'Children's Front Door' telephone 01904 551900.

Date of review: Summer Term 2018

Date of next review: Summer Term 2019

Reviewed by DSL

2. KEY PERSONNEL

Deputy Principal and DSL	Bridget Perks	bperks@mountSchoolyork.co.uk Extension: 2347
Head Teacher of Junior School and Deputy DSL (with responsibility for Junior School and EYFS)	Rachel Capper	rcapper@mountSchoolyork.co.uk Extension: 2369
Principal of The Mount School	Adrienne Richmond	principal@mountSchoolyork.co.uk
Designated Governor for Safeguarding	Mary Young	Contact via the School Reception 01904 667500

2(a) Designated Safeguarding Lead (DSL)

The DSL is the Deputy Principal and is a member of the SLT. The Deputy DSL is the Head Teacher of Junior School and is the first point of contact for any Junior School and EYFS safeguarding concerns and is a member of SLT.

The broad areas of responsibility for the DSL are to receive and respond to any concerns relating to child protection and safeguarding including online safety concerns. The DSL (and Deputy DSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Responses may include:

- Managing any support for the child internally via the School's own pastoral support processes
- An early help assessment
- A referral for statutory services, for example as the child might be in need, is in need, or suffering, or likely to suffer harm.

The School ensures that the DSLs have enough time, funding, supervision and support to fulfil their safeguarding responsibilities effectively. There are regular reviews of their own practice and opportunities to discuss any concerns about safeguarding matters. The job description of the Designated Safeguarding Lead is at **Appendix I**. There is a regular meeting with the DSLs, the Designated Governor for Safeguarding and the Principal, at which updates to policy and practice are presented and scrutinised. The Safeguarding Policy is reviewed at least annually.

The DSL role includes raising awareness across the School, maintaining contacts with external agencies, supporting staff training and keeping up to date with regulations and national guidance. The DSLs keep a record of all staff training including INSET, annual updates or in response to changes to national guidance and use of Part 1 KCSIE 2018. The DSLs will be part of an 'on-call' rota with the Principal during out of School hours, including holidays and weekends. All staff working out of normal School hours will have the 'on-call' rota and emergency telephone numbers.

2(b) Key contact numbers

Children's Front Door (LADO): 01904 551900
NCPCC Whistle-blowing line: 0800 0280285
LSCB Link – www.yor-ok.org.uk

3. TRAINING

3(a) Induction

The School is committed to carrying out safer recruitment practice as detailed in the 'Safer Recruitment Policy'. DBS checks are carried out according to the guidance outlined in the document KCSIE 2018, depending on the role and duties of the applicant. Disqualification from working with children in childcare, in the EYFS setting and before and after School care, is also adhered to – see 'Safer Recruitment Policy'. Any member of staff who works in EYFS or out of School care will complete an annual self-declaration form. This form is part of the staff pre-employment procedure. No member of staff or volunteer will start work before all safer recruitment checks have taken place including a barred list check. Staff are required to immediately inform the Principal of any circumstances on their suitability to work with children, including, but not limited to any convictions, charges or cautions for criminal offences. A failure to disclose such information, in accordance with this clause may be treated as a disciplinary matter and could lead to dismissal.

Every new member of staff, including temporary staff, and volunteers, new peripatetic music teachers and sports coaches, is required to attend a training session on Safeguarding as part of their induction programme. All new employees of our catering firm are also given training in Safeguarding as are students on placements in the Junior School.

The induction training will cover:

- the School's 'Child Protection and Safeguarding Policy'* (includes safeguarding response to children missing from education, Prevent Duty, the role and identity of the DSLs and Deputy DSLs)
- the 'Staff Code of Conduct'*
- the Pupil Behaviour Policy
- the 'Whistle Blowing Policy'*
- Part I of 'Keeping Children Safe in Education (KCSIE), September 2018'*
- KCSIE 2018 Annex A*
- Staff ICT and Social Media Policy* (includes use of mobile technology and access to 3G / 4G)
- Online safety
- Children Missing in Education Policy

*copies to be given

Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. All staff are asked to confirm that they have read and understood the 'Safeguarding and Child Protection Policy', 'Staff Code of Conduct', 'Whistle Blowing Policy' and 'Part I of KCSIE, 2018' plus Annex A and a record is kept on file. All governors are given the same suite of documents but do not need to undergo the same training unless they are working in regulated activity. In addition, all teaching and non-teaching staff are asked to complete a 20 minute on-line Prevent awareness course.

The only adults who work or visit the School who are exempt from this requirement are those not working in regulated activity and include: occasional visitors, including occasional speakers and contractors, who sign in and are given a security badge by our Receptionist, and who are escorted throughout their visit; and contractors working during School holidays or contractors working on a designated site that is physically separated from the rest of the School, who are required to sign in and out at their site office and to wear security badges at all times.

An annual in-house up-date Safeguarding training session takes place every September for all staff during which the annually revised 'Safeguarding and Child Protection Policy' is distributed. All staff, including volunteers record that they have read and understand their respective responsibilities within

the policy. Informal updates are given in response to government requirements. The DSL and Deputy DSL receive inter-agency training with the LSCB every two years.

The Mount School only uses images of children in school literature and on the website with parental consent (please see Admin Handbook). The School has a code of Conduct on the Use of Mobile Technology (including EYFS). The use of Mobile phones is always prohibited in the Early Years Setting. Photographs should only be taken on School equipment and images used and stored according to our Pupil Image Policy.

Staff should refer to the 'Staff Code of Conduct' which provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or allegations of harm to a pupil. Staff who are engaged in one-to-one teaching, must ensure that they take reasonable precautions. This will vary according to the type of teaching. Staff should seek advice from the Designated Safeguarding Lead.

3(b) Opportunities to teach safeguarding to children

Opportunities to teach Safeguarding are highlighted in the Global Thinking and PSHE Scheme of Work and are taught as part of a broad and balanced curriculum. This includes covering relevant issues in internet safety, the safe use of electronic equipment, personal, social, health education, sex and relationships education in assemblies and tutor time. A programme of e-safety is carefully planned and delivered throughout the School and all pupils and parents sign an 'Acceptable Use Policy'. The curriculum is tailored to the age of the pupils and built around children understanding risks, including radicalisation, and building resilience. See 'The UK Safer Internet Centre' website (www.saferinternet.org.uk) and the Child Exploitation and Online Protection Centre (CEOP) Thinkuknow website www.thinkuknow.co.uk.

4. DEFINITONS AND SIGNS OF ABUSE

All staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. It is important for staff to distinguish between 'actual' significant harm and the likelihood of significant harm. In effect, staff do not have to wait for an incident to occur if they believe a child might be significantly harmed in some way.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether they have a statutory education, health and care plan)
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;

Definition of Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an

institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. They may be abused by an adult or adults or another child or children (KCSIE 2018). This is most likely to include, but is not limited to, bullying (including cyber bullying), gender-based violence, sexual assaults and sexual harassment and sexting. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up". Staff should be constantly alert to signs of abuse to minimise the risk.

All staff should consider the context in which incidents and/or behaviours occur. This is known as contextual safeguarding, meaning assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

- Definitions of child abuse are shown at **Appendix 2**
- Information about how to identify possible signs of abuse and where to go for help are shown at **Appendix 2**

The Mount School offers appropriate support to individual children who have experienced abuse or who have abused others. An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support and who will be involved. The School will work in partnership with parents and other agencies as appropriate.

The School has clear lines of communication and opportunities whereby pupils at the School have a voice and can communicate and share concerns. The pupil's wishes, and feelings will always be considered by staff, but the overriding decisions must be based on the best interests of the child providing early help wherever possible.

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. 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, blocking a pupil's path, 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'. Before using reasonable force, consideration should be given to pupils with SEND or disabilities or with medical conditions because of their additional vulnerability.

4(a) Peer-on-Peer-Abuse

There are different gender issues that can be prevalent when dealing with peer-on-peer abuse i.e. it is more likely for girls to be victims and boys perpetrators, but all types of peer-on-peer abuse is unacceptable and will be taken seriously as a safeguarding concern. The different forms peer-on-peer abuse can take include: sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexting (youth-produced sexual imagery), initiation / hazing type violence and rituals. All staff are trained to manage a report of child on child sexual abuse as a safeguarding concern.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm due to a bullying incident, or abuse the incident will be treated as a child protection concern. In the event of a disclosure about peer-on-peer abuse, it is important that all children involved, whether perpetrator or victim, are treated as being 'at risk'. Support will be provided to all pupils and procedures will be in place such as counselling and access to helplines.

Staff should be constantly alert to signs of abuse to minimise the risk.

5. HOW TO RESPOND AND REPORT ABUSE

All staff must follow this policy and refer concerns of abuse, peer-on-peer, radicalisation or self-harm to the DSL immediately. They must:

- listen to the pupil, keeping calm and offering reassurance;
- never promise confidentiality - let the child know immediately that if they make a Safeguarding disclosure you must speak to the DSL; explain that anything they say will be treated sensitively and only those who need to know will be informed;
- observe and record bruises or self-harm where possible but should not ask a child to remove or adjust their clothing to observe them;
- allow the child to lead the discussion if a disclosure is made, but do not press for details by asking leading questions, e.g. 'what did they do next?';
- listen – **do not investigate** but use questions such as, 'Is there anything else you'd like to tell me?';
- not lay blame or criticise either the child or the perpetrator.

All staff must report immediately:

- any concerns that a child presents signs or symptoms of abuse or neglect;
- any disclosure or hints of abuse or neglect received from the child or from any other person;
- any concerns they may have regarding a person who may pose a risk to children.

Managing pupil information and referrals must always be conducted within a framework of confidentiality. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Staff should not assume a colleague or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Where children leave the School, the DSLs ensure their child protection file is transferred to the new school or college as soon as possible. This is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

(a) Child in Need

In the case of a welfare concern complete the form at **Appendix 4** and hand to the DSL immediately. Early help and pastoral support should be immediately provided and if it is felt that Social Services should be involved the DSL will ring the Front Door and follow City of York Safeguarding Children Board practices. For pupils who are not at significant risk but who need additional support from one or more agencies, the Designated Persons will follow City of York Safeguarding Children Board procedures such as the use of the 'Family Early Help Assessment (FEHA)' and 'Team Around the Child (TAC)'.

5(b) Child at Risk

In the case of a disclosure record a verbatim account of the words used by the child where possible and any non-verbal signs of behaviours. Complete the disclosure form at **Appendix 3** and hand to the DSL immediately. The DSL will contact the Front Door immediately or within 24 hours. The police may need to be involved if a crime has been committed. Any member of staff can make a referral to Social Care if they judge a child to be in immediate danger. In such cases there is no requirement to obtain consent from the child's parents.

Concerns will be continually assessed, and the School will be persistent in making referrals if it is felt that appropriate action is not being taken by the statutory agencies and these will be recorded.

6. OTHER SAFEGUARDING RESPONSIBILITIES

6(a) Boarding

The Mount School acknowledges that there is potential for greater risk for abuse because it is a Boarding School and staff should be alert to pupil relationships and the potential for peer abuse. Alternative accommodation away from children will be provided in cases where a member of Boarding Staff is suspended pending an investigation of a child protection nature.

6(b) Looked After Children

Bridget Perks and Rachel Capper are the named members of staff who have responsibility for children who are Looked After by a local authority. They will have access to the most recent care plan and contact arrangements with parents and delegated authority to carers.

6(c) Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. The School recognises that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

7. CONCERN ABOUT A MEMBER OF STAFF

If an allegation is made against anyone working with children in a school, all unnecessary delays should be eradicated. In the case of an allegation against a member of staff (including the Designated Safeguarding Lead) or volunteer the information should be given to the Principal directly who will take any necessary steps to ensure the safety of the child. The Principal will immediately inform the LADO and will speak to the DSL and Clerk of Committee as appropriate. If the Principal is unavailable, the person receiving the allegation should inform the Clerk of Committee directly without notifying anyone else in the School.

If the allegation concerns the Principal the person receiving the allegation should contact the Clerk of Committee directly (if the Clerk is not available, then the member of staff should go to the Designated Governor for Safeguarding, if neither are available then the member of staff should go to the Front Door) without notifying the Principal or anyone else in the School. The School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where an accused person is charged with an offence, or the DfE / Teaching Regulation Agency (TRA) publish an investigation or decision in a disciplinary case. The school should work with the LADO to determine whether there are any improvements to be made to the School's procedures to prevent any similar events in the future.

Discussions should be recorded in writing and any communication with both the individual and the parents of the child agreed. Schools must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place giving due weight to the view of the LADO. If a member of staff is dismissed from the School or left due to risk/harm to a child the School must promptly inform the Disclosure and Barring Service (DBS), a referral to the TRA will also be made. Where dismissal does not reach the threshold for DBS referral, School has a duty to consider making a referral to the TRA as a prohibition order may be appropriate owing to “unacceptable professional conduct”.

7(a) Whistle Blowing Procedures

The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. Where staff or volunteers reasonably believe that Safeguarding concerns exist, or where they have concerns regarding the behaviour of other staff or the management of Safeguarding issues, it is their duty to raise concerns with the DSL or the Principal. Procedures for this are outlined in the Whistleblowing Policy. If there has been a substantiated allegation against a member of staff, the School should work with the LADO to determine whether there are any improvements to be made to the School’s procedures or practice to help prevent similar events in the future.

7(b) Professional Disputes

Where there is a professional disagreement, the dispute should be taken to the Principal.

8. OTHER AREAS OF SAFEGUARDING

The School will remain alert and respond appropriately to different needs and risks which may emerge in the School community at any one time, or in the community which the School is located and emerging national issues and matters. The School will take steps to promote pupil welfare and will contact other agencies where this is required.

8(a) Preventing Radicalisation

Staff are asked to keep an awareness of the potential for radicalisation of pupils using the internet and the use of social media. Normal referral processes should be followed when there are concerns about children who may be at risk of being drawn into terrorism and staff should be alert to changes in children’s behaviour.

The Mount School procedures for protecting children at risk of radicalisation are:

- All staff complete the online ‘Prevent Course – Channel General Awareness’;
- All staff use a ‘Welfare Concern Form’ to highlight any concerns about changes in children’s behaviour and refer it to the Designated Safeguarding Leads;
- The DSLs report concerns where they feel children are at risk of radicalisation to the Channel Programme or Children’s Social Care and Channel Designated Person;
- Contact details for agency involvement, support and advice about extremism are displayed in Staff Rooms. These contact details are as follows: the local police force, 101 (the non-emergency police number), the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7624 and counter-extremism@education.gsi.gov.uk;
- Implements the Prevent Risk Assessment attached at **Appendix 5**;
- Any visiting speakers will always be supervised when in School and their suitability to present to pupils in the School will have been assessed, and an outline of their presentation obtained and checked before the date of the presentation. All staff need to ensure the visiting speaker guidelines in the ‘Safer Recruitment Policy’ are followed.

8(b) Child Missing from Education

A child missing from education is a potential indicator 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 traveling to conflict zones, risk of Female Genital Mutilation (FGM) or risk of forced marriage. The Mount staff will follow the School's procedures for dealing with children that go missing from education, particularly on repeat occasions.

The School has an admission register and will inform the Local Authority of any pupil who is going to be deleted under the circumstances specified in 'KCSIE September 2018'. The Mount School will 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, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State). For further information please see Annex A of KCSIE September 2018.

8(c) Honour Based Violence

So-called 'honour-based violence' (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. Abuse committed in the context of "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

Since October 2015 it is mandatory for staff to report to the police, cases where they discover that an act of FGM appears to have been carried out (those failing to report cases will face disciplinary sanctions). Unless the member of staff has good reason not to, she/he should still consider and discuss such a case with the DSL and if appropriate, involve children's social care to ensure that girls are fully supported sensitively throughout any investigation.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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 FGM or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, 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. 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.

8(d) Child Sexual Exploitation

Child sexual exploitation (CSE) 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur using technology.

8(e) Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will be likely to adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem reporting sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process speaking to the designated safeguarding lead.

8(f) Domestic Abuse

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

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on a child. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

8(g) Other Specific Forms of Abuse

The following are other specific areas of abuse and more information can be found in Annex A of KCSIE September 2018

- Children and the court system
- Children with family members in prison
- Child criminal exploitation: county lines
- Homelessness
- Sexual violence and sexual harassment

Appendix I: Designated Safeguarding Lead (DSL) Job Description

The lead DSL is a member of the school's Senior Leadership Team and has a responsibility to receive and respond to any concerns relating to child protection and safeguarding including online safety concerns.

There is a regular meeting with the DSLs and the Designated Governor for Safeguarding at which updates to policy and practice are presented and scrutinised. The Safeguarding Policy is reviewed annually.

Any deputies are trained to the same standard as the designated safeguarding lead and the role is explicit in the job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility is not delegated.

Undertake training

The Designated Safeguarding Lead and Deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.

The Designated Safeguarding Lead undertakes Prevent Awareness training.

In addition, to the formal training set out above, their knowledge and skills are refreshed at regular intervals, (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the School's child protection policy procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Can keep detailed, accurate, secure written records of concerns and referral
- Understand and support the School with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- understand the unique risks associated with online safety and are confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Managing referrals

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required

- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required

Work with others

- Liaise with the Principal to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Work with the “case manager” and designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Raise Awareness

- The Designated Safeguarding Lead should ensure the School's Safeguarding and Child Protection Policy is known, understood and used appropriately.
- Ensure the School's Safeguarding Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or Deputy) should always be available (during School hours) for staff in the School to discuss any safeguarding concerns. Whilst the Designated Safeguarding Lead (or Deputy) would be expected to be available in person, but in exceptional circumstances availability via phone, Skype or other such mediums is acceptable.
- Cover arrangements for any out of hours / out of term activities are detailed on the out of hours on call rota.

Appendix 2: Definitions and Signs of Abuse

'Keeping Children Safe in Education, 2018', defines abuse as: 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.'

Abuse might fall into the categories of:

Physical Abuse

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

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

Emotional/Psychological Abuse

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

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse

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 the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;

- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

It is not the responsibility of School staff to decide whether child abuse is occurring, but we are required to act and report on any concerns. Staff and volunteers in School are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Bruises, lacerations and burns may be apparent, particularly when children change their clothes for physical education and sports activities. All staff and volunteers are also asked to watch out for signs of self-harm.

Staff should also be vigilant and report any concerns they may have if a child threatens or tries to run away or goes missing for any period. Any pupil who repeatedly goes missing from School or has regular absence or has ten days of unexplained unauthorised absence, will be reported by the DSL to York City Council.

APPENDIX 3: Safeguarding Disclosure Form

To be used when there is suspicion, allegation or disclosure of abuse or neglect

<p>Your Name: _____</p> <p>Date and time of this record: _____</p>
<p>Pupil's Details</p> <p>Full name:</p> <p>Year group:</p> <p>Does the pupil know that this form has been completed? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Do those with parental responsibility know this form has been completed? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Why are you concerned about this pupil?</p> <p>Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself. Please describe any injuries, and their location, but do not ask to see any that are hidden by normal clothing. Detail any action that you have taken. Please attach an extra sheet of paper if necessary.</p>

PLEASE HAND THIS FORM TO THE DESIGNATED SAFEGUARDING LEAD IMMEDIATELY

APPENDIX 4: Welfare Concern Form

Your Name: _____

Date and time of this record: _____

Pupil's Details

Full name:

Year group:

Does the pupil know that this form has been completed? Yes No

Do those with parental responsibility know this form has been completed? Yes No

Why are you concerned about this pupil?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself. Please describe any injuries, and their location, but do not ask to see any that are hidden by normal clothing. Detail any action that you have taken. Please attach an extra sheet of paper if necessary.

PLEASE HAND THIS FORM TO THE DESIGNATED SAFEGUARDING LEAD IMMEDIATELY

APPENDIX 5: PREVENT Risk Assessment

Area: School		Action/Area of resources
Does the School have a policy?	Yes	Contained within the Safeguarding policy
Does the School have a nominated Radicalisation and Extremism point of contact within School?	Yes	The Designated Safeguarding Leads deal with any concerns raised.
Does the School have a nominated Radicalisation and Extremism point of contact external to the School?	Yes	Prevent lead for Leeds: DC Julie Whitehouse: Julie.whitehouse@westyorkshire.pnn.police.uk , 07872 678665
Does the School publicise the process for staff to highlight concerns about Radicalisation and Extremism?	Yes	The School has an internal referral system, using the same process for raising a safeguarding concern. Posters in the staff room identify both internal and external processes for highlighting concerns.
Have staff received suitable training?	Yes	All staff complete the online PREVENT training. There are posters around the School highlighting hotline contact numbers and PREVENT is discussed at staff INSET.
Are there any records of Radicalisation or Extremism in the School	No	A record of any Radicalisation or Extremism concerns will be kept with the Designated Safeguarding Leads should a concern arise.
Is the School particularly at risk of Radicalisation and Extremism?	No	Due to the wide variety of different countries that pupils come from, The Mount School community is accepting of different cultures and beliefs and is therefore a low risk. Boarding staff have also completed the PREVENT training so are aware of possible risks and the procedure. York is deemed to be a low risk area for extremism and radicalisation.
Are there opportunities for the pupils to learn about Radicalisation and Extremism?	Yes	This is part of the PSHE curriculum.
Is there a protocol for visiting speakers?	Yes	Any visiting speakers will always be supervised when in School and their suitability to present to pupils in the School will have been assessed in line with the guidance in the Safer Recruitment Policy.
Evaluation: LOW RISK		The School has sufficient protocols and procedures in place to support any concern raised about Radicalisation and Extremism.
Area: Pupils		
Are pupils aware of Radicalisation and Extremism?	Yes	A programme of e-safety is carefully planned and delivered throughout the School and all pupils and parents sign an 'Acceptable Use of ICT Policy'. The curriculum is tailored to the age of the pupils and built around children understanding risks, including radicalisation, and building resilience.
Are Individual pupils risk assessed?	Yes	If a concern is brought to the Designated Safeguarding Lead's attention, this pupil will be risk assessed and appropriate procedures put in place.

Are there any pupils at risk?	No	The pupil population and general locality is low risk. Boarding staff have also completed the PREVENT training so are aware of possible risks and the procedures.
Are the children able to voice their concerns if they have any about a fellow pupil or staff member?	Yes	Strong Pastoral support is in place to support pupils and staff. Form tutors meet with pupils to enable disclosures to be made but any staff member is available to speak with a child should they have a concern.
Evaluation LOW RISK		Staff assess each academic cohort and review the possible threat of Radicalisation and Extremism.

What to do if you have a concern?

As front-line staff, you may have a concern that a child or staff member may have become Radicalised or is at Risk from Extremism. If you have a concern about a pupil or staff member, please follow the School procedure for addressing a safeguarding concern.

External agencies

Anti Terrorism Hotline: 0800 789 321

North Yorkshire Police: 01904 618691

Prevent lead for Yorkshire: Carolyn.hardman@northyorkshire.pnn.police.uk

Prevent lead for Leeds: Julie.whitehouse@westyorkshire.pnn.police.uk, 07872 678665

Local police force, 101 (the non-emergency police number)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7624

counter-extremism@education.gsi.gov.uk

Resources

Revised *PREVENT* Duty Guidance: For England and Wales (July, 2015)

DfE The Prevent Duty. (June, 2015)

This Risk Assessment is reviewed periodically by SLT.