



The Minster School

For Boys and Girls Aged 5-13



Child Protection and Safeguarding Policy

Dated March 2020

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Statement of intent

1. The Minster School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.
2. It will be achieved by:
 - Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
 - Teaching pupils how to keep safe and recognise behaviour that is unacceptable
 - Identifying and making provision for any pupil that has been subject to abuse
 - Ensuring that members of the governing body, the Head Teacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL
 - Ensuring that the Head Teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed, and receive induction
 - The Designated Safeguarding Lead (DSL) is: Angela Mitchell. In the absence of the DSL, child protection matters will be dealt with by one of the Deputy Designated Safeguarding Leads (DDSL), Sophie Schoukroun or Suzanne Hearld.

Governance and oversight

3. The Chapter of York, chaired by the Dean of York is the overarching governing body of The Minster School.
4. The School Board has been tasked by the Chapter of York to undertake the management oversight of the school on behalf of Chapter, supported by a number of sub committees and groups.
5. The Designated Governor for Safeguarding sits on the School Board.
6. The Head Teacher undertakes day to day running of The Minster School, supported by a senior leadership team.
7. The Designated Safeguarding Lead (DSL) is the Head Teacher, supported by two Deputy Designated Safeguarding Lead (DDSL).

Signed by:

Signature	Name	Role	Date
	Angela Mitchell	Head Teacher	
	Dean Jonathan Frost	Dean of York, and Chair of Chapter	
	Canon Michael Smith	Chapter lead for safeguarding and school pastor	
	John Hattam	Chair of Minster School Board	
	Designated Governor for Safeguarding	Revd Chris Collingwood	

Useful Contacts

School contacts		
Role	Name	Contact
Designated Safeguarding Lead (DSL)	Angela Mitchell (Head Teacher)	Tel: 01904 557 230 Email: angelam@yorkminster.org
Deputy Designated Safeguarding Lead	Sophie Schoukroun	Tel: 01904 557 230 Email: sophies@yorkminster.org
Deputy Designated Safeguarding Lead	Suzanne Hearld	Tel: 01904 557 230 Email: suzanneh@yorkminster.org
Governor contacts		
Chair of Governors	The Rt Revd Dr Jonathan Frost (Dean of York)	Tel: 01904 557202 Email: dean@yorkminster.org
Chair of The Minster School Board	John Hattam (Lay Canon)	Tel: 01904 557202 Email: johnh@yorkminster.org
Designated Governor for Safeguarding	Revd Chris Collingwood (Canon Chancellor)	Tel: 01904 557202 Email: christopherc@yorkminster.org
Chapter Lead for Safeguarding	The Revd Canon Michael Smith (Canon Pastor and School Pastor)	Tel: 01904 557202 Email: michaels@yorkminster.org
York Minster contacts		
Chapter Safeguarding Adviser	Dee Cooley	Tel: 01904 559542 Email: deec@yorkminster.org
Head of Security	Mark Sutcliffe	Tel: 01904 557243 Email: marksutcliffe@yorkminster.org
Local Authority contacts		
City of York Council Children's Front Door	Referrals and advice on safeguarding	Tel: 01904 551900 Email: childrensfrontdoor@york.gov.uk
City of York Council School Safeguarding Advisor	Caroline Wood	Tel: 01904 555694 Email: caroline.wood@york.gov.uk
City of York Council School Attendance Advisor	Mark Smith	Tel: 01904 555187 Email: mark.smith@york.gov.uk Email: cme@york.gov.uk
Head Teacher Virtual School for Looked After Children	Karron Young	Tel: 01904 553040 Email: karron.young@york.gov.uk
City of York Council Local Authority Designated Officer		Tel: 01904 551783 Email: lado@york.gov.uk

Definitions

8. The terms “**children**” and “**child**” refer to anyone under the age of 18.
9. For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:
 - Protecting pupils from maltreatment
 - Preventing the impairment of pupils’ health or development
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all pupils to have the best outcomes.
10. For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:
 - Using sexually explicit words and phrases
 - Inappropriate touching
 - Sexual violence or threats
 - Full penetrative sex with other children or adults.
11. In accordance with the Department for Education’s (DfE) guidance, [*‘Sexual violence and sexual harassment between children in schools and colleges’ \(2018\)*](#), and for the purposes of this policy, the term “**sexual harassment**” is used to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
12. For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the [*Sexual Offences Act 2003*](#), including those pertaining to rape, assault by penetration and sexual assault.
13. The term “**teaching role**” (and regulated activity) is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work (and not regulated activity) if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a suitable checked, qualified teacher or other person nominated by the Head Teacher to provide such direction and supervision.

Contextual safeguarding

14. Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and DDSL, will always consider the context of incidents – this is known as ‘contextual safeguarding’.
15. Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
16. The school will provide as much contextual information as possible when making referrals to Children’s Social Care Services (CSCS).

Legal and policy framework

17. This policy has been created with due regard to all relevant legislation and guidance including, but not limited to, the following:

[Section 157 of the Education Act 2002](#) and the [Education \(Independent School Standards\) Regulations 2014](#) require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

[The Teachers' Standards 2012](#) state that teachers, including Head Teachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

Legislation

- [Children Act 1989](#)
- [Children Act 2004](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Sexual Offences Act 2003](#)
- [General Data Protection Regulation \(GDPR\)](#) – see the Information Commissioner's Office ['Guide to the GDPR'](#)
- [Data Protection Act 2018](#)
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)

Statutory guidance

- [HM Government \(2013\) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'](#)
- [DfE \(2014\) 'Statutory Policies for Schools'](#)
- [DfE \(2018\) 'Working Together to Safeguard Children'](#)
- [DfE \(2015\) 'The Prevent duty'](#)
- [DfE \(2019\) 'Keeping children safe in education'](#)
- [DfE \(2018\) 'Disqualification under the Childcare Act 2006'](#)
- [DfE \(2015\) 'Mandatory Reporting of Female Genital Mutilation – procedural information'](#)

Non-statutory guidance

- [DfE \(2015\) 'What to do if you're worried a child is being abused'](#)
- [DfE \(2018\) 'Information sharing: advice for practitioners providing safeguarding services'](#)
- [DfE \(2017\) 'Child sexual exploitation'](#) and ['Annexes'](#)
- [DfE \(2018\) 'Sexual violence and sexual harassment between children in schools and colleges'](#)

City of York Safeguarding Children's Partnership [multi-agency procedures and guidance](#), including:

- ['Multi-agency safeguarding procedure'](#)
- ['Local Authority Designated Officer \(LADO\) and allegations against childcare professional'](#)
- [Guidance on resolution of disputes \(or escalation of concerns\)](#)

Other relevant school policies

18. The following policies are also relevant to child protection and safeguarding policy and procedures at The Minster School.

On the website

- Admissions Policy
 - Anti-bullying Policy
 - Behaviour and Discipline Policy
 - Cyber-bullying Policy
 - Educational Visits – guidelines for group leaders
 - Equal Opportunities Policy
 - Exclusions and Complaints Statement
 - First Aid Policy
 - Health and Safety Policy
 - Medicine administration form
 - PSHEE Policy
 - SEND and Learning Support Policy
 - Peer on Peer
 - Mobile phone and camera policy
- To be confirmed
 - Safer Recruitment and DBS checks
 - Children Missing Education Policy
 - Data Protection Policy
 - Whistleblowing Policy
 - Personal Electronic Devices Policy
 - Data and E-Security Breach Prevention and Management Plan
 - Managing allegations against staff and volunteers Policy, Procedures and Practice Guidance

Roles and responsibilities

19. The Chapter of York, (the Governing Body) has a duty to:

- Ensure that the school complies with its duties under the above legislation and guidance
- Guarantee that the policies, procedures and training opportunities in the school are effective, comply with the law and take into account the procedures and practices of the Local Authority
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct
- Ensure all relevant persons are aware of the local safeguarding arrangements (under the City of York Safeguarding Partnership), the local criteria for action and the local protocol for assessment
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance *'Working Together to Safeguard Children' (2018)*
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher or another governor
- Ensure that there is a senior board level lead responsible for safeguarding arrangements
- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of DSL, and one or more deputy DSL(s) to provide support to the DSL, ensuring that they are all trained to the same standard. And that the role is explicit in the role-holder's job description
- Make sure that pupils are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on conducting checks beyond what is required
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+
- Guarantee that volunteers are appropriately inducted and supervised
- Ensure that at least one person on any recruitment panel has undertaken safer recruitment training within the last 5 years
- Ensure that all staff members receive safeguarding and child protection training at every 2 years; that (D)DSLs undergo training to provide them with the knowledge and skills required to carry out the role, updated every two years; and, that ALL staff and (D)SLs have updates, such as e-bulletins, emails and staff meetings, as required, but at least annually. This includes training on managing and reporting child on child sexual violence or harassment
- Ensure that there are procedures to handle allegations against members of staff or volunteers
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse

- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils
- Guarantee that there are systems in place for pupils to express their views and give feedback
- Establish an early help procedure and ensure all staff understand the procedure and their role
- Appoint a designated teacher to promote the educational achievement of Looked After Children (LAC) and ensure that this person has undergone appropriate training
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC
- Ensure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future
- Ensure that all members of the governing body have been subject to an enhanced DBS check
- Create a culture, and have appropriate procedures, to enable staff to confidently challenge senior leaders over any safeguarding concerns.

20. The Head Teacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part 1 of the 'Keeping children safe in education' (KCSIE) guidance, **Behavioural Policy**, the **Children Missing from Education Policy**, online safety training, details of the DSL and any deputies and ensure staff read and understand it. Ensure school leaders read and understand Annex A of KCSE.

21. The DSL/deputy DSL/(D)DSL(s) has/have a duty to:

- Act as the main point of contact with the City of York Safeguarding Children Partnership, and with the three safeguarding partners
- Refer all cases of suspected abuse to children's social care services (CSCS) for child protection concerns, the LA designated officer (LADO) for allegations against an employee or volunteer who works with children, the DBS (where there are concerns about the suitability of someone who works with children), and the police (in cases where a crime has been committed) as appropriate
- Refer cases of radicalisation to the Channel programme
- Liaise with the Head Teacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies
- Understand the assessment process for providing early help and intervention and support staff members in liaising with other agencies and setting up inter-agency assessment where appropriate
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving

- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and attend and contribute to these effectively as required
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process
- Be alert to the specific requirements of children in need, incl. those with SEND and young carers
- Keep detailed, accurate and secure records of concerns and referrals
- Secure access to resources and attend any relevant training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding
- Ensure that a pupil's child protection file is copied when transferring to a new school
- Be available at all times during school hours to discuss any safeguarding concerns, or ensure that there is a deputy available who has the same level of knowledge and skills
- Undergo training to provide them with the knowledge and skills required to carry out the role The training should be updated every two years
- Hold the details of the Local area team and liaise with them as necessary
- The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- Make sure that pupils are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

22. **Other staff members** have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Provide a safe environment in which pupils can learn
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Be aware of the signs of abuse and neglect
- Be aware of the early help process and understand their role in it
- Act as the lead professional in undertaking an early help assessment, where necessary
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information treated as special category data
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected
- Support social workers in making decisions about individual children alongside the DSL

- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy
- Challenge senior leaders over any safeguarding concerns, where necessary
- Read and adhere to the mobile phone policy (including EYFS).

Recognising abuse and neglect

23. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
24. All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect. All staff will be aware that abuse can take place wholly online.
25. When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
 - Lack of concentration and acting withdrawn
 - Knowledge ahead of their age, e.g. sexual knowledge
 - Use of explicit language
 - Fear of abandonment
 - Depression and low self-esteem.
26. All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting and up-skirting.
27. All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's **Anti-Bullying Policy**.
28. All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
29. Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

Types of abuse and neglect

30. **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.
31. **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
32. **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
33. **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening.

This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

34. **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

Responding to concerns: Procedure

35. All individuals working with children have a duty and responsibility to report any child protection allegations and concerns, which come to their attention. This section sets out the processes in responding and making a referral (if appropriate) when there are concerns. Any member of staff can make a referral.

Concerns about a pupil

36. If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy, and discussing the course of action.

37. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the school office.

38. There are a number of local practice tools to assist in assessing concerns and decision making in different contexts at, [City of York safeguarding Children Partnership](#), including:

- [City of York Safeguarding Children Partnership Threshold Document](#)
- [City of York Safeguarding Children Partnership Bitesize Guides](#)
- [Neglect One Minute Guide and Screening Tool](#)
- [Child Sexual Exploitation information and screening tools, incl. Brook Traffic Light Tool.](#)

39. Decisions may include the following:

- Early help/ support within the schools setting
- Early help in a multi-agency context, using the Family Early Help Assessment (FEHA)
- Advice from the CYC Front Door on 01904 551900
- Referral to CYC Front Door on 01904 51900 for assessment of course of action
- Urgent referral to North Yorkshire Police and CSCs.

40. Where there are safeguarding concerns, the school will ensure that the pupil's wishes are taken into account, and that pupils have opportunities to provide feedback and express their views.

41. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

WHERE THERE IS UNCERTAINTY ABOUT THE CONCERNS, AND RELEVANT RESPONSE, ADVICE SHOULD BE SOUGHT FROM CITY OF YORK CHILDREN'S FRONT DOOR BY TELEPHONING 01904 551900.

Early help

42. Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help, but there may be a potential need for pupils who:

- Have Special Education Needs & Disability (SEND) whether or not they have a statutory Education, Health & Care plan (EHC)
- Are young carers
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Are frequently missing/going missing from school, care or from home
- Misuse drugs or alcohol
- Are at risk of modern slavery, trafficking or exploitation
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse
- Are returned home to their family from care
- Show early signs of abuse and/or neglect
- Are at risk of being radicalised or exploited
- Are privately fostered.

43. Early help can be used to address non-violent harmful sexual behaviour to prevent escalation.

44. All staff will be made aware of the local early help process and understand their role in it.

45. The DSL will lead, or nominate an appropriate deputy, where early help is appropriate, and the case kept under constant review. If the pupil's situation does not improve, a referral will be considered.

46. Discussion with parents/carers should take place re: the nature of concerns, and actions, at the earliest opportunity. If a Family Early help Assessment (FEHA) is to be initiated, parents/carers **MUST** be asked for informed consent, and be involved throughout.

Making referrals to CSCS/Police

47. If there are concerns that the child is suffering or is likely to suffer significant harm a referral should be made immediately to Children's Social Care via the CYC Children's Front Door:

- Tel: 01904 551900
- Email: childrensfrontdoor@york.gov.uk.

48. If a pupil is in immediate danger, a referral will be made to the Police and CSCS immediately.

49. If a pupil has committed a crime, e.g. sexual violence, the police will be notified without delay.

50. All staff members must know the process for making a referral in the absence of the DSL/deputy, and the DSL MUST be informed of the referral as soon as possible.

51. It is good practice to be open and honest with the parents/carers about concerns, the need for a referral, information sharing between agencies and any relevant enquiries, **EXCEPT** where:

- Discussion would put a child at risk of significant harm
- Discussion would impede a Police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fictitious illness or induced illness is suspected
- To contact parents/carers would place you or others at risk
- Contacting parents/carers would cause undue delay in making a referral to CSCS.

52. IF THERE IS ANY DOUBT ABOUT THE NATURE AND LEVEL OF CONCERNS, OR WHETHER TO INFORM PARENTS/CARERS, SEEK ADVICE FROM THE CYC FRONT DOOR ON 01904 551900.

53. A written referral must be completed and submitted within 24 hours, available at: <http://www.saferchildrenyork.org.uk/concerned-about-a-child-or-young-person.htm> .

54. The referrer should:

- Identify themselves, their agency and details of where they can be contacted that day.
- Provide as much relevant family information as possible, clearly stating the child's name, parents/carers and other children known to be in the household, dates of birth, addresses and any previous addresses known, schools and previous schools known
- Provide details of special needs/communication needs of the child/any family member
- State why they feel the child is suffering, or is likely to suffer, significant harm.
- Share knowledge and involvement of the child(ren) and family (incl. FEHA if available)
- Share knowledge of any other agency involved
- Indicate the child's, parent's/carers knowledge of the referral and their expectations
- Ensure they record within their agency files the concerns and action taken.

55. The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer - if they do not receive information from the LA regarding what action is necessary for the pupil, the DSL must follow this up.
56. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
57. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency, and where the parent/carer(s) consent to the process. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Managing referrals

58. The reporting and referral process outlined at [City of York Front Door referral webpages](#) will be followed accordingly.
59. All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
60. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
61. The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
62. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
63. Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the social worker for more information.
64. The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.
65. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.
66. Where CSCS decide that a statutory investigation is not appropriate and the school agrees, the school will consider the use of other support mechanisms, such as early help and pastoral support.
67. At all stages of the reporting and referral process, the pupil or parent/carer (as appropriate) will be informed of the decisions made, actions taken and reasons for doing so.
68. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

69. The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

Concerns about staff members and safeguarding practices

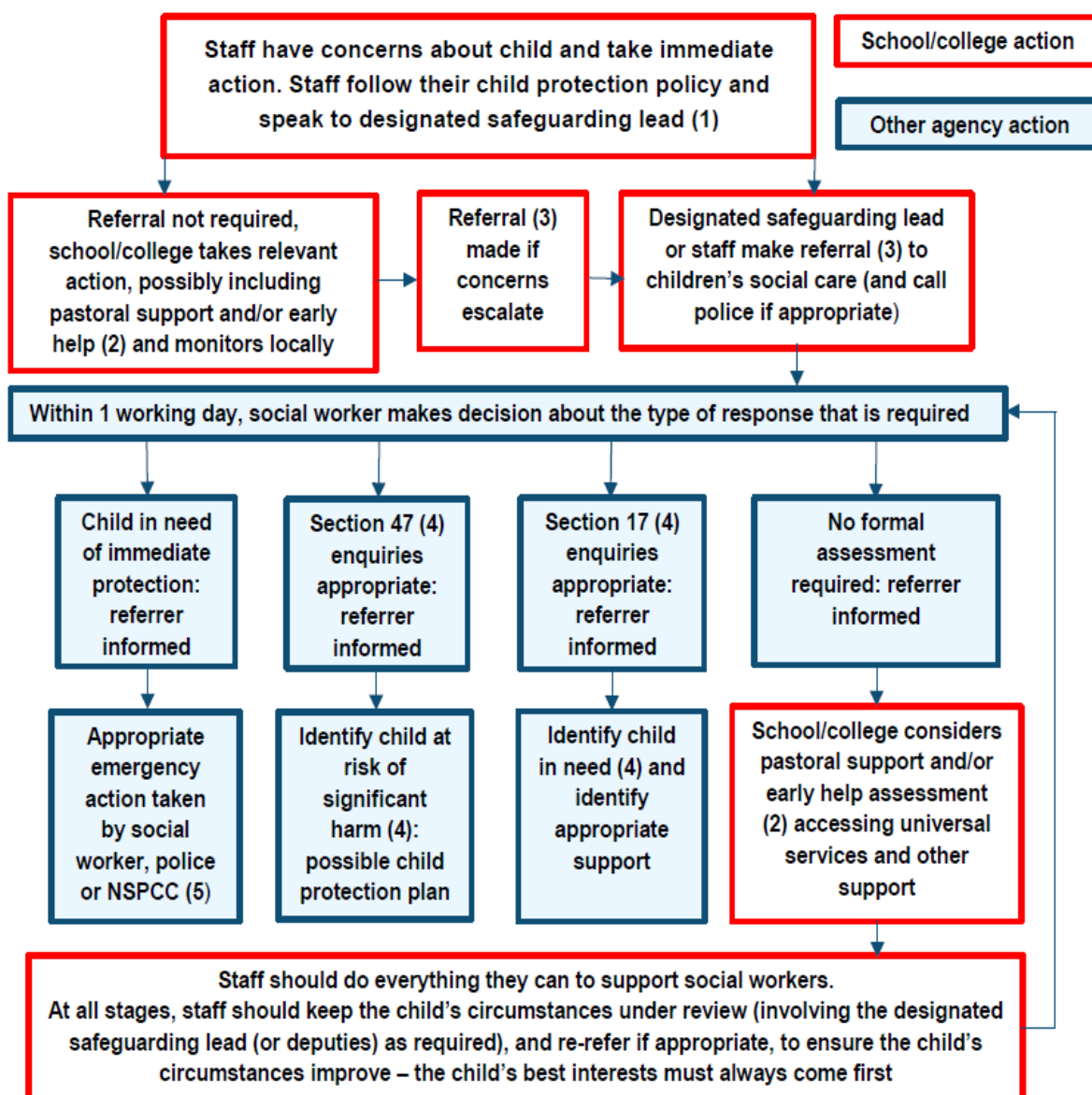
70. If a staff member has concerns about another staff member, it will be raised with the Head Teacher.
71. If the concern is with regards to the Head Teacher, it will be referred to the chair of governors.
72. Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**.
73. If a staff member feels unable to raise an issue with the SLT, they should access other channels such as York Minster's or the NSPCC whistleblowing helpline (0800 028 0285).
74. Any allegations of abuse made against staff members will be dealt with in accordance with the school's **Managing Allegations against Staff and Volunteers**, policy, procedures and practice guidance.

Dealing with allegations of abuse against staff

75. All allegations will be dealt with in line with the school's **Managing Allegations against Staff and Volunteers**, policy, procedures and practice guidance, a copy of which will be provided to, and understood by, all staff.
76. Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the Disclosure and Barring Service. They will also consider referring the matter to the Teacher Regulation Agency for consideration for a prohibition order.
77. If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.
78. The school will preserve records which contain information about allegations of sexual abuse for the appropriate retention period.

Responding to concerns: Flowchart

Actions where there are concerns about a child



Safeguarding in Specific Circumstances

Alternative provision

79. The school will be responsible for a pupil's welfare during their time at an alternative provider.
80. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Child sexual exploitation (CSE)

81. For the purpose of this policy, "**child sexual exploitation**" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either/both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator.

82. CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

83. The school has adopted the following procedure for cases of CSE, as outlined by the DfE:

- **Identifying cases** - key indicators of CSE include:
 - i. Going missing for periods of time or regularly going home late
 - ii. Regularly missing lessons
 - iii. Appearing with unexplained gifts and new possessions
 - iv. Associating with other young people involved in exploitation
 - v. Having older boyfriends or girlfriends
 - vi. Undergoing mood swings or drastic changes in emotional wellbeing
 - vii. Displaying inappropriate sexualised behaviour
 - viii. Suffering from sexually transmitted infections or becoming pregnant
 - ix. Displaying changes in emotional wellbeing
 - x. Misusing drugs or alcohol
- **Referring cases**
 - i. Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to CSCS.
- **Support**
 - i. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Children missing from education

84. A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

85. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the **Children Missing from Education Policy**.

86. The school will inform the Local Authority of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

County lines criminal activity

87. For the purpose of this policy, "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

88. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

89. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

90. The DSL will consider referral to CSCS and the [National Referral Mechanism](#).

91. Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern.

Domestic abuse

90. Prolonged and/or regular exposure to domestic abuse can have a serious impact on a child's development and emotional well-being as well as his or her physical safety. As such it is one of the potential causes of significant harm to children which may warrant the use of the child protection procedures.

91. Any member of staff who receives information or has concerns about domestic abuse in a pupil's household must consult with the DSL and consider whether advice is needed from the Children's Front Door. Telephone number for the **Children's Front Door is 01904 551900**.

92. Where the school believes that an enquiry to Children's Social Care is indicated, this should be discussed with the non-abusing parent/carer and every effort made to seek agreement. It is not necessary to have the consent of a parent/carer in order to make an enquiry to Children's Social Care if the school has reasonable cause to believe that the child is at risk of significant harm.

93. The Police can often be the first point of contact with families where domestic abuse takes place and should identify whether a child was present when the incident occurred, or whether a child is ordinarily resident at the address where it occurred. They should see any child present in the house to assess their immediate safety.
94. The school may be contacted by services who have responded to incidents, and will engage in multi-agency processes and information sharing as appropriate, within legislative and policy guidance.
95. For further advice and links to resources, see the [City of York Safeguarding Children Partnership Domestic Abuse guidance](#)

Female Genital Mutilation (FGM)

96. For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
97. FGM is considered a form of abuse in the UK and is illegal.
98. All staff will be alert to the risk of a girl being subject to FGM, or already having suffered FGM and, if worried, they are required to share this information with social care and/or the police.
99. Teaching staff are **legally required*** (it is a **PERSONAL** duty, and is **NOT** transferrable) to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.
**NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.*
100. **Victims of FGM are most likely to come from communities that are known to adopt this practice.** The pupil may not be aware of the practice, or that they may be at risk, so sensitivity is required.
101. There are a range of potential indicators that a pupil may be at risk of FGM. Individually they may not indicate risk but, if two or more are present, this could signal a risk to the pupil.
- Indicators that may show a heightened risk of FGM include the following:
 - The socio-economic status of the family and level of integration into UK society
 - Any girl with a mother or sister who has been subjected to FGM
 - Any girl withdrawn from PSHE.
 - Indicators that may show FGM could take place soon include the following:
 - When a female family elder is visiting from a country of origin
 - A girl may say she is to have a 'special procedure/ceremony' to 'be a woman'
 - A girl may request help if she is aware or suspects that she is at immediate risk

- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

102. Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

- Indicators that FGM may have already taken place include the following:
 - Difficulty walking, sitting or standing
 - Spending longer than normal in the bathroom or toilet
 - Long periods away from a classroom with bladder or menstrual problems
 - Prolonged or repeated absences followed by withdrawal or depression
 - Reluctance to undergo normal medical examinations
 - Requesting help, but not explicit about the problem due to embarrassment or fear.

103. Teachers do not examine pupils, so it is rare to see any visual evidence, but they will report to the police where FGM appears to have been carried out. Unless the teacher has a good reason not to, they must discuss any such case with the DSL and involve CSCS as appropriate.

104. FGM is included in the definition of **‘honour-based’ violence (HBV)** (involving crimes committed to defend the honour of family and/or community) with forced marriage and breast ironing.

105. All forms of HBV are forms of abuse and will be treated and escalated as such.

106. Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

107. For further information and guidance, see the [City of York Safeguarding Children Partnership FGM guidance](#); and, so called [Honour Based Violence guidance](#)

Forced marriage

108. For the purpose of this policy, **“forced marriage”** is defined as marriage entered into without the full and free consent of one/both parties, and where violence, threats or any form of coercion is used to cause a person to enter into the marriage. Forced marriage is a crime in the UK.

109. As part of HBV, staff will be alert to signs of forced marriage including the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early.

110. If staff have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

111. For further information and guidance, see the [City of York Safeguarding Children Partnership Forced Marriage guidance](#).

Homelessness

112. The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

113. Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”.

114. Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

115. For 16 and 17 year olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

Looked After Children (LAC) and Care Leavers

116. Virtual school heads manage pupil premium plus for looked after children. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child’s personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

117. In other schools and colleges, an appropriately trained teacher should take the lead. As with designated teachers, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

118. Statutory guidance, [DfE \(2018\) Promoting the Education of Looked After Children](#) contains further information on the roles and responsibilities of virtual school heads.

119. Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Peer on peer abuse

120. All staff are aware that peer on peer abuse will not be tolerated and staff will never dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

121. 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 (see relevant section below)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting
- initiating type violence and rituals.

122. If staff have concerns about “sexting” or “youth produced sexual imagery”, they should report this to the DSL or DDSL, and the following guidance should be consulted:

- a. [DfE \(2018\), ‘Searching Screening and Confiscation Advice for schools’](#)
- b. [The UK Council for Child Internet Safety \(UKCCIS\) Education Group \(2016\), ‘Sexting in Schools and Colleges: Responding to incidents and safeguarding young people’.](#)

123. If staff are concerned about peer on peer abuse, they should speak with the DSL or DDSL and, depending on the nature of the suspected abuse, refer to any specific guidance, policies and procedures.

124. If the abuse is sexual in nature, refer to the section on **Sexual violence and sexual harassment between children in school** (below); and, to the ***Allegations of abuse against other pupils (peer-on-peer abuse) and harmful sexual behaviours policy and procedures***

Preventing radicalisation

125. For the purpose of this policy, “radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies.

126. Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties.

127. The school will actively assess the risk of pupils being drawn into terrorism - staff will be alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection.

128. If pupils are identified who may be at risk of radicalisation the school will work with local safeguarding arrangements and referral processes (e.g. Channel) as appropriate.

129. Any concerns over radicalisation will be discussed with a child’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

130. The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

131. Risk indicators of vulnerable pupils

- a. Indicators of an identity crisis include the following:
 - i. Distancing themselves from their cultural/religious heritage
 - ii. Uncomfortable with their place in society.

- b. Indicators of a personal crisis include the following:
 - i. Family tensions
 - ii. A sense of isolation
 - iii. Low self-esteem
 - iv. Disassociation from existing friendship groups
 - v. Searching for answers to questions about identity, faith and belonging.

- c. Indicators of vulnerability through personal circumstances includes the following:
 - i. Migration
 - ii. Local community tensions
 - iii. Events affecting their country or region of origin
 - iv. Alienation from UK values
 - v. A sense of grievance triggered by personal experience of racism or discrimination.
- d. Indicators of vulnerability through unmet aspirations include the following:
 - i. Perceptions of injustice
 - ii. Feelings of failure
 - iii. Rejection of civic life.

- e. Indicators of vulnerability through criminality:
 - i. Experiences of dealing with the police
 - ii. Involvement with criminal groups.

132. Any member of staff who identifies concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

133. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

The Channel programme

134. Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

135. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Head Teacher or DSL will contact the Channel programme.

136. The DSL will also support any staff making referrals to the Channel programme.

Building children's resilience

137. The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

138. The school will utilise the following resources when preventing radicalisation:

- i. Local safeguarding arrangements and local police (contacted via 101 for non-emergencies).
- ii. The Department for Education dedicated helpline (020 7340 7264).
- iii. The Channel awareness programme.
- iv. The [Educate Against Hate](#) website.

Private fostering

139. Where it is planned for a child to spend more than 28 days with friends or wider family members, or a child ends up spending more than 28 days in the care of friends or wider family, the law requires that City of York Council Children's Social Care Referral and Assessment Team are told about it so that they can check to make sure that the child is safe and well cared for. This is because the child becomes subject to something known as 'Private Fostering'
140. Where the school becomes aware of a pupil being privately fostered, they will notify the Local Authority as soon as possible to allow the LA to conduct any necessary checks. The [City of York Partnership Private Fostering guidance](#) should be consulted.

Pupils required to give evidence in court

141. Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
142. Primary aged children. Pupils will also be provided with the booklet [Going to Court](#) from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.
143. Secondary aged children. Pupils will also be provided with the booklet [Going to Court and being a witness](#) from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils with family members in prison

144. Pupils with a family member in prison will be offered pastoral support as necessary.
145. They will receive a copy of [Are you a young person with a family member in prison](#) from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils with SEND

146. The school recognises that pupils with SEND can face additional safeguarding challenges and understands that barriers may exist when determining abuse and neglect in this group of pupils.
147. Staff will be aware of the following:
- a. Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
 - b. Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
 - c. Communication barriers may exist, as well as difficulties in overcoming these barriers.
148. When reporting concerns/making referrals for pupils with SEND, these factors will be considered.
149. When managing a safeguarding issue relating to a pupil with SEND, the **DSL** will liaise with the **SENCO**, and the pupil's family where appropriate, to ensure the pupil's needs are effectively met.

Sexual violence and sexual harassment between children in school

150. 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, in all likelihood, adversely affect their educational attainment.

151. 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.

152. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

153. If staff have a concern about a child or a child makes a report to them, they should follow the *Allegations of Abuse Against other Pupils (peer-on-peer abuse)* and *Harmful Sexual Behaviours* policy and procedures.

154. As is always the case, if staff are in any doubt as to the nature of their concern, or what to do, they should speak to the DSL or DDSL.

Work experience

155. Where the school has pupils from other settings conducting work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

156. The school does not currently send children to work experience.

157. This policy to be read in conjunction with The Minster School’s Peer on Peer and HSB policy

Useful information

Educate Against Hate

An online hub for Government advice and trusted resources for schools to safeguard students from radicalisation, build resilience to all types of extremism and promote shared values. For more information go to www.educategainsthate.com

The Channel Programme

Channel is a multi-agency, voluntary, confidential programme which operates throughout England and Wales which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. For more information go to www.gov.uk/government/publications/channel-guidance

The Children's Front Door, York

The Children's Front Door provides professionals and members of the public with advice, information and support about services for children and young people who are vulnerable and at risk. The service aims to help practitioners to deliver the right help to the right children and young people at the right time and support practitioners to work in an integrated way with children, young people and their families. It is made up of three services: the Local Area Team (Early Help); the Referral and Assessment Teams (Children's Social Care) and the Family Information Service. For more information go to <https://www.york.org.uk/workforce2014/Concerned%20about%20a%20child/childrens-front-door.htm> or telephone 01904 551900.

Document information

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