



## CHILD PROTECTION & SAFEGUARDING POLICY

### KEY CONTACTS WITHIN SCHOOL October 2018

#### Designated Child Protection & Safeguarding Lead:

Maurice Dobie (07880 902 309)  
[maurice@yorksteinerschool.org](mailto:maurice@yorksteinerschool.org)

#### Early Years Child Protection & Safeguarding Lead:

Karen Foster (01904 414232)  
[karen@yorksteinerschool.org](mailto:karen@yorksteinerschool.org)

#### Main School Child Protection & Safeguarding Support:

Fiona Dudley (01904 632381)  
[fiona@yorksteinerschool.org](mailto:fiona@yorksteinerschool.org)

Should the Designated Lead be absent please speak with another member of the Safeguarding Team or the designated person on the Board of Trustees:

#### Trustee responsible for Child Protection & Safeguarding:

Jessica Gowar  
[jessica.gowar@yorksteinerschool.org](mailto:jessica.gowar@yorksteinerschool.org)

#### TO REPORT ABUSE AND SEEK ADVICE:

If you think that a child or young person is in imminent danger you must inform:

#### CHILDREN'S FRONT DOOR

By phone – 01904 551900

By email – one email address: [childrensfrontdoor@york.gov.uk](mailto:childrensfrontdoor@york.gov.uk)

By letter – Children's Front Door, West Offices, Station Rise, York, YO1 6GA

#### ALLEGATIONS AGAINST A MEMBER OF STAFF (See section 12)

The Local Authority Designated Officer (LADO) must be informed on the same working day.

The LADO on duty can also be contacted on **01904 551783**

*Any member of staff, volunteer or visitor who receives a disclosure of abuse, an allegation or suspects abuse must report it immediately to the Designated Safeguarding Lead or a member of the Safeguarding Team.*

This policy was approved by the Board of Trustees in

October 2018

Policy review date:

October 2019

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## **1. Introduction**

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- 1.1. This policy applies to all staff, trustees, volunteers, students, or anyone working on behalf of York Steiner School.
- 1.2. This policy has been written in accordance with and being aware of the latest guidance provided by the Department for Education: Keeping Children Safe in Education 2018 and Working Together to Safeguard Children 2018
- 1.3. The Board of Trustees takes seriously its responsibility to safeguard and promote the welfare of children and to working together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering or at risk of suffering, harm.
- 1.4. We recognise that all adults, including temporary staff, volunteers and trustees, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.5. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

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## **2. Fundamental British Values**

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- 2.1. British values are defined by the Department for Education as:
  - democracy
  - the rule of law
  - individual liberty
  - mutual respect and tolerance for those with different faiths and beliefs.
- 2.2. These are implicitly embedded in Steiner education and therefore in the curriculum and ethos of York Steiner School. All staff are expected to uphold and promote these values.

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### 3. Aims and Objectives

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- 3.1. York Steiner School strives to create an environment where learning, truth, justice, respect, spirituality and community are promoted.
- 3.2. The overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected our paramount responsibility is to the child).
- 3.3. This school holds that all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm and abuse.

This will be achieved by:

- Continuing to develop awareness of, and train all staff in Safeguarding (particular care should be taken with children with disabilities and SEN) and their responsibilities in identifying abuse.
- Take **‘it could happen here approach’**
- Having a **Safeguarding Group** all of whom are trained to level 2 in child protection.

Training which will be renewed every two years. The group consists of:

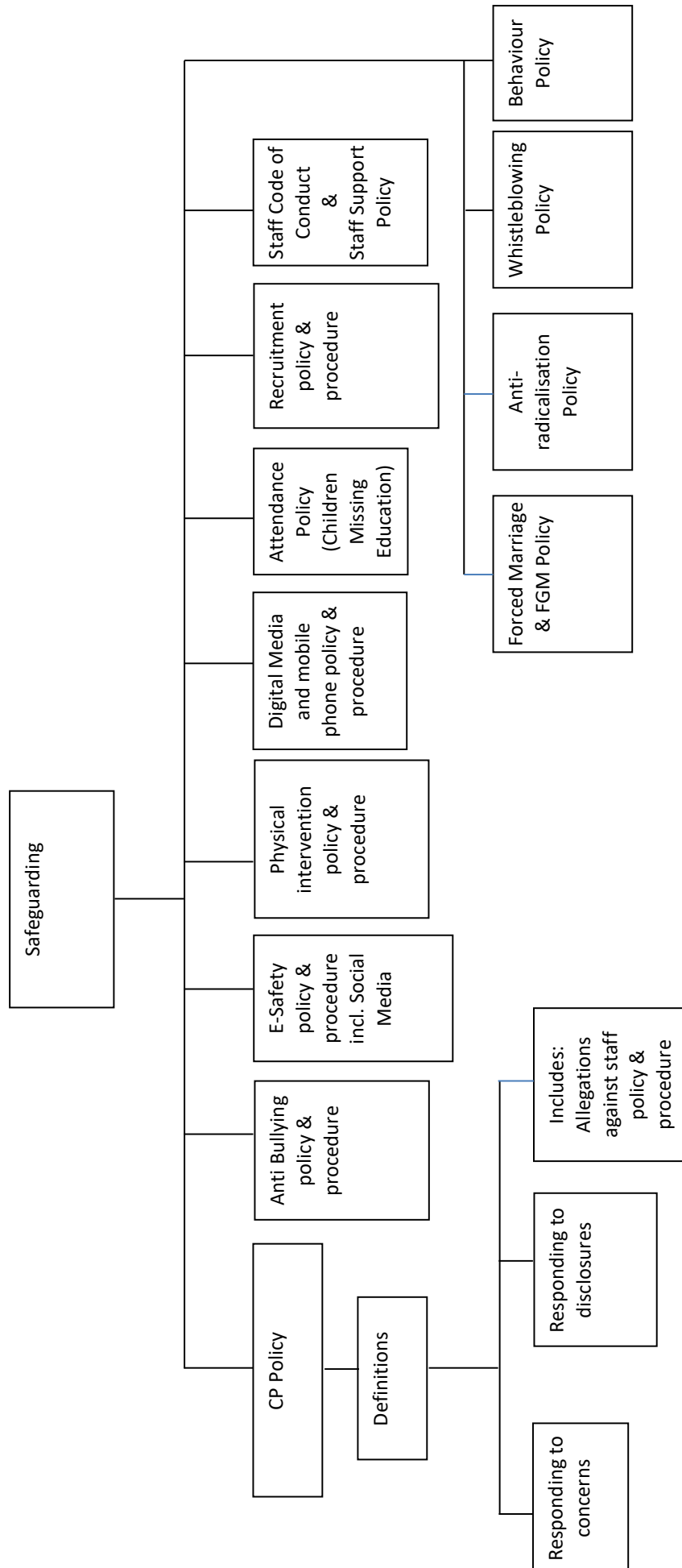
- Designated Safeguarding Lead  
(Maurice Dobie: [maurice@yorksteinerschool.org](mailto:maurice@yorksteinerschool.org) )
- Early Years Safeguarding Lead  
(Karen Foster: [karen@yorksteinerschool.org](mailto:karen@yorksteinerschool.org) )
- Safeguarding Support  
(Fiona Dudley: [fiona@yorksteinerschool.org](mailto:fiona@yorksteinerschool.org) )
- A Trustee responsible for Safeguarding  
(Jessica Gowar: [jessica.gowar@yorksteinerschool.org](mailto:jessica.gowar@yorksteinerschool.org) )

The school recognises the need to have a designated member of staff for safeguarding available at all times that the school is open

- Recognising that safeguarding children encompasses positive support for all children as well as child protection issues.
- Creating a work environment where safeguarding issues can be talked about in a useful and supportive way.
- Provide and monitor uptake and effectiveness of regular mandatory child protection training for staff, carers and volunteers.
- Building links with other professionals so that advice can be sought when necessary.

- Having a commitment to early intervention to aim to prevent children becoming at risk of harm (Early Help).
- Ensuring that all staff are aware of, and confident to use, the referral procedures within the school.
- Monitor children who have been identified as 'at risk'.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Continuing to develop and create an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.
- It is expected the relationship between the class teacher and the child facilitates open communication and the sharing of problems.
- Providing effective support for staff and volunteers through a system of mentoring, staff review and training as set out in our staff support policy.
- Follow safer recruitment guidelines when recruiting staff and volunteers.
- Ensuring that all staff have basic child protection training (level one) that is renewed every three years. This is monitored by the DSL.
- Making parents aware that the school staff work in partnership with other agencies to promote and safeguard the welfare of pupils.
- Information for parents/carers will be published in the School Handbook telling them the name of the **Designated Safeguarding Lead (DSL)** and that staff are required to follow the procedures laid down by City of York Safeguarding Children Board (CYSCB).
- Ensure this policy is available on the website and upon request from the office.
- Ensuring that risk assessments are carried out when necessary.
- Having a range of interlinked safeguarding policies as set out below that will all serve to protect and support the children at the school.

## 4. The Scope of Safeguarding





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## 5. Providing a Safe and Supportive Environment

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### 5.1. Safe Practice

The Board of Trustees understands its responsibilities to ensure that:

- 5.1.1. The Child Protection/Safeguarding Policies are reviewed and updated annually.
- 5.1.2. The school operates safer recruitment procedures.
- 5.1.3. The school has procedures for dealing with allegations of abuse against staff.
- 5.1.4. A senior member of staff undertakes the responsibility of Designated Safeguarding Lead (DSL). This person is supported by an Early Years specialist and a member of the Board of Trustees.
- 5.1.5. A member of the Board of Trustees takes responsibility for Child Protection/Safeguarding.
- 5.1.6. The DSL has attended the 1 day multi-agency training (level 2) which is renewed every 2 years.
- 5.1.7. All staff undertake a basic child protection training (level 1) which is renewed every 3 years.
- 5.1.8. All staff and members of the Safeguarding Team will receive regular updates on safeguarding at least annually
- 5.1.9. All members of staff are provided with child protection awareness information at induction so that they know who to discuss a concern with.
- 5.1.10. All staff and volunteers understand their responsibilities for being alert to signs of abuse and referring these to the DSL. This is achieved via 5.1.11 and 5.1.12.
- 5.1.11. All members of staff are given a copy of our Child Protection and Safeguarding Policy and sign to say they have read it.
- 5.1.12. All staff sign to say they have read part 1 Keeping Children Safe in Education 2018 including Annex A.
- 5.1.13. All staff have a satisfactory enhanced DBS check
- 5.1.14. The Chair of trustees (governors) will obtain a DBS check via the Secretary of State. Enhanced DBS checks are also undertaken for all other members of the trustee board.
- 5.1.15. The enhanced DBS check will also include a S128 check
- 5.1.16. The Child Protection and Safeguarding Policies are available on the school website and via the school office.

## **5.2. Children with Special Educational Needs and/or Disabilities**

5.2.1. The school recognises that additional barriers might exist when recognising the signs of abuse and neglect of children who have special educational needs. These can include:

- behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- at higher risk of peer group isolation
- the impact of bullying may be greater
- communication barriers and difficulties in overcoming these barriers

5.2.2. To provide additional insight and help in this area the school SENCO will support the Safeguarding Team when appropriate and consider whether extra pastoral support is needed.

## **5.3. Children and Young People in Care (Looked after and previously looked after children)**

5.3.1. The most common reason for children being looked after is as a result of abuse and/or neglect. It is the responsibility of the Board of Trustees to ensure that when appropriate, staff have the necessary skills, knowledge and understanding to keep these children safe.

5.3.2. The school will hold information relating to the child's looked after legal status and any contact arrangements with birth parents or those with parental responsibility as well as any arrangements with the local authority.

5.3.3. A previously looked after child potentially remains vulnerable. All appropriate staff will be made aware of this.

5.3.4. The DSL will hold information relating to the social worker and the child's virtual school head and will work with all agencies for the benefit of the child.

## **5.4. Children Missing Education**

5.4.1. The school will monitor a child's attendance as part of its overarching safeguarding approach to keeping children safe.

5.4.2. Staff and parents should be familiar with the school's Attendance Policy.

5.4.3. Repeated absence may help identify the risk of abuse and neglect including exploitation.

5.4.4. Parents may be asked to attend an interview to explain a child's absence.

- 5.4.5. The school is conscious of and meets the requirements of Children Missing Education 2016

## **5.5. Early Help**

- 5.5.1. Providing early help is more effective in promoting the welfare of children than reacting later. All staff should be alert to the need for early help.
- 5.5.2. Should a need be identified, staff should report to the DSL who may provide guidance on how to contact the Local Area Link Team. If the DSL is not available staff should speak to another member of the safeguarding team.
- 5.5.3. Working Together to Safeguard Children 2018 states:

*Practitioners should, in particular, be alert to the potential need for early help for a child who:*

- *is disabled and has specific additional needs<sup>6</sup>*
  - *has special educational needs (whether or not they have a statutory Education, Health and Care Plan)*
  - *is a young carer*
  - *is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups*
  - *is frequently missing/goes missing from care or from home<sup>7</sup>*
  - *is at risk of modern slavery, trafficking or exploitation*
  - *is at risk of being radicalised or exploited*
  - *is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse*
  - *is misusing drugs or alcohol themselves*
  - *has returned home to their family from care*
  - *is a privately fostered child*
- 5.5.4. The DSL will usually lead in liaising with other agencies. Staff may be required to support other agencies and professionals in early help assessment, in some cases acting as lead professional. These cases should be kept under constant review should the need arise for referral to statutory services.

## **5.6. Contextualised Safeguarding**

- 5.6.1. Assessment of children should consider whether wider environments factors are present in a child's life that are a threat to their safety and wellbeing. This may include behaviours such as drug taking, alcohol abuse, sexting, or deliberately missing education.

## 5.7. Use of 'Reasonable Force'

- 5.7.1. There are circumstances where it is appropriate for staff to use reasonable force, using no more force than is needed. This may include physical contact or blocking a pupil's path.
- 5.7.2. When using reasonable force staff need to be conscious of the additional vulnerability of children with SEN or disabilities. Positive and proactive behaviour support including individual behaviour plans may help reduce incidences where reasonable force is needed.

## 5.8. Safer Recruitment

- 5.8.1. The school implements safe recruitment procedures. The school has a Recruitment Policy which should be read in conjunction with this section.
- 5.8.2. All staff are required to have an enhanced DBS check.
- 5.8.3. A check is made to ensure that any registered teacher is not disqualified from teaching. This is now part of an enhanced DBS check
- 5.8.4. All Early Years staff are required to sign a disclaimer stating they are not 'disqualified by association'.
- 5.8.5. A single central register (SCR) is kept up to date.

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## 6. Confidentiality

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- 6.1. We recognise that all matters relating to child protection/safeguarding are confidential and that any information shared with staff will be on a need to know basis and must be held confidentially.
- 6.2. The DSL or Safeguarding Group will only disclose information about a child if they believe it is in the child's best interests.
- 6.3. All staff must be aware they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4. All staff must be aware they cannot promise a child to keep secrets. **Confidentiality cannot be guaranteed in respect of child protection issues.**

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## **7. Supporting Staff**

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- 7.1. The Board of Trustees recognises that staff working in the school who become involved in child protection issues may find the situation stressful and upsetting.
- 7.2. The school will support staff via providing the opportunity to talk through their concerns and feelings with the DSL or the Trustee responsible for Safeguarding and Child Protection.
- 7.3. In recognising that child protection issues may be stressful and upsetting the school offers an independent and confidential counselling service. Any staff who feel this would be helpful should speak with the DSL or School Administrator.
- 7.4. If when dealing with any safeguarding issue a member of staff believes they have a conflict of interest they should inform the DSL immediately who will take appropriate action.

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## 8. Responding to Suspected Abuse/Significant Harm

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- 8.1. It is not the responsibility of anyone working at York Steiner School to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the Designated Safeguard Lead DSL who will inform the appropriate authorities.
- 8.2. All allegations or suspicions of abuse will be taken seriously.
- 8.3. **Any member of staff with an issue relating to suspected abuse/significant harm should discuss it immediately with the DSL (Maurice Dobie) or, if appropriate the Early Years Safeguarding Lead (Karen Foster).**
- 8.4. If abuse is suspected or there are significant concerns for the welfare of a child or the child is believed to be in imminent danger then the local Children's Social Care and/or the police must be informed (see front cover of this policy)
- 8.5. If the DSL is not available then another member of the Safeguarding Group should be contacted who will decide what action should be taken. In this instance a written report of the action taken and why must be made available to the DSL by the end of the day.
- 8.6. If all members of the Safeguarding Group are unavailable, a member of staff has the duty to inform Children's Social Care. A written report must be given to one of the Safeguarding Group as soon as is practical.
- 8.7. If a parent arrives to collect the child before Children's Social Care has arrived then it must be remembered that the school has no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the police should be called by the DSL.
- 8.8. Any referral to Children's Social Care by telephone must be confirmed in writing and a copy kept in the confidential child protection files. A note must be made of the Duty Social Worker and the time at which the call is made. **If parents have not been informed about (or if they have not agreed to) the referral being made this must be reported to Children's Social Care.**  
Ideally parents would be informed of and agree to any referral being made, unless however to do so would create an additional risk to the child.

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## 9. Responding to Concerns about A Child

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- 9.1. It is essential that concerns about children are noted, discussed and acted upon in the hope that early intervention will prevent potential significant harm happening later.
- 9.2. Accurate written records must be kept where there are concerns about the welfare of a child. These records should be kept in secure, confidential files, which are separate from the child's school records.
- 9.3. Concerns about the well-being of a child must be reported both verbally and in writing to the DSL in the school. Record all concerns in writing, giving the following:
  - Full name of the pupil
  - Date of birth
  - Class
  - Reasons for your concern
- 9.4. In discussion with the DSL a decision will be made as to the next course of action. The options are:
  - Manage support internally
  - An early help assessment
  - Referral to statutory services
- 9.5. Any concerns which do not need immediate discussion with the DSL must be recorded and handed to the DSL within a week.
- 9.6. Staff must keep the DSL informed of:
  - Poor attendance and punctuality
  - Concerns about appearance and dress
  - Changed or unusual behaviour
  - Concerns about health and emotional well being
  - Deterioration in educational progress
  - Discussions with parents about concerns relating to their child
  - Concerns about home conditions or situations
  - Concerns about pupil on pupil abuse (including serious bullying)
- 9.7. When recording a conversation or an incident ideally this should be done within 15 minutes of it having been observed or taking place, and before discussing it with anyone else to avoid the incident being 'coloured' by other conversations or opinions.
- 9.8. Each witnessing member of staff must record their observation separately.

- 9.9. The Safeguarding File is available only to the Safeguarding Group though Individual cases may be made available to Social services if necessary.
- 9.10. Any in-school action or action involving the parents should not be taken without informing the DSL who may already be aware of relevant information held confidentially about that pupil.

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## **10. Attendance at Child Protection Conferences**

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- 10.1. School staff should be prepared to attend Child Protection Conferences, and supply information, in writing if possible, concerning any allegations made at school, or other concerns about the children's behaviour or progress at school, or contact with parents.
- 10.2. If unable to attend written reports should be submitted. School staff may be required to be part of the Child Protection Plan formulated by the Child Protection Conference to monitor future behaviour, and where appropriate to be part of any appointed working group (known in York as the Core Group).

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## **11. Responding to Disclosure**

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- 11.1. Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and in accordance with Child Protection training.
- 11.2. Such information cannot remain confidential and must be immediately disclosed to the DSL.
- 11.3. If a person chooses to tell a member of staff about possible abuse the member of staff should:
  - Stay calm and be available to listen.
  - Listen with the utmost care to what the person is saying and take seriously any disclosure.
  - Try to ensure the person disclosing does not have to speak to another member of school staff.
  - Question normally without pressurising, using open questions e.g. 'Can you tell me what happened' rather than 'Did X hit you?'



- Don't put words into the child's mouth but note the main points carefully.
- Try not to show signs of shock or surprise.
- Keep a full record - date, time, what the person said etc.
- Reassure the person and let them know they were right to inform us.
- Inform the person that this information will now have to be passed to the appropriate people.

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## 12. Allegations against School Staff

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- 12.1. All staff are expected to adhere to the school's Code of Conduct policy. This policy is there to safeguard the welfare of the child.
- 12.2. York Steiner School will assure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.
- 12.3. Teachers must protect themselves especially when meeting on a one to one basis with children. Staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. To help protect oneself, teachers should not meet children on a one to one basis in a closed room that cannot be viewed from the outside. Should visibility be limited the door should always be left open
- 12.4. Teachers who hear an allegation of abuse against another member of staff should discuss the matter immediately with the DSL or another member of the Safeguarding Group if the DSL is not available, so that City of York Safeguarding Children Board (CYSCB) guidelines can be followed.
- 12.5. These allegations will be treated seriously and investigated appropriately in line "Allegations against childcare professionals and volunteers" by City of York Safeguarding board (<http://www.saferchildrenyork.org.uk/allegations-against-childcare-professionals-and-volunteers.htm> ) and Keeping Children Safe in Education 2018.
- 12.6. **All allegations and concerns must be reported to the Local Authority Designated Officer (LADO) within the same working day.** The LADO will then decide what action to take.

*Allegations and concerns must be reported on the same working day*

**The Local Authority Designated Officer's (LADO)**

**Primary Contact Number: 01904 551783**

- 12.7. If the DSL is the subject of the suspicion/allegation the matter will be referred by the trustee responsible for Safeguarding.
- 12.8. The person initially receiving the concern/allegation must as always make a full record of it, which is timed, dated, and signed.
- 12.9. **No** attempt should be made to undertake enquiries or seek to determine the validity of the allegation at this stage.
- 12.10. It should be considered whether the person being accused has:
- Behaved in a way that has harmed a child, or may have harmed a child
  - Possibly committed a criminal offence against or related to a child
  - Behaved towards a child or children in a way that indicates he or she poses a risk of harm to children.
- 12.11. If any evidence needs to be secured and preserved e.g. mobile telephone, computer this must be subject to advice from the police or Local Authority Designated Officer (LADO).
- 12.12. If an allegation is made, the person subject to the allegation will be informed as soon as possible **after consulting the LADO** and obtaining advice.
- 12.13. Consideration will be given to removing the staff member from the premises immediately without prejudice. **This decision will be made by the DSL (currently the School Administrator), and the Education Mandate Holder.**  
**At this point the staff member is not invited to make a response and they must be warned that anything said will be recorded.**
- 12.14. The parents of any pupil involved will be fully informed by the DSL.
- 12.15. Taking advice from LADO, the DSL, the trustee responsible for Child Protection/Safeguarding and the Administrator will then make a decision about whether any individual accused of abuse should be temporarily suspended pending further police and Children's Social Care inquiries.
- 12.16. Prior to contacting the LADO the DSL should gather the following:
- Names, addresses, D.O B's of the child/ren and staff member concerned.
  - Details of any potential witnesses.
  - Details of the staff member's previous employment record including any previous allegations/concerns.
  - Account of the person receiving or witnessing the allegation.
  - Information regarding any other paid or voluntary work the staff member undertakes with children or vulnerable adults.
  - If the staff member has their own children, any other information which may be of relevance.

- Any action(s) already taken; and information about the legal status of the child concerned.
- 12.17. York Steiner School has a duty of care to its employees and will ensure it provides effective support for anyone facing an allegation. Any allegations will be dealt with as quickly as possible in a fair and consistent way to protect both the child and the person who is subject to the allegation.
- 12.18. If after external enquires are finished, a disciplinary hearing is required, this will then be done in line with the school disciplinary policy.
- 12.19. If an allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or stops providing services, the DSL should discuss with the LADO (in consultation with the chair of trustees and HR mandate holder) whether a referral should be made to the DBS and/or any regulatory body e.g. the Teaching Regulation Agency.
- 12.20. Irrespective of any findings by outside agencies the Safeguarding Group will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled.
- 12.21. This may be a difficult decision; particular where there is insufficient evidence to uphold any action by the police. In such cases they must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true (as opposed to 'beyond reasonable doubt'). The contact with the child who made the allegation must also be considered and welfare of the child should remain of paramount importance throughout.

### **Informing Ofsted**

- 12.22. The DSL must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).
- 12.23. The DSL must also notify Ofsted of the action taken in respect of the allegations.
- 12.24. These notifications must be made as soon as is reasonably practicable, ***but at the latest within 14 days of the allegations being made.***

## **Informing the DBS**

- 12.25. Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- the harm test is satisfied in respect of that individual;
  - the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
  - the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.
- 12.26. The legal duty applies where an individual is deployed to another area of work that is not regulated, or they are suspended

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## **13. Peer on Peer Abuse**

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- 13.1. All staff should recognise that children are capable of abusing their peers.
- 13.2. Any sexual violence or sexual harassment must not be passed off as ‘banter’, ‘part of growing up’ or ‘having a laugh’
- 13.3. It is recognised that girls are more likely to be the victims and boys the perpetrators but all peer on peer abuse is unacceptable.
- 13.4. All allegations must be treated seriously and investigated appropriately. These may include:
- Bullying including cyberbullying
  - Physical abuse – hitting, kicking, biting, hair pulling
  - Sexual violence and sexual harassment
  - Sexting
  - Initiation rituals
- 13.5. Consideration must be given as to whether an allegation should be treated under Safeguarding and/or anti bullying procedures.
- 13.6. Consideration must be given to informing Children’s Social Care as with all allegations.
- 13.7. The parents of all children involved must be kept informed at all times.
- 13.8. Consideration must be given to removing alleged perpetrators from the school premises.

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## 14. Peer on Peer (Child on Child) Sexual Violence and Sexual Harassment

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- 14.1. This is covered in Part 5 of Keeping Children Safe in Education 2018.
- 14.2. The Board of Trustees is aware of: [Sexual Violence and Sexual harassment between children in schools and colleges](#)
- 14.3. The Board of Trustees will ensure the DSL has appropriate training and that effective policies are in place to respond to any incident or allegation.
- 14.4. York Steiner School will respond on a case by case basis supported by children's social care and the police if required.
- 14.5. Victims will be reassured that all reports will be taken seriously and they will be supported and kept safe.
- 14.6. Consideration will be given as to whether it is appropriate for the victim and alleged perpetrator to share classes and space in school.
- 14.7. Consideration will be given as to how the victim travels to and from school.
- 14.8. The school will be aware that the alleged perpetrator is also a child and therefore need education and safeguarding support themselves.
- 14.9. Staff will have received appropriate training to manage a report as a child is likely to disclose to someone they trust, this may be **any** member of staff.

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## 15. Sexting

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- 15.1. Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
- 15.2. Any device that can access the internet can be used including smartphones, tablets and laptops - any device that allows you to share media and messages.
- 15.3. Sexting is illegal. A young person is breaking the law if they:
  - take an explicit photo or video of themselves or a friend
  - share an explicit image or video of a child, even if it's shared between children of the same age
  - possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.
- 15.4. Since January 2016 in England and Wales, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

## **Why do young people sext?**

15.5. It is felt that children sext for the following reasons:

- joining in because they think that ‘everyone is doing it’
- boosting their self-esteem
- flirting with others and testing their sexual identity
- exploring their sexual feelings
- to get attention and connect with new people on social media
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

As soon as an image is sent the original owner loses control over what happens to it, as such images can be used for bullying and blackmail. In addition they may also result in unwanted attention and emotional distress which can lead to self-harm or suicide.

## **Responding to sexting incidents and reporting procedures**

15.6. Sexting will not be tolerated.

15.7. If a member of staff suspects that sexting has taken place they should report this to the Designated Safeguard Lead.

15.8. The DSL should record all incidents

15.9. If the device is available it should be kept securely and switched off. Staff should not search the device as this is likely to cause further embarrassment.

15.10. A risk assessment should be carried out to protect the pupil for any further risk or embarrassment.

15.11. All cases of sexting should be treated as a Child Protection issue. The DSL is likely to consult the Children’s Safeguarding Board (Front Door) for advice and guidance.

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## **16. Female Genital Mutilation (FGM)**

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In October 2015 it became a statutory duty for teachers, social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age.

*Please see Separate Policy*

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## **17. Extremism**

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17.1. The school follows government guidelines on extremism and when necessary liaises with the Local Authority PREVENT Lead, currently Jane Mowat, 01904 555742 or 07984 496 352, email: [jane.mowat@york.gov.uk](mailto:jane.mowat@york.gov.uk) . Extremist behaviours are regarded as safeguarding concerns.

17.2. *See school anti-radicalisation policy.*

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## **18. Online Safety**

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18.1. The use of technology has become a significant component for many safeguarding issues. The school recognises this and limits the child's exposure to computers and the internet. Where the internet is used filters are in place to restrict access to inappropriate sites.

18.2. We are aware that children may have access to the internet via their mobile phone. Staff will undertake online safety training and this is considered an important part of teachers overall understanding of safeguarding and keeping children safe.

18.3. Children of an appropriate age will receive annual training on how to remain safe online. This will be followed up by their Class Teacher as part of raising the child's awareness to the dangers of using the internet.

18.4. Please refer to the Schools E-Safety and Social Media policies

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## 19. Record Keeping

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19.1. The school will maintain records and obtain and share information (with parents and carers if necessary, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the needs of all children are met

19.2. Information will be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure). The school will:

- keep written records of concerns about children, even when there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations

**19.3. Staff are not required to disclose to parents any written information relating to Child Protection.**

19.4. Reports may be needed for Child Protection Conferences or the criminal/civil courts.

Consequently records and reports should be:

- Factual (no opinions)
- Non-judgemental (not assumptions)
- Clear
- Accurate
- Relevant



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## 20. Key Documents

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A range of documents, circulars and guidance for good practice governs Child Protection/Safeguarding work at York Steiner School.

Key documents which inform this policy are:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018
- Children Missing Education 2016
- Inspecting safeguarding in early years, education and skills settings (Ofsted)
- Briefing on key updates to statutory guidance for schools in England – Keeping Children Safe in Education (2018) – NSPCC
- The Prevent Duty, June 2015
- Revised *Prevent* Duty Guidelines: for England and Wales, July 2015

**Related internal Documents that also form part of the safeguarding procedures at York Steiner School are as follows:**

- Absence Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- Digital Media Policy including photography
- E- safety policy
- Physical Handling and the use of reasonable force
- Social Media Policy
- Staff Recruitment Policy
- Touch and Physical Contact Policy and Procedure (Early Years)
- Behaviour Policy
- Staff Disciplinary Policy
- Staff Support Policy
- Staff Code of Conduct
- Whistleblowing Policy

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## 21. Useful Contacts for Information and Advice

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- **City of York Safeguarding Children Board** - [www.saferchildrenyork.org.uk](http://www.saferchildrenyork.org.uk)
- **YorOk!** - <http://www.yor-ok.org.uk/> contains lots of information for children, parents, young people and practitioners based in the York area.
- **Police Family Protection Team** - **01904 669354**
- **NSPCC** - <http://www.nspcc.org.uk/> - **helpline - 0808 800 5000**
- **Childline** - <http://www.childline.org.uk/> - **0800 1111** Listens to and counsels children and young people.
- **Survive** - <http://www.survive-northyorks.org.uk/> - **01904 642830** Counsels and supports women and men who have been abused as children.
- **KIDSCAPE** - <http://www.kidscape.org.uk/> - **0207 730 3300** A Helpline offering support and advice to parents of bullied children
- **Family Lives** – [www.familylives.org.uk](http://www.familylives.org.uk) - **0808 800 2222** Listens to and counsels parents
- **Education Support Partnership** - [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)  
**08000 562 561** Provides support and advice for teachers

**Think You Know?** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) . A website of the Child Exploitation Online Protection a Government agency whose role is to investigate and prevent cyber-crime.

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## Appendix 1

### The Role Of The Designated Safeguarding Lead (DSL)

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(With the support of the Safeguarding Group)

- To ensure that all staff know who is responsible for Safeguarding issues.
- To refer promptly all cases of suspected child abuse to the local Children's Social Care (Referral and Assessment team).
- To inform and update as necessary any details about children who are subject to Child Protection Plans.
- To organise regular training on Child Protection/Safeguarding within the School. All staff will receive annual updates (at a minimum) and complete a basic child protection awareness training (online) every 3 years. Members of the Safeguarding Team will all receive a level 2 training which will be renewed every 2 years.
- Ensure the DSO and trustee for Safeguarding have sufficient status and training to take lead responsibility for Child Protection/Safeguarding decisions: such training to be renewed every two years (currently at least Level 2 Child Protection/Safeguarding)
- To ensure that all staff know about and have access to the CYSCB guidelines which are available on the website.
- To co-ordinate action where child abuse is suspected, including when an allegation is made against a staff member.
- To facilitate and support the development of a whole school policy on Safeguarding.
- To attend Child Protection Conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain records of Child Protection Conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a 'need to know basis'
- To pass on records and inform the key worker when a child who is subject to a Child Protection Plan leaves school. York Children's Social Care must also be informed.
- To raise staff awareness and confidence on Safeguarding procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.
- To monitor the storage of photos and videos and the use of school cameras in line with the York Steiner School Media Policy and to monitor and review the E-Safety Policy.
- To be part of the Safeguarding Group alongside the trustee for Safeguarding.



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## Appendix 2

### Recognising Signs of Child Abuse

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#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### Signs of Abuse in Children:

The following non-specific signs from children may indicate that something is wrong:

- Significant change in behaviour or performance.
- Extreme anger, sadness, over-compliance, and/or suspicion.
- Early arrival at school, late departure and reluctance to return home.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of treatment for medical conditions.
- Lack of self-esteem.
- Self-injury.
- Depression or unexplained problems with concentration and learning.
- Age inappropriate sexual behaviour.
- Child Sexual Exploitation.

#### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with DSL or other member of the Safeguarding Group (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Social Care.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.
- Show little concern for the child.
- Deny the existence of—or blame the child for—the child's problems in school or at home.
- Ask teachers or other caregivers to use harsh physical discipline if the child misbehaves.
- See the child as entirely bad, worthless, or burdensome.
- Demand a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- Bruising, scratches in less usual places.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Missed appointments.

- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and accident and emergency departments
- Reluctance to give information or mention previous injuries.

## **Bruising**

Children can have accidental bruising, but the following **must** be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grip marks.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

## **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.



## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non- attachment.
- Indiscriminate attachment or failure to attach and difficulty with relationships.
- Depression.
- Aggressive behaviour towards others.
- Destructive behaviour e.g. arson.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self- esteem, lack of confidence and insecurity.
- Withdrawn or seen as a “loner” – difficulty relating to others.
- Bed-wetting.
- Self-harm.
- Alcohol/drug problems.
- Sleep problems.

## **Recognising Signs of Sexual Abuse**

Sexual abuse is the actual or likely sexual exploitation of a child or adolescent under the age of 18 years by any person. This would include any form of sexual activity to which the child cannot give true consent either by law or because of ignorance, dependence, developmental immaturity or fear. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some **behavioural** indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self- mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some **physical** indicators associated with this form of abuse are:

- Pain or itching of genital area or genital infections.
- Blood on underclothes.
- Bowel/urine problems.
- Difficulty swallowing.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.
- Nightmares.

## **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

**Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

**Consent** – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience.
- Knowledge of society’s standards for what is being proposed.
- Awareness of potential consequences and alternatives.
- Assumption that agreements or disagreements will be respected equally.
- Voluntary decision.
- Mental competence.

**Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical/dental care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.
- Missed appointments.
- Isolation or depression.

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## Appendix 3

### Child Sexual Exploitation

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The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity.
- inappropriate sexual or sexualised behaviour.
- sexually risky behaviour, 'swapping' sex.
- repeat sexually transmitted infections.
- in girls, repeat pregnancy, abortions, miscarriage.
- receiving unexplained gifts or gifts from unknown sources.
- having multiple mobile phones and worrying about losing contact via mobile.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- changes in the way they dress.
- going to hotels or other unusual locations to meet friends.
- seen at known places of concern.
- moving around the country, appearing in new towns or cities, not knowing where they are.
- getting in/out of different cars driven by unknown adults.
- having older boyfriends or girlfriends.
- contact with known perpetrators.
- involved in abusive relationships, intimidated and fearful of certain people or situations.
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- associating with other young people involved in sexual exploitation.
- recruiting other young people to exploitative situations.
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- mood swings, volatile behaviour, emotional distress.
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- drug or alcohol misuse

- getting involved in crime.
- police involvement, police records.
- involved in gangs, gang fights, gang membership.
- injuries from physical assault, physical restraint, sexual assault.

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## Appendix 4

### 7 Golden Rules of Information Sharing

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Government Guidance, Every Child Matters, “Information Sharing: Guidance for practitioners and managers”, (2008) highlights seven golden rules for information sharing:

1. Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriated) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.