



WHERE LEARNERS AND STAFF THRIVE

Trust Policy

Child Protection Policy

Approver: Trustees
Review Cycle: Annual

Scalby School

Revision History			
Date	Version	Short Description of Changes	Approved by:
Oct 2022	v1.0	Policy adopted	Trustees
Oct 2023	V1.1	Appendix 1 & 2 Added for schools to adopt locally.	Trustees
July 24	V2.0	School template approved	Trustees

This Policy Applies To:

Secondary Schools
Primary Schools
Centralised Trust Employees
Trustees & Governors

Document Management Information

Applicable to:	Employees, agency workers, self -employed workers and professional visitors.
Development and Consultation:	Developed in line with KCSIE
Dissemination:	Staff will be asked to confirm reading by SendMy. Schools will need to ensure that regular visitors, contractors, self-employed visitors and agency staff to school are aware of safeguarding in their settings. Included as part of our Induction.
Implementation:	All staff in all schools and Central Support Services including individuals employed by the Trust, volunteers, contractors and agency staff. All Members and Trustees should follow the policy.
Training:	All staff will receive induction training in safeguarding policy and practice when they first join the Trust. Thereafter, they will receive updated safeguarding training at least annually. In addition, Designated Safeguarding Leads (and any deputies) will receive external training that is appropriate for their role at least every two years. All staff will complete Prevent training triennially.
Review Frequency:	Annually
Based on:	Delta Academies Trust School Template
Policy Author:	Trust Compliance Officer
Executive Policy Owner:	Director of Learning
Approval by:	Trust Board
Version:	2.0
Approval Date:	2 July 2024
Next Review Due:	July 2025

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

This policy has been written for schools to include the relevant information to their own setting, this should be adapted and approved by the LGC.

Prevent training is now an annual update rather than 3 yearly.

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1 Important Safeguarding Contacts

	Name, email and telephone number and online referral link
Designated Safeguarding Lead (DSL)	Mrs. Bielby
Deputy Designated Safeguarding staff	Mrs. Day Mrs. Wallace
Mental Health Champion	Mrs. Bielby
Designated Local Governing Committee	Ms. Laura Garforth
Local Authority Designated Officer (LADO)	Julie Kaye – 01609 532508 Julie.kaye@northyorks.gov.uk
Director, Children/pupils Specialist Services	Mr. Stuart Carlton 0300 131 2 131 stuart.carlton@northyorks.gov.uk
Safeguarding Advisor (LA)	Ms. Zoe Fryer – Head of safeguarding zoe.fryer@northyorks.gov.uk
Referral and Response / Front Door services/ MASH Team (Emergency Duty Team)	Social.care@northyorks.gov.uk 0300 131 2 131

Out of hours Emergency Team	0300 131 2 131
CME Team	Ms. Julie Hodges Direct line: 01609 532477
CSE Team	Ms. Zoe Fryer – Head of safeguarding zoe.fryer@northyorks.gov.uk
Early Help Team/Hub	Ms. Jessica Kennedy Jess.kennedy@northyorks.gov.uk Early Help Consultant – East
Prevent local contact	Ms. Siobhan McDonald Siobhan.mcdonald@northyorks.gov.uk 01609 535310
Local Police – PCSO link (add online referral link)	Donna Switzer-Green PCSO 4295 Safer Neighbourhood Team North Yorkshire Police Scarborough Extension 34295 Donna.switzer-Green@northyorkshire.police.uk Lauren.green262@northyorkshire.pnn.police.uk
School Nursing service	Healthy Child Team 5-19 Hdft.0-19nyorks@nhs.net 0300 3030916
Sexual Health Team	YorSexual Health The Mulberry Unit, Northway, Scarborough YO12 7AF 01904 721111
Drug and alcohol services	North Yorkshire Rise info@humankindcharity.org.uk 01325 731160

2 Introduction

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS SCHOOL IS:

Mrs.Bielby

In the event of absence Mr Robertson is available, as are Mrs Day and Mrs Wallace.

2.1 Scalby School fully recognises the contribution it makes to Child Protection and the safeguarding of all learners. Ensuring risks to learner at our school are minimised will enable them to achieve, be happy and safe. Every learner deserves the chance to reach their full potential.

2.2 There are a number of main elements to our policy:

- Prevention through the teaching and pastoral support offered to learners;
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with learners, school staff are well placed to observe the outward signs of abuse;
- Support for learners who may have been abused;
- Recording incidents, issues and concerns over time.

2.3 Our policy applies to all staff and volunteers working in the school. Notices around the school give contact details to enable the school community to report issues of concern.

3 Prevention

3.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The school will therefore seek to:

- Establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to;
- Ensure learners know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum, activities and opportunities for PSHE which equip learners with the skills they need to stay safe from abuse and to know who to turn to for help;
- Include, in the curriculum material, relationship education (Primary) relationship and sex education (Secondary) which will help learners develop realistic attitudes to the responsibilities of adult life.

4 Procedures

4.1 We will follow the procedures set out in Interagency Procedures produced by the North Yorkshire Safeguarding Children Partnership www.safeguardingchildren.co.uk

'Working Together to Safeguard Children 2023'

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

'Keeping Children Safe in Education September 2024

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

'What to do if You are Worried a Child is being Abused March 2015'

also available online at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

‘What to do if You are Worried a Child is being Abused March 2015’

also available online at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

4.2 The Headteacher will:

- Ensure it has a DSL who has undertaken the appropriate training, has their DSL role in their job description and is given appropriate time to conduct their duties as required. The DSL should be an appropriate senior member of staff from the school leadership team. The DSL will in addition to their safeguarding responsibilities also ensure they have a clear understanding of the school systems for online safety, incorporating filtering and monitoring processes;
- Recognise the role of the DSL and ensure supervision and ongoing training;
- Ensure that the DSL works closely with senior mental health lead;
- Ensure every member of staff knows:
 1. The name of the designated person and deputies and his/her role;
 2. That they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels;
 3. They understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a learner who may disclose abuse;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection;
- Ensure that learners in the school know the name of the designated person and his/ her role;
- Provide training for all staff so that they know:
 1. Their personal responsibility in relation to safeguarding and child protection;
 2. Online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring on the Trust and school network;
 3. The relevant parts of the [LSCP] procedures;
 4. The need to be vigilant in identifying cases of abuse;
 5. How to support a child who discloses abuse.

- Ensure **All staff, including LGC who work directly with children are given and should read at least Part one and Annex B of KCSIE guidance 2024. Staff or LGC who do not work directly with children are given and read either Part one or Annex A (a condensed version of Part one)** of 'Keeping Children Safe in Education' September 2024 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A copy is uploaded to the Library in CPOMS, staff will be alerted and will confirm they have read and understood it. A record must be kept in the school. It is the role of senior leaders to regularly check that staff have a clear understanding of the document;
- Ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015, Staff Code of Conduct, Child on Child Abuse, Online Safety and the school Child Protection Policy. Copies of this should be uploaded on the library in CPOMS, staff will be alerted and will confirm they have read and understood all documents;
- Ensure all staff are asked annually to complete the required National College training modules which will include Annual Child Protection Update course and Prevent Duty Basic Awareness online course in addition to receiving face to face training in their setting;
- The school and Trustees will ensure that appropriate levels of security procedures are in place to safeguard systems. Guidance on E-security is available from the National Education Network;
- Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and refreshed annually. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated;
- Ensure all staff are given the Child Protection and Safeguarding Policy and Online Safety Policy and asked to sign to confirm they have read and understood them;
- Ensure all staff receive safeguarding and child protection updates throughout the year (for example, via e mail, e-bulletins and staff meetings);
- For learners subject to a Child Protection Plan, in addition to normal procedures, the school must notify the named social worker if:
 1. it should have to suspend a learner either for a fixed term or permanently;
 2. there is an unexplained absence (or the school are unhappy with the explanation received) of more than two days duration from school (or one day following a weekend).
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences core groups and child protection meetings;

- Ensure written reports are provided for Initial Child Protection Case Conference (ICPCC's) and child protection meetings;
- Keep written records of any concerns about learners (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children's Services immediately;
- Ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy and Data Retention policies;
- Adhere to the procedures set out in the LSCP Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;
- Ensure the criminal background of applicants for vacant posts are checked in accordance with current DBS and DfE guidance;
- Designate Local Governing Committee (LGC) member for safeguarding who will review the implementation of the school's safeguarding policy and procedure Ms Laura Garforth.
- The Headteacher should be informed of all low-level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL;
- Ensure all allegations against staff are reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the LSCP website and are referred to here for your reference:
- www.safeguardingchildren.co.uk/Resources/lado-referral-form/
- Ensure that any concerns regarding supply staff are fully investigated and reported to the agency and the LADO to determine a suitable outcome.

Local Authority Safeguarding advisor: Zoe Fryer zoe.fryer@northyorks.gov.uk

LADO Contact Details :

Manager: Marie Pettman
 Julie Kaye
 Andy Kenyon
 Marie Pettman
 Email – lado@northyorks.gov.uk
 01609 533080

4.3 Where appropriate, a referral should be sent to the LADO using your LSCP procedures. An initial triage call should be made to the LADO to discuss the nature of the concern. Following this discussion, the LADO will then direct the next steps and whether a formal written referral is required. All concerns must be reported to LADO within 24 hours.

5 Supporting Learners At Risk

- 5.1 We recognise that learners who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.
- 5.2 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences are harmful. E.g. children may feel embarrassed, humiliated, or threatened this could be due to their vulnerability, disability and or sexual orientation or language barriers.
- 5.3 This should not prevent staff from having a professional curiosity, speaking to the DSL and recording on CPOMS if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- 5.4 We recognise that both children's mental and physical health are relevant to safeguarding. Staff should consider when mental health issues might become a safeguarding concern.
- 5.5 Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- 5.6 We recognise the additional safeguarding challenges SEND children can face and the potential barriers to identifying abuse and neglect in this group of children. This might include:
- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - Communication barriers and difficulties in overcoming these barriers.
- 5.7 The school will endeavour to support the learner through:
- The content of the curriculum to encourage self-esteem and self-motivation;
 - The school ethos, which promotes a positive, supportive and secure environment;
 - The Care, Support, Guidance and Behaviour Policy, which is aimed at supporting all learners through high expectations and positive reinforcement;
 - Liaison with other agencies who support the learners;
 - Keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the learners and young people in our school. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have

been identified, a named individual has taken on responsibility for taking appropriate action.

5.8 When a new learner arrives at the school, a communication will be sent to their previous school requesting a copy of the child protection file and asking if the learner is subject to a Child Protection Plan. When a learner leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all learners, including those who may be on Child Protection Plans. Information is available at [Child protection records retention and storage guidelines \(nspcc.org.uk\)](https://www.nspcc.org.uk/child-protection/child-protection-records-retention-and-storage-guidelines/)

5.9 Bullying

5.9.1 Our policy on bullying is set out in the Child-on-Child Abuse Policy, which is reviewed on a two-yearly cycle.

5.10 Physical Intervention

5.10.1 We recognize that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. This can range from guiding a learner to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of the classroom.

5.10.2 When using reasonable force in response to incidents involving learners with SEN or disabilities, we recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination as part of our Public Sector Equality Duty.

5.10.3 Further Guidance on physical intervention forms part of the school Physical Intervention Policy.

5.11 Confidentiality

- We recognise that matters related to safeguarding may be of a confidential nature.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard learners.
- It would be legitimate to share information without consent where it is not possible to gain consent
- All staff must be aware that they cannot promise a learner to keep secrets which might compromise the learner's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the learner at greater risk of

harm or impede a criminal investigation. If in doubt, we will consult with North Yorkshire LCSP (Local Authority) on this point.

- The Headteacher or DSLs will disclose any information about a child to other members of staff on a need-to-know basis only.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Schools should not under the GDPR, as supplemented by the Data Protection Act 2018, provide learners' education data where the serious harm test under that legislation is met. Therefore, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

5.12 Induction

- All newly appointed staff, including LGC members receive induction and training in safeguarding and child protection and are also expected to complete the Trust online training courses, including GDPR and Prevent Duty online awareness courses.
- All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.
- The programme of induction must include:
 1. A full explanation of their role and responsibilities and the standard of conduct and behaviour expected; the care support guidance and behaviour policy;
 2. A full explanation of the Trust's HR procedures relating to disciplinary issues;
 3. Information about the Trust's complaints, conflict resolution and whistle-blowing policies;
 4. Information about safe practice and the arrangements in place to support staff in their work;
 5. An introduction to the school's child protection policies and procedures; The Child Protection Policy;
 6. An introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Partnerships (LSCP);
 7. An introduction to the school's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;
 8. Child protection training at a level appropriate to the member of staff's contact with learners (as required by the LSCP); including online safety updates (for example via email, e-bulletins and staff meetings)

9. A full explanation of who the staff member is accountable to in relation to the safeguarding of children and young people;
10. Understanding of the Safeguarding Policy and staff code of conduct;
11. The Online Safety Policy; which will include roles and responsibilities in relation to filtering and monitoring systems within the Trust and school
12. The safeguarding response to children who go missing from education.

- Please see Trust Induction Policy and Online Safety Policy.

5.13 Supporting Staff

5.13.1 We recognise that staff working in the school who have become involved with a learner who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

5.13.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support, as appropriate.

5.14 Allegations Against Staff

- All school staff should take care not to place themselves in a vulnerable position with a learner. It is always advisable for interviews or work with individual learners or parents to be conducted in view of other adults, where possible.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- We understand that a learner may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with learners, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher, or CEO in respect of the Trust Central Tea,.
- The Headteacher or CEO on all such occasions must discuss the content of the allegation with the LADO on the same day via telephone or on-line referral.
- The Headteacher or CEO will work with other agencies to investigate, if they become aware that someone who works /has worked in the school has behaved or may behave in a way that indicates that they may not be suitable to work with children. This includes agency staff and volunteers.
- Allegations relating to Headteachers should be made to the CEO. Allegations relating to the CEO should be made to the Chair of Trustees. The person receiving the allegation will immediately consult as above, without notifying the person the allegations relate to.

5.14.1 The school will follow the Trust procedures for dealing with allegations against staff.

5.14.2 If a report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead alongside the Headteacher or

relevant senior staff should consider whether the learner and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help.

5.14.3 If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it, as per the Care Support Guidance and Behaviour Policy.

5.15 Whistle-Blowing

5.15.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.

5.15.2 Whistleblowing regarding the Headteacher should be made to the Trust, in line with our Whistleblowing Policy. Contact details can be found on all staff and visitor ID badges.

5.15.3 If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process, details of which can be found on the back of all staff identity badges and are included below.

5.15.4 For the avoidance of doubt the Four R process requires the following:

- **R** – refer to Designated Safeguarding Lead
- **R** – request an update of action from Designated Safeguarding Lead
- **R** – if concerns remain report concerns to the following : email safeguarding@deltatrust.org.uk or telephone a member of the Trust Executive Leadership Team
- **R** – ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website).

5.15.5 Please see the Trust Whistleblowing Policy.

5.16 Racist Incidents

5.16.1 Our policy on racist incidents is in line with the Local Safeguarding Childrens Partnership We record all racist incidents on CPOMS.

5.17 Radicalisation And Extremism

5.17.1 The school works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

5.18 Response

5.18.1 When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak to the Headteacher and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent, then Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

5.19 Female Genital Mutilation (FGM) and other such practices

- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- The duty applies to all persons in the school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.
- The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed and a report to the Police should be made immediately.
- Where there is a risk to life or likelihood of serious immediate harm, the teacher should report the case immediately to the Police, including dialing 999, if appropriate.
- There are no circumstances in which a teacher or other member of staff should examine a girl.

5.20 Child Sexual Exploitation (CSE)

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen

online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

- Some of the following signs may be indicators of sexual exploitation:
 1. Children who appear with unexplained gifts or new possessions;
 2. Children who associate with other young people involved in exploitation;
 3. Children who have older boyfriends or girlfriends;
 4. Children who suffer from sexually transmitted infections or become pregnant;
 5. Children who suffer from changes in emotional well-being;
 6. Children who misuse drugs and alcohol;
 7. Children who go missing for periods of time or regularly come home late; and
 8. Children who regularly miss school or education or do not take part in education.

- Like all forms of child sex abuse, child sexual exploitation:
 1. can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
 2. can still be abuse even if the sexual activity appears consensual;
 3. can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
 4. can take place in person or via technology, or a combination of both;
 5. can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
 6. may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
 7. can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
 8. is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

5.20.1 We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

5.20.2 Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

5.20.3 CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

5.21 Child Criminal Exploitation (CCE)

5.21.1 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others

5.21.2 Often the indicators of both child criminal and sexual exploitation are the same

5.21.3 Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are:

- Children who go missing and are subsequently found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g. knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs,
- Handing over and collecting money for drugs;
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
- Owe a 'debt bond' to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

5.21.4 The school will endeavour to support the learner through:

1. The content of the curriculum which promotes respect for others and the values and principles of the school;
2. Targeted assemblies, keeping ourselves safe online - online safety guidance, PSHE and RSE work to year groups and forms to respond to identified needs within the school;

3. The pastoral team will support individual learners, listen to their concerns and refer concerns to the designated safeguarding lead;
4. Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

5.22 Child On Child Bullying and Abuse

5.22.1 All staff, but especially the designated safeguarding lead (and deputies) should consider whether learners are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and learners can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. As well as being victims of abuse, learners can also be perpetrators. This type of abuse is likely to include, but may not be limited to:

- Bullying (including cyber bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals; and
- Gender based violence/sexual assaults and sexting.

5.22.2 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

5.22.3 The school recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This behaviour will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

5.22.4 When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator(s);

- All the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

5.22.5 The school will endeavour to support the learner through:

- The content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;
- The Care, Support, Guidance and Behaviour Policy which is aimed at supporting all learners through high expectations and positive reinforcement;
- The pastoral team will support individual learners, listen to and investigate their concerns and refer concerns to the designated safeguarding lead;
- Perpetrators, victims and children affected by this abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff;
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- Scalby School will follow statutory guidance as per [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121212/keeping-children-safe-in-education-2024.pdf)

All incidents of child-on-child abuse will be investigated in line with the Child-On-Child Abuse Policy and appropriate action taken in line with the Behaviour Policy

5.23 Serious Violence

5.23.1 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school,
- A change in friendships or relationships with older individuals or groups,
- A significant decline in performance,
- Signs of self-harm,
- A significant change in wellbeing,
- Or signs of assault or unexplained injuries.

5.23.2 Unexplained gifts or new possessions could also indicate that learners have been approached by, or are involved with, individuals associated with criminal networks or gangs.

5.23.3 All staff should be aware of the associated risks and understand the measures in place to manage these. Further advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

5.24 Child On Child Sexual Violence and Sexual Harassment

- 5.24.1 Schools should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.
- 5.24.2 The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.
- 5.24.3 Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. School staff should maintain an attitude of 'it could happen here'.
- 5.24.4 Where an incident or sexual violence or sexual harassment may have been committed, the starting principle is that this must be referred on to the Police. See additional information in the Child-on-Child Abuse Policy and Care Support and Behaviour Policy.
- 5.24.5 It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

5.25 Domestic Abuse

- 5.25.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

5.26 Prevention

- 5.26.1 We recognise that the school plays a significant part in the prevention of harm to our learners by providing learners with good lines of communication with trusted adults and appropriate education.
- 5.26.2 We recognise that both our learner's mental as well as physical health are relevant to safeguarding. Staff will consider when a mental health issue may become a safeguarding concern.

5.26.3 The school will therefore:

- Work to establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to;
- Include regular consultation with learners e.g. regular activities that reflect learner voice;
- Ensure that all learners know who the designated safeguarding lead is;
- Include safeguarding throughout the curriculum via an age appropriate program, this may include assemblies, lessons and could be delivered by professionals and external agencies to cover issues including; boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, how to recognise an abusive relationship, including coercive and controlling behaviour, the concepts of, and laws, relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable;
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
- Provide on- going training to staff to ensure they have the skills to recognize and support children. (Keeping Children Safe in Education Part 1 contains further information about specific forms of abuse and safeguarding issues)

[Keeping children safe in education 2024](#)

5.27 Children Missing from Education (CME)

5.27.1 We recognise the potential for children to be exploited when they are missing from education. Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

5.27.2 The school will therefore;

- monitor the attendance of learners through their registers;
- When a learner is absent from school we will make contact with the parent, relatives and neighbours using known contact details;
- We will hold where possible, more than one emergency contact number for learners;
- Early intervention may be required to identify reasons for absence and to identify any safeguarding risks. Through this early intervention we aim to prevent learners from becoming a child missing from education in future;
- When the whereabouts of a child is unknown, we will make all reasonable enquiries to establish the whereabouts of the child.

Referrals to external agencies may be made as required to access additional support [Children Missing Education - statutory guidance.pdf](#)

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5.28 Elective Home Education (EHE)

5.28.1 Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

5.28.2 From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

5.28.3 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home. Scalby School will obtain written confirmation that this in line with DFE expectations and appropriate steps will be put in place in response to this decision. A meeting should be held with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

6 Alternative Provision

6.1 Where a learner is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that learner and should be satisfied that the provider meets the needs of the learner. Scalby School will ensure that providers are regulated by the relevant Local Authority and have the appropriate safeguarding policies and procedures in place i.e. those checks that the school would otherwise perform in respect of its own staff.

6.2 Monitoring and Evaluation

6.2.1 The cohort of learners in Alternative Provision often have complex needs, it is important that we are aware of the additional risk of harm that these learners may be vulnerable to.

6.2.2 Our Safeguarding policies and procedures will be scrutinised for impact by:

- SLT
- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- LGC
- Logs of incidents (CPOMS)
- Parent voice
- Placement visits and records of these.
- Trust Executive leadership Team – QA of alternative provision

7 The Role of the LGC

7.1 The LGC understands that their role is not to deal with individual cases.

7.2 The LGC will ensure that:

- The school has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;
- The school reviews policies and procedures on an annual basis.

7.3 The Headteacher will ensure that:

- The school operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with learners;
- The school has procedures for dealing with allegations of abuse against members of staff, agency staff and volunteers that comply with guidance from the LA;
- A senior member of the school Leadership Team is appropriately trained in the role of Designated Safeguarding Lead;
- The designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Partnership and has appropriate refresher training to keep knowledge and skills up to date;
- All staff who work with learners, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

8 Recruitment

8.1 The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

8.2 The DSLs who are involved in recruitment and at least one member of the LGC will also complete Safer Recruitment training.

8.3 The school will inform shortlisted candidates that online searches will be carried out as part of the due diligence checks.

8.4 Please see the Trust Recruitment Policy.

9 Visitors To The school

9.1 Visitors to the school site must all sign in at the school Reception where they will then be given a Lanyard. There are posters displayed around the school and in Reception explaining the difference between Lanyards.

9.2 Where there is the need for the Police to speak with a child for the purpose of an investigation, the DSL will ensure that an Appropriate Adult is present at all times.

Link: CODE C Revised Code of Practice for the detention, treatment and questioning of persons by Police officers

[V70reW0Ejlg7l4KZ2q951653257114.pdf](#)

10 Review

- 10.1 This policy will be reviewed annually, or when there are changes to relevant legislation.

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Appendix 1 – Links To Other Policies

1 This policy also links to policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Child on Child Abuse
- Health & Safety
- Allegations against staff
- Parental concerns/complaints
- Attendance
- Curriculum
- Relationships, Health and Sex Education Policy
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Restrictive Physical Intervention Policy
- Online Safety
- Safer Recruitment

2 Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPS Thinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Sexual violence and harassment between children in schools and colleges
[Sexual violence and sexual harassment between children in schools and colleges.pdf](#)
- UKCCIS sexting
- Whistleblowing
- Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

DFE Working together to safeguard Children: [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)

DFE – Keeping Children Safe in Education: [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)

Prevent duty guidance: [Guidance for specified authorities in England and Wales \(print-ready PDF\) \(publishing.service.gov.uk\)](#)

DFE – What to Do if You're worried a Child is being abused March 2015:
[What to do if you re worried a child is being abused.pdf](#)

Appendix 2 – Guidance On Recognising Suspected Abuse

- 1 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 2 Children may be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- 3 Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process of the LSCP.
- 4 We recognise that children’s mental health as well as physical health are relevant to safeguarding.
- 5 The health, safety and protection of a child are paramount.

6 Physical Abuse

- 6.1 Physical abuse could include any form of physical harm to a child.

7 Emotional Abuse

- 7.1 This is the emotional ill treatment of a child such as to cause adverse effects on a child’s emotional development.
- 7.2 It can include:
 - Conveying to a child that they are worthless or unloved;
 - Placing inappropriate age-related expectations on learners;
 - Making learners feel frightened or in danger.

8 Sexual Abuse

- 8.1 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities or encouraging learners to behave in sexually inappropriate ways.

9 Neglect

- 9.1 Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

10 Bullying

- 10.1 Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.
- 10.2 All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Headteacher.

11 Self Harm

- 11.1 If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated safeguarding lead for child protection.

12 Children Missing From Education

- 12.1 All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation.
- 12.2 Further important additional information about specific forms of abuse and safeguarding issues is contained in Part 1: Keeping Children Safe in Education. School and college leaders and those staff who work directly with children should read this document: [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

13 Senior Mental Health Leads

- 13.1 The senior mental health lead role is not mandatory and different senior leads will inevitably have different levels of knowledge and skills to promote wellbeing and mental health, and different responsibilities, as roles are locally defined to fit in with other relevant roles and responsibilities. However, we expect a senior mental health lead in every school and will be a member of, or supported by the senior leadership team, and could be the pastoral lead, SENCO, or designated safeguarding lead.