



North

Yorkshire County Council

Children and Young People's Service

**North Yorkshire LA
School Child Protection Policy
Updated November 2010**

**SETTLE COLLEGE
Principal: Mr W Bancroft**

Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2008/2009	Mrs S Power	Ms M Costello	Mrs R Rees	Mrs R Rees
2009/2010	Ms M Costello	Ms J Dewhurst	Mrs R Rees	Mrs R Rees
2010-11	Ms M Costello	Ms J Dewhurst	Mrs R Rees	Mrs R Rees

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
April 2010	Updated Designated person and Senior Designated persons and training. A few tweaks to the policy including the WEX policy.	Ms Costello	April 2010
November 2010	New Policy adopted	Ms Costello	November 2010

Dates of Staff Training and details of course title and training provider

Whole College	Designated Senior Person	Deputy Designated Senior Person
Oct 09	Jan 08 May 10	March 10

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INTRODUCTION

This policy was written by Rosemary Cannell, Karen Lewis & Claire Hamilton, North Yorkshire Education Child Protection and Safeguarding Managers, with acknowledgement that they have included information from the CAPE sample school policy.

The policy updates the LA Sample policy issued 2009 and is in response to:

- i) Sections 175 and 157 of the Education Act 2002, implemented June 2004
- ii) 'Safeguarding Children and Safer Recruitment in Education' issued by DfES 2007

It is in line with the above, the North Yorkshire Safeguarding Children Board Child Protection Procedures www.safeguardingchildren.co.uk, "Working Together To Safeguard Children" (2010) and 'What To Do If You Are Worried A Child is Being Abused' (2006)

This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Safeguarding Children and Safer Recruitment in Education DfES 2007

SCHOOL COMMITMENT

The Designated Senior Person for Child Protection is Michele Costello (Vice Principal) and the person who deputises in her absence is Jane Dewhurst (Assistant Principal)

School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking **ISA Children's List** and Criminal Records Bureau checks.

Statutory changes, underpinned by regulations, are that:

- a CRB Enhanced Disclosure is obtained for **all** new paid appointments to the school's workforce,
- a CRB Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact (see p.49 of above guidance)
- schools will ensure that any contracted staff are CRB checked where appropriate (see p.53 of above guidance)
- schools must keep a single central record detailing a range of checks carried out on their staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- schools must satisfy themselves that supply staff have undergone the necessary checks. **Before a supply member of staff is appointed, the College receives a letter from the Supply Agency confirming that all the necessary checks have been carried out.**
- identity checks must be carried out on all appointments to the school workforce before the appointment is made
- **since 1 January 2010 it has been mandatory that any appointments of school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. Ofsted will request evidence as part of their inspections that each recruitment panel meets this requirement.**

William Bancroft (Headteacher), Rosemary Rees (School Governor) and Michele Costello have undertaken the Children's Workforce Development Council Safe Recruitment training www.cwdcouncil.org.uk or taught @www.safeguardingchildren.co.uk (Previously NCSL on-line Safer Recruitment training) One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

N.Yorks. Safer Recruitment guidance

http://intranet/directorate/hr/schools/safeguardingchildren/safer_recruitment/Pages/Home.aspx

2. Safer Working Practice

The school has adopted and made all staff & volunteers aware of the DCSF “Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.” (www.n-yorks.net) to ensure that staff are safe and aware of behaviours which should be avoided.

Safer working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. materials we use to help pupils learn how to keep safe are:

- Assemblies on cyber bullying, etc
- Safe use of ICT
- Keeping yourself safe
- Well being
- Health & Safety

The following Information is made available to pupils (*e.g. helplines, posters, NSPCC and Childline 'kidzone' website addresses, Miss dorothy.com, Crucial Crew, Living Dangerously. See Appendix 1 www.safe.met.police.uk/index.html*)

School's arrangements for consulting with and listening to pupils are via the School Council, Student Voice groups and peer mentoring programme

We make pupils aware of these arrangements via assemblies, morning notices, PSHCE display boards, etc.

4. Partnership with Parents

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Parents are alerted to key information on our school website, eg,

NYS CB www.safeguardingchildren.co.uk

NSPCC www.nspcc.org.uk

CEOP www.ceop.gov.uk

Parents Protect www.parentsprotect.co.uk

www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/adviceforparents

www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/DG_4016091

www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/index.htm

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Section 3: 3 Action by Senior Designated Person).

We encourage parents to discuss any concerns they may have **with tutors, Heads of House, the Inclusion Manager, Senior and Deputy Designated Persons**. We make parents aware of our policy through the school prospectus and newsletters and parents are made aware that they can view this policy on request.

Sample Insert for College brochure

Settle College is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Settle College, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

5. Partnerships with others

The school recognises that it is essential to establish positive and effective working relationships with other e.g. Integrated Children's Services, Education Social Work Service, Children's Social Care, Police, Health, District Council, Targeted Youth Support, CODA, Millbrook **and the Craven Collaborative**, etc.

6. School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and attends training in inter-agency working (to standards agreed by the NYSCB) and refresher training at least every 2 years. For details contact Eleanor.Birkhead@northyorks.gov.uk

The Headteacher undertakes basic child protection training and attends the NYCC CP induction training For details contact Eleanor.Birkhead@northyorks.gov.uk

All other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively.

The Headteacher and all staff undertake refresher training at 3 yearly intervals.

Basic Awareness online training www.safeguardingchildren.co.uk

Whole School training materials with teaching notes: www.n-yorks.net or contact Eleanor.Birkhead@northyorks.gov.uk if you require support to deliver whole school training.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

7. Support, Advice and Guidance for Staff

Staff will be supported Vice Principal, Michele Costello/Assistant Principal, Jane Dewhurst.

The designated senior person will be supported the Principal, William Bancroft

Child Protection advice and support is available from the Educational Social Work Service:

Craven & Harrogate	Rosemary Cannell	01609 534974	07715540723
Craven	Claire Middleton	01609 536767	

Child Protection advice is also available from Children's Social Care and North Yorkshire Police 0845 606 0247

8. Related School Policies

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population'
Safeguarding Children and Safer Recruitment in Education DfES 2007

Links to other policies: Admissions, Exclusion, Work Experience, Drugs, Behaviour for

Children Missing from Education

The school follows the North Yorkshire LA procedure “Children Who May Be Missing/Lost From School ” www.n-yorks.net Contact: cmecoordinator@northyorks.gov.uk

Confidentiality

School has regard to “Information Sharing: Practitioner’s guide” HM Government, 2008 www.ecm.gov.uk/deliveringservices/informationsharing

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

Settle College has developed a Confidentiality Policy for staff which includes:

- a) when information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm**
- b) when the pupil’s and/or parent’s confidentiality must not be breached**

9. Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, **Special Guardianship Order** Injunctions etc.)
- If the child is or has **been subject to** a Child Protection Plan (formerly known as being on the Child Protection Register)
- Name and contact detail of key persons in other agencies, including GP

- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information :

1. The Assistant Principal (Pastoral) will contact the previous school of any new student to ask if they have a child protection file. This will be given to the Vice Principal for filing in the secure area.
2. The Headteacher of the Middle Schools will contact the Vice Principal if any student transferring to Settle College has a Child Protection file.
3. The Data Manager issues a Data Collection form in the Parent Pack at the start of the academic year to ensure all students' details are correct. All details are then stored on SERCO.

10. Roles and Responsibilities

Governing Body should ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged (ref. Schools' Safeguarding Checklist Appendix 4)

Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;

- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support , advice and expertise within the educational establishment;
- Liaise with head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE

All staff and volunteers

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation,

kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the NYSCB Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with 'Working Together to Safeguard Children' and 'What To Do If You Are Worried A Child is Being Abused'

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the designated senior person with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

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. Students who have difficulties expressing themselves will have support from a TA.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- **clarify the information**
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

3. Action by the Designated Senior Person (or Deputy DSP/other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- whether to make an enquiry to the Central Database **01609 774298** to establish if the child is or has been subject of a Child Protection Plan (formerly known as Child Protection Register)
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Social Care
- the child's wishes **and any fears or concerns they may have**

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately **OR**
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a child protection referral

The designated senior person will:

- make regular contact with **Children's** Social Care
- contribute to the Strategy Discussion and Initial Assessment
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- **where there is significant information in respect of a child subject to a Child Protection Plan, immediately inform the key worker or his/her manager in Children's Social Care**

e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing,/is removed from school,or fails to attend school

5. Recording and monitoring

School will record:

- Information about the child : name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- All concerns, discussions, decisions, **agreements made and actions taken** (dated, timed and signed, **to include the name and agency/title of the person responsible/spoken to,**) and arrangements for monitoring/review

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection.'

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE.

We will retain all original copies of C.P. files until the child's 25th birthday.

School will monitor:

Any cause for concern including where there could be serious child welfare concerns:

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

The DSP will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive **and supportive** working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school, that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

we will apply the same principles as in the rest of this document.

We will always follow the NYSCB procedures www.safeguardingchildren.co.uk Section 10 "Managing Allegations against Staff & Volunteers" and the NYCC Guidance www.n-yorks.net

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the individual staff's file.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The headteacher may need to clarify any information regarding the allegation, however **no person will be formally interviewed or asked to write a formal statement at this stage**
- The headteacher will consult with Education **Local Authority Designated Officer LADO** (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

Appendix 1 CONTACTS

EDUCATION SOCIAL WORK SERVICE

Principal E.S.W. **Alan Critchlow** 01609 532320 / 07715540712

ESWS Admin manager **Julie Fenny** 01609 532477

CP Admin **Eleanor Birkhead (Nel)** 01609 536210

CME Coordinator **Julie Fenny** 01609 532477
(Children Missing Education) cme.coordinator@northyorks.gov.uk

Safeguarding and CP Managers/LADOs

Craven & Harrogate **Rosemary Cannell** 01609 534974 07715540723

North & White Horse **Karen Lewis** 01609 534200 07715540711

Central Vale & Coast **Claire Hamilton** 01609 535646 07814533363

Senior Education Social Workers

Craven **Claire Middleton** 01609 536767

Harrogate **Annie Sheppard** 01609 535547

North **Polly Hampton** 01609 536317

White Horse **Sally Locke** 01609 534460

Central Vale **Lis Grimshaw** 01609 536819

Coast **Shaun Fearn** 01609 534461

HUMAN RESOURCES

Contact school's Senior HR Adviser:

<http://intranet/directorate/hr/schools/RelatedDocuments/CYPS%20HR%20services%20contacts.doc>

CHILDREN'S SOCIAL CARE

Customer Service Centre

Tel: 01609 536993 Fax: 01609 532009
cru.customer.services@northyorks.gov.uk

For advice please ask to speak to the Deputy Service Manager/Duty Social Worker in your area

Emergency Duty Team 0845 034 9417

Central Database 01609 774298
(formerly known as the Child Protection Register)

NORTH YORKSHIRE POLICE 0845 6060247

Appendix 1

Customer Service Contact numbers for referral to Social Care in neighbouring Local Authorities:

Redcar and Cleveland	01642 774774
Stockton on Tees	01642 528501
Darlington	01325 346200
Middlesbrough	01642 854591
Durham	0919 560 8000
Cumbria	01228 606060
Lancashire	0161 7780123
Bradford	01274 432918
Leeds	0113 2477400
East Yorkshire	01482 393939
Wakefield	01924 201688
Doncaster	01302 736000
York	01904 554141

Appendix 2

Referral Form to Social Services - Personal Details (Page 1)

Surname:	First Name:	Title:
Preferred Name/Mode of Address:		
D.O.B.:	M/F/Unborn	
<u>Permanent Address</u>	<u>Temporary Address</u>	
Tel:	Tel:	
School attended:	Name of School Contact:	
First Language:	Interpreter Required?	
Ethnic Origin:	Religion:	
If Refugee/Asylum Seeker:		
Nationality:	Status:	
Any Risk to Professionals?		
Does the Child have any Special Needs?		
<u>G.P. (Inc. Telephone Number)</u>		

FAMILY/OTHER MEMBERS OF THE HOUSEHOLD

Name	Address/Telephone	Age/DOB	Relationship	Parental Responsibility

OTHER PROFESSIONALS INVOLVED

Name	Address & Telephone Number	Role

Referral Form to Social Services - Personal Details (Page 2)

Surname:	First Name(s):
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Subject aware of Referral ?	Responsible Adult aware ?
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Referred By:

Designation:	Date & Time:
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Address:

Telephone Number

<u>Reason for Referral:</u>

Current Issues and Additional Information: (Give regard to: The Child's Developmental Needs; Parenting Capacity ;Family and Environmental Factors)
(Continue on separate sheet if necessary)

Copy for:	Customer Relations	Own Records
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Specialist Customer Services Team (Social
Care) North Yorkshire County Council
County Hall, East Block, Northallerton
DL7 8AH
Fax No. 01609 532009
Cru.customer.services@northyorks.gov.uk

Education staff, copy to
Eleanor Birkhead
SB108, NYCC County Hall
Northallerton
DL7 8AH
Eleanor.birkhead@northyorks.gov.uk

Appendix 3

Useful Websites

NYSCB
(CP Procedures and Training) www.safeguardingchildren.co.uk

Children Missing from Education
CAPE (Child Protection in Education) www.n-yorks.net
www.cape.org.uk

Keeping Children Safe

Sexual Abuse www.parentsprotect.co.uk/
Metropolitan Police www.safe.met.police.uk/index.html
Cyberbullying www.digizen.org
KS2/3 www.missdorothy.com
Bullying & child abuse www.anti-bullyingalliance.org

www.kidscape.org.uk
www.childline.org.uk
www.nspcc.org.uk
www.thehideout.org.uk
www.idas.org.uk

Domestic Violence
Internet Safety www.ceop.org.uk/thinkuknow
www.childnet-int.org

www.clickcleverclicksafe.direct.gov.uk/index.html

KS2/3 www.kidsmart.org.uk
Jenny's story www.childnet-int.org/jenny

Documents

DCSF/DfE Documents

www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection

Safeguarding Children and Safer Recruitment in Education
Extended Work Experience and Child Protection – Supplementary Guidance
Working Together to Safeguard Children

“What to do if” and other docs www.everychildmatters.gov.uk/safeguarding
Information Sharing www.ecm.gov.uk/deliveringservices/informationsharing

North Yorks School Documents www.n-yorks.net

Includes:

Schools FAQ

Schools and Ofsted Safeguarding Checklist

Guidance for Safer Working Practice for the Protection of Children and Staff in
Education Setting

Guidance for Staff facing an Allegation of Abuse
Definitions and Thresholds for Managing Allegations against School Staff
Managing the Aftermath of Unfounded and Unsubstantiated Allegations

Training Materials

Online Basic Awareness Training www.safeguardingchildren.co.uk

Whole School CP Training Materials www.n-yorks.net

Eleanor.birkhead@northyorks.gov.uk

Safer Recruitment Training www.cwdcouncil.org.uk

OFSTED AND SAFEGUARDING IN SCHOOLS

	SAFEGUARDING CHECKLIST	NOTES	Y/N	ACTIONS REQUIRED
1.	Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with children, including volunteers?	<i>This should include (e.g.) supply staff, peripatetic staff, (including music staff employed by NYCC,) and all others in regular contact with children. Public sector staff (e.g. centrally employed staff) will have been checked by the employing organisation and it is not necessary to carry out further checks except to verify the identity of the individual.</i>	Yes	
2.	Does the SCR evidence checks of: identity, names, addresses, dates of birth, qualifications required, right to work in UK, ISA checks, enhanced CRB, further overseas criminal record checks where the person has lived outside the UK?	<i>The date the checks were completed and the initials of the person completing them need to be recorded.</i>	Yes	
3.	Is there evidence on the SCR that all those with regular contact have been checked against ISA lists?	<i>This is included in the CRB check. However, in cases where the CRB check is pending an ISA check must be undertaken before the individual starts work in the school.</i>	No	Schools have been given new guidance from NYCC to disregard the ISA currently
4.	Is there evidence that all those who have been recruited since March 2002 and who have regular contact with children have been subject to an enhanced CRB check?	<i>The date of the disclosure and the Disclosure Number should be recorded. The form should <u>not</u> be retained. This information will be provided by the registered body – in most cases this is the NYCC CRB unit.</i>	Yes	
5.	Is there evidence that all staff newly appointed since May 2006 (whether or not they have regular contact with children) have been CRB checked.	<i>As above</i>	Yes	

6.	Is there evidence that the school has verified the identity of all supply staff?	<i>If recruited by an agency, the agency should provide the school with written evidence that the CRB check is clear. Where there is information disclosed in the check, the school should require the agency to provide this information and the school should obtain a copy of the disclosure in order to make their own decision about using the person's services. Where 'non-disclosable' information is provided in the disclosure the school should undertake its own CRB check. Agencies should also provide written evidence that all additional safer recruitment checks have been completed.</i>	Yes- we ask the Supply Agency for written conformation and evidence	
7.	Does the school have evidence that contractors' staff who come into contact with children have undergone appropriate checks?	<i>NYCC have undertaken a process with Jacobs to ensure that CRB checks are carried out on all contractors they use. A list of the current firms is attached to this guidance.</i>	Yes + if not they are supervised on site	
8.	Have volunteers, including governors, who have regular contact with children been CRB checked? If not is there evidence that the Headteacher has undertaken a risk assessment taking into account the duration, frequency and nature of contact with children and where appropriate undertaken other safer recruitment measures e.g. Interview; References; Identity and ISA list checks?	<i>CRB checks for volunteers are free of charge.</i>	Yes- all governors are CRB checked and volunteers are CRB checked or supervised by CRB checked members of staff.	
9.	Does the SCR record all teachers who have qualified teacher status with evidence that		Yes	

	original documents have been seen?			
10.	Does the SCR record evidence of permission to work for those who are not nationals of EEA country?	<i>Copies of this evidence should be retained on file for this purpose only. Evidence provided for CRB checks should not be retained.</i>	N/A at this moment in time	
11.	Does the school follow safer recruitment procedures in line with national and LA guidance?	<i>This should include appropriate: job description; person specification; advert; interview questions; references; identity, qualification, CRB/ISA and professional association checks; checks of previous employment history and experience; health checks (see checklist in Appendix 4 “Safeguarding Children and Safer Recruitment in Education”, DfES 2007)</i>	Yes	
12.	Has at least one member of the school’s recruitment panels undertaken the NCSL safer recruitment training?	<i>NB This is a requirement for all panels wef 31 December 2009</i>	Yes	
13.	Is there evidence that the school has a child protection policy and procedures, of which all staff, (including temporary staff and volunteers,) are aware. Is there evidence that this policy is fully implemented?	<i>These should be in accordance with NYCC sample school policy and NYSCB procedures. The policy should be reviewed annually and with reference to this checklist. Staff/volunteers should sign a list to confirm that they have read the policy.</i>	Yes	
14.	Does the school’s Child Protection (CP) Policy include procedures for dealing with allegations against staff, volunteers and others working on behalf of the school, e.g. transport operators?	<i>See NYCC Sample Policy which includes arrangements/role of governors in the event that an allegation is made against the Headteacher. Staff/volunteers should sign a list to confirm that they have read the policy.</i>	Yes	
15.	Is the school’s CP Policy made available to parents on request?	<i>Is there evidence of this e.g. school website / brochure?</i>	Yes	After ratification of policy ensure it is put on the school website
16.	Has the school designated a senior member of	<i>NYCC Sample Policy outlines the roles and</i>	Yes	

	the leadership team to take lead responsibility for child protection (DSP)?	<i>responsibilities of the DSP. In larger schools, or those with a high level of child protection work Deputy DSPs should be appointed as appropriate. In all schools a deputy should be available in the absence of the DSP. The arrangements should be included in the school's policy.</i>		
17.	Are sufficient resources and time allocated, enabling the DSP(s) and other staff to discharge their responsibilities?	<i>The DSP may, for example, provide an annual report to governors re the level of child protection workload to include the number of child protection multi-agency meetings attended, the number of children subject to a CP Plan, and if current resources are adequate to meet need. The DSP will need to advise the governors if the workload becomes difficult to manage.</i>	Yes	
18.	Has the DSP undertaken basic awareness training?	<i>E.g. NYSCB Level 1, basic awareness e-learning / whole school training.</i>	Yes	
19.	Has the DSP undertaken training in inter-agency work?	<i>This is provided termly by NYCC for newly appointed Headteachers and DSPs Alternative training,(including for Deputy DSPs,) may be accessed through NYSCB (Level 2 'Understanding the Child Protection Conference process')</i>	Yes	
20.	Does the DSP undertake refresher training at two yearly intervals to keep his/her knowledge and skills up to date?	<i>What constitutes 'refresher training' has not been defined by DCSF therefore the school will need to decide what appropriate training the DSP should undertake in order to meet this requirement. See Appendix 1 for details of training available.</i>	Yes	
21.	Is there evidence that all staff receive child	<i>E.g. NYSCB level 1, basic awareness e-learning</i>		

	protection induction training?	<i>Certificate issued when completed.</i>		
22.	Is there evidence that all staff receive refresher training every three years?	<i>E.g. NYSCB level 1, basic awareness e-learning/ attendance at whole school training, (attendance list to be signed and Eleanor.birkead@northyorks.gov.uk to be informed in order that central records are updated.)</i>	Yes- see CPD file	
23.	Is there evidence that all staff are fulfilling their child protection responsibilities?	<i>E.g. attendance at multi-agency CP meetings, record keeping, reporting of concerns, etc.</i>	Yes	
24.	Are CP records separate from the main school file, locked away and only accessible to the Headteacher/DSPs?		Yes (key with Vice Principal and Assistant Principal)	
25.	Are CP records retained until the child's 25 th birthday, and are copies of these records forwarded when the child moves school?	<i>When a child goes missing, or the child is removed from roll to be educated at home, the copy records should be forwarded to the Principal ESW, County Hall.</i>	Yes	
26.	Does the Governing Body ensure that where school premises are used for the provision of other services that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the school's DSP?	<i>E.g before and after school clubs, sporting activities, playschemes etc. Ref. Lettings' policy</i>	Yes	
27.	Does the school ensure that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and who they can talk to both in and out of school if they have concerns?	<i>E.g. by use of curriculum materials,(PSHCEE), posters and help-line numbers etc. in school. N.B. E-Safety & Cyberbullying materials: 'Think U Know'/'Know it All', etc.</i>	Yes	

28.	Does the school have appropriate safeguarding arrangements for students undertaking work experience placements and check that any training organisations have appropriate safeguards in place?	<i>Schools need to ensure that there is appropriate liaison between the work experience coordinator and the DSP when considering suitability for placement, e.g. where the placement involves work with children or vulnerable adults. Additional safeguarding arrangements need to be in place for students on long term extended work experience. (See Safeguarding Children and Safer Recruitment in education, DfES 2007 Annex A and Appendix 14) Links to NYBEP & 14-19 agenda.</i>	Yes- see WEX Policy	
29.	Does the school ensure that their child protection policy appropriately cross references to other policies regarding the safety and welfare of students?	<i>E.g. physical intervention, bullying and harassment, e-safety, cyberbullying, safe working practice, whistle blowing, confidentiality, health and safety, meeting medical needs, use of images etc.</i>	Yes	
30.	Does the Governing Body review the CP Policy annually and provide information to the LA about how the school's duties have been discharged?	<i>This checklist should be completed and provided to the school's SIP in order that the LA can monitor the effectiveness of the school's CP and safeguarding arrangements.</i>	Yes	
31.	Does the Governing Body remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements?	<i>This checklist may assist the governing body in identifying any issues to be addressed.</i>	Yes	
32.	Does the school have a Health and Safety Policy? Are all staff aware of this and is it implemented fully?	<i>Available to staff on P;STAFFADMIN/Policies. Staff advised through weekly 'Bulletin'.</i>	Yes	

33.	Are Risk Assessments carried out for all required activities?		Yes	
34.	Is there evidence of recent Health and Safety Inspection Reports and Action Plans?		Yes	Visit December 2010.
35.	Is there a Fire Safety File, complete with up to date evacuation record, testing and risk assessments?		Yes	
36.	Does the school have Asbestos and Legionella Risk Management Plans?		Yes	
37.	Is there evidence of maintenance of equipment, e.g. PE equipment, DT machines?		Yes	
38.	Is there a designated/trained/updated Educational/External Visits Coordinator (EVC)?	<i>Every school/establishment must have an EVC who must receive the formal training which must be updated within three years by attendance at an approved course.</i>	Yes	
39.	Has the school/establishment completed and submitted to the LA the annual on-line audit (EVM 1) of arrangements and procedures for offsite visits and activities?	<i>This must be completed and submitted to the LA in January each year. This audit will indicate to the EVC any development/action that is required to remain in compliance with the LA policy. Any outstanding issues should be highlighted on a time lined action plan.</i>	Yes	
40.	Is the school/establishment entering all offsite visits and activities on the LA Visits Notification Database?	<i>Work experience, work related learning and curriculum studies provided by a deliverer other than the school are NOT entered on this database. Guidance is to follow on this aspect.</i>	Yes	

Settle College Work Experience & Child Protection

Introduction

This guidance note covers regulation of off-site activities including work experience, placements into FE or training providers and managing visitors into school. It does not cover staff recruitment and training, recognition of abuse and neglect, or recording and disclosure of incidents which may occur during mainstream school time.

Duty of care: The College retains the primary duty of care for students engaged in off-site activity as part of the curriculum. Child protection should be part of the initial approval process similarly to health and safety when approving activities

All off site activities should be considered including partnerships, placements with training providers and employers. For placements brokered through FE Colleges or Training Providers, schools should obtain confirmation that the necessary conditions are in place with regard to the use of competent staff, supervision, health and safety and child protection clearance and the communication of sensitive data.

Block work experience placements do not usually require additional child protection safeguards, however employers should be informed of any serious medical or learning needs which could affect the safe management of the student and consideration should be given to the communication and storage of sensitive personal data. **CRB checks will always be obtained for work experience placements that are 15 days plus.**

Extended work experience placements require additional safeguards to be in considered in settings where students are most at risk including placements:

- a) **for more than one day per week**
- b) **for longer than one term per year**
- c) **for vulnerable children (SEN, pre 16)**
- d) **where there is substantial unsupervised access**
- e) **where there is a residential component**

In these cases staff organising placements should have child protection training, the employers should be asked to sign a child protection endorsement (statement of intent) and where the employer (or supervisor) has a designated role in supporting young people they should have CRB clearance and child protection training.

Risk assessment of young people: Settle College will consider the individual needs and behaviour of the student when making work experience arrangements. For extended placements and students with recognised

additional needs the young person's risk assessment is a vital part of the matching process, and should include:

- The age and maturity of the student
- Learning, medical or behavioural needs
- Past history including any potentially unsuitable settings
- The likelihood or opportunity for contact with unsuitable adult role models
- The working environment including non contact time
- The level of preparation which will be provided
- Parental wishes

Students may be subject to CRB checks if they are undertaking work in the care or education sectors. The College will allow for the additional time required to obtain clearance before starting the placement.

Staff awareness: Staff arranging work experience should have child protection training including knowledge of the schools' internal policy for handling disclosures and what action should be taken by whom and when if any child protection issues are raised prior to, during or after an off site activity. **At Settle College the WEX Co-ordinator has completed the necessary training.**

Student awareness: Students should be informed about reporting concerns as part of preparation. They should have a continuing point of contact within the school whilst on placement. The PSHE programme provides opportunities for students to learn about unacceptable/acceptable behaviour and keeping safe.

Visitors to School: There is no necessity for CRB disclosure for occasional visitors. **For regular contributors a CRB check will be obtained.**

Volunteers: No formal measures are required for occasional volunteers e.g. accompanying outings, provided that the person is not left alone and unsupervised in charge of children. Where volunteers recruited by another organisation work in a school e.g. sports coaches from a local club, the College will obtain assurance from the organisation that the person has been properly vetted.

Process	Decision	Documentation
<p>Initial decision to include extended work experience in the curriculum to include:</p> <ul style="list-style-type: none"> ○ Target group(s) ○ Learning aims, personal goals including accreditation ○ Time allocated (relevant DCSF and other guidance to be taken into consideration) ○ Strategy for contacting employers/ FE / Training providers 	<p>Is the placement solely with an employer or sub-contracted through another provider?</p> <p>If work experience is part of a college (or other provider) programme Settle College retains responsibility for ensuring that all necessary conditions are met with regard to health and safety / child protection and achievement of learning aims.</p>	<p><u>Key Staff</u> GL MC JD PM</p> <p>Record minutes</p>
<p>Initial meeting with Head of House/WRL Co-coordinator/Learning Support/Special Needs Team in school to consider individual cases including</p> <ul style="list-style-type: none"> ○ Student background ○ Home / school friendship groups ○ Awareness of problems including medical or learning needs, behavioural problems, substance misuse etc. ○ Outside agencies already involved. 	<p>College CP lead and WRL coordinator to agree cases where placements may not be suitable in a particular occupational area or where additional support and monitoring will be required on placement.</p>	<p>Young Person's Risk Assessment completed and retained in school</p>
<p>Interviews with student/s to agree a personal learning plan</p>		<p>ILP retained for monitoring progress</p>
<p>Student preparation to include:</p> <ul style="list-style-type: none"> ○ Employer's expectations ○ Communicating problems ○ Health and safety ○ Child protection areas of concern ○ Progress towards learning goals 	<p>Via PSHCE Lessons and PM</p>	

Communication with parents/carers to include initial consent, communication of medical or learning needs to employer.	PM	
Employer liaison to include: <ul style="list-style-type: none"> ○ Job role / hours / dates / duration ○ Students' goals ○ Medical or learning needs ○ The need for risk assessment, on-going monitoring, and accreditation visits ○ Child protection recommendations. 	Does the placement meet the criteria for additional safeguards? College to refer to guidance in "Work Related Learning and the Law, DfES, 2006" and "Safeguarding Children and Safer Recruitment in Education", DfES 2007 (Appendix 14 - Flowcharts)	Written agreement with employer on job role, hours, PPE, duration and day(s) retained in College Employers to be given copy of NYBEP guidance.
Final matching	Dependent on students and employers risk assessment information, the need for CRB and supervision – is this a suitable placement?	
Pre placement interview with employer (mentor support if required)	For long term placements	Records of meeting
Completion of consent form (WE4) form (this would include discussion of possible CRB requirement of employer if necessary) and discussion about P4E accreditation visits	Communication of significant risks to parents/carers and student before placement PM	Consent form (WE4) retained in school
H&S clearance obtained from NYBEP	Does the clearance cover the entire length of the placement? If not log the expiry date and arrange for a repeat visit. PM	

<p>Employer to sign Child Protection endorsement as part of initial vetting</p>	<p>For companies requiring H&S visits, NYBEP will manage this process and retain records.</p> <p>If the company has current health and safety clearance the school should manage the endorsement form and return to NYBEP.</p> <p>The employer will only be asked for this once, unless there are significant staff changes affecting the placement.</p>	<p>Child Protection endorsement form retained by NYBEP (copy retained in school)</p>
<p>College to take final decision on need for CRB (this may impact on start date – provision to be made for the student in the event of delays due to CRB clearance)</p>	<p>Have circumstances requiring CRB been limited as far as possible?</p> <p>Is there a clear rationale for placements not incurring a CRB check?</p>	<p>CRB process carried out through NYCC – results of disclosure communicated to Head Teacher</p> <p>Liaison between PM and MC</p>
<p>Monitoring and review plan agreed to include</p> <ul style="list-style-type: none"> ○ Record of attendance ○ Joint review meetings with student and employer in placement ○ Regular home contact for updates <p>School review meetings with HOY and other relevant staff to identify issues and potential problems early</p>	<p>College to agree a plan for</p> <ul style="list-style-type: none"> ○ Early withdrawal of students ○ Reporting accidents / incidents 	<p>Notes of review meetings and achievements retained in school</p> <p>College policy on disclosure</p> <p>NYBEP guidance note on reporting Child Protection areas of concern</p>
<p>Recording progress</p>		<p>Termly report to Head Teacher</p> <p>End of year progress report retained on file.</p>

Child Protection – referral to other agencies

If any student makes an allegation during or following a work experience placement about mistreatment it may have to be referred to an outside agency for investigation. It is important to obtain a statement from the student, with permission if it is to be referred outside school. Statements should be stored securely.

Child protection allegations should be referred to NYBEP in the first instance who will remove the company from the NYBEP website pending further investigation. These company details will be retained safely in an archived database for future reference.

The Senior Designated member of staff responsible with overall responsibility for child protection should be informed. NYBEP may with agreement pass on the matter to the Social Services Customer Relations Units in each area as follows. It is important to impress on schools/parents/students that this places an obligation on social services to investigate. The investigation may include further interview/video interview and a professionals meeting including social services and the police to consider what action, if any, to take.

Hambleton/Richmondshire The Old School East Road Northallerton DL6 1SZ Tel: 01609 779999 Fax: 01609 778488 cru.northallerton@northyorks.gov.uk	Craven 45 Otley Street Skipton BD23 1RY Tel: 01756 793700 Fax: 01756 796120 cru.skipton@northyorks.gov.uk
Scarborough/Ryedale Ground Floor Elders Street Day Centre Scarborough YO11 1DZ Tel: 0845 9501555 Fax: 01723 501808 cru.scarborough@northyorks.gov.uk	Ripon Sharow View 75 Allhallowgate Ripon HG4 1LE Tel: 01765 608636 Fax: 01765 608722 cru.ripon@northyorks.giv.uk

Continued...

Selby

Brook Lodge

Union Lane

Selby

YO8 4BA

Tel: 01757 213651

Fax: 01757 213965

cru.selby@northyorks.gov.uk

If an emergency arises outside office hours, the emergency number for Social Services advice is 01904 762314.

Textphone users can call 0845 6036391.

