

North Yorkshire LA
Amotherby School Child Protection Policy
Updated September 2014

School.....Amotherby Community Primary.....
Headteacher.....Sue Knowles.....

Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2014	Sue Knowles	Janet Spittal	Marcus Lee	Ann Hall

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
October 2015			

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

Whole School	Designated Senior Person	Deputy Designated Senior Person
4/12	6/14	4/12



North

Yorkshire County Council

Children and Young People's Service

CONTENTS

Introduction

School Commitment

1. **Roles and Responsibilities:**

Governing Body/Proprietor

Headteacher

Designated Senior Person

All Staff and Volunteers

2. **Identifying Children who are suffering or likely to suffer Significant Harm**

3. **Taking Action to Ensure that Children are Safe at School and at Home**

Safeguarding Appendices:

- A. Allegations regarding person(s) working in or on behalf of school provision (including volunteers)
- B. Confidentiality
- C. Contacts
- D. Curriculum
- E. Curriculum resources
- F. Early Years
- G. Partnership with Parents
- H. Partnerships with other agencies
- I. Pupil Information
- J. Related School Safeguarding Policies
- K. Safer Recruitment and Selection
- L. Safer Working Practice
- M. School Training and Staff Induction
- N. Supervision, Support and Advice for Staff
- O. Vulnerable children

INTRODUCTION

This policy was written by the North Yorkshire Education Safeguarding Managers, with acknowledgement that they have included information from the CAPE sample school policy.

The policy updates the LA Sample policy issued 2013 and is in response to: Sections 175 and 157 of the Education Act 2002, implemented June 2004 and:

- the North Yorkshire Safeguarding Children Board (NYSCB) Child Protection Procedures www.safeguardingchildren.co.uk;
- *Working Together To Safeguard Children* HM Government 2013
- *Keeping Children Safe in Education* (KCSiE) DfE 2014
- *School's duty under the Children Act 2004, to co-operate with other organisations and agencies.*
- *What To Do If You Are Worried A Child is Being Abused* 2006
- Recommendations from national and local Serious Case Reviews
- the *Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements* September 2014

(Where the School's Early Years' provision is registered with OfSTED, they must comply with EYFS Section 3)

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

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.”

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, safety and well-being (see Appendix J Related school safeguarding policies)

Sample insert for school brochure

[Amotherby](#) School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including [Amotherby](#) School, 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 publicly.

SCHOOL COMMITMENT

The Designated Senior Person for Child Protection is

.....**Sue Knowles**.....

and the person/s who deputise/s in her absence is

.....**Janet Spittal**.....

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.

1. Roles and Responsibilities

The Governing Body/proprietor should ensure that:

- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- there is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCB, are updated annually, and available publicly either via the school or college website or by other means
- all staff read at least part one of DfE statutory Guidance *Keeping Children Safe in Education*
- all staff undertake appropriate child protection training
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Senior Person). This is explicit in the DSP's job description (Annex B KCSiE) and the need for a deputy DSP is reviewed
- the DSP has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children

- a designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training
- the school has a staff behaviour policy (code of conduct) provided to all staff – including temporary staff and volunteers – on induction.
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised
- 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 (Appendix A)
- 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
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE)
- there are procedures in place to handle allegations against other children
- 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.
- there is an annual review of policies and procedures and information is provided to the LA about them and about how the above duties have been discharged (School completes the Schools' Safeguarding Audit and informs the LA of this)
<http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>)
- without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

The Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;

- s/he liaises with the LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
- s/he receives appropriate child protection training which is regularly updated

The Senior Member of Staff with Designated Responsibility for Child Protection (this person is referred to in DfE guidance as the Designated Safeguarding Lead but will continue to be known as DSP in North Yorkshire) and Deputy (if appropriate)

The DSP ensures that there is always cover for this role including arrangements during school holidays as follows....

Managing referrals

The DSP will:

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Refer all cases of suspected abuse to the local authority children's social care
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

Training

The DSP should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals

- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raising Awareness

The DSP should ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
School will retain the original CP file until the child's 25th birthday along with a record of when and to which establishment the copy was sent. 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 should:

- read at least part one of *Keeping Children Safe in Education*
- be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSP
- receive appropriate child protection training which is regularly updated
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
- where there are concerns about a child, raise these with the DSP
- understand that, whilst anyone can make a referral to CSC, that the correct school procedure is to report their concerns to the DSP in the first

instance. They should however escalate their concerns for the child if they do not feel those concerns have been taken seriously &/ or procedures have not been followed &/ or the child's situation does not appear to be improving.

Ref school escalation procedure and NYSCB procedure

<http://www.safeguardingchildren.co.uk/section-15-procedures.html#concerns>

Concerns should always lead to help for the child at some point.

2. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO ARE SUFFERING OR LIKELY TO SUFFER 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 others (e.g. 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 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.

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

All staff and volunteers follow the NYSCB Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with *Keeping Children Safe in Education 2014*; *Working Together to Safeguard Children 2013* 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.

a) 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. significant changes in behaviour, 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. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

b) 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 . [Staff will provide a safe and secure place and offer appropriate support as each child may need it.](#)

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

c) Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated senior 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

d) Action by the Designated Senior Person (or Deputy DSP in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to CSC**, (e.g. Looked After Child)

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

- any urgent medical needs of the child

- whether to make an enquiry to the Children's Social Care Customer Contact Centre **01609 536993** to establish if the child is or has been subject of a Child Protection Plan.
- 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 s/he 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.

e) Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSP (or appropriately trained Deputy DSP.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated senior person will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, 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, follow the NYSCB procedures 6.16

<http://www.safeguardingchildren.co.uk/section-6-procedures.html>

- 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

f) 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
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- Significant contacts with carers/other agencies/professionals
- 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), the plan to protect the child 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 designated senior 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.' Along with the original CP file, a record will be kept of when & to which establishment the copy CP file was sent. We will retain all original copies of C.P. files until the child's 25th birthday.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information)(England) Regulations 2005 and the Freedom of Information Act 2000.

<http://www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a0014921/pupil-reports-and-records>

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.

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

g) 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 children.

SAFEGUARDING APPENDICES

A. Allegations regarding person(s) working in or on behalf of school provision (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. behaved towards a child or children in a way that indicates he or she would pose a risk of harm

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

School will always follow:

the NYSCB procedures Section 10 *Managing Allegations against Staff & Volunteers* <http://www.safeguardingchildren.co.uk/section-10-procedures.html>

DfE Guidance *Keeping Children Safe in Education*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

and NYCC Guidance
<http://cyps.northyorks.gov.uk/index.aspx?articleid=15232>

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely *electronically and a paper copy kept with staff records*. Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, 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 **MUST** immediately inform the headteacher and make a record and have regard to the school's whistleblowing procedure
<http://intranet/directorate/hr/schools/Pages/Quicklinks.aspx>
- In the event that an allegation is made against the headteacher the matter will be reported to the Nominated/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 Local Authority Designated Officer LADO (see Appendix C 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.

Where an Early Years' provider is registered with OfSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2014.

(School may wish to expand this section to include procedures with reference to NYSCB Procedures and NYCC Disciplinary Procedures).

B. Confidentiality

School has regard to DfE guidance on Information Sharing @
<http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing>

D. Curriculum

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain. All pupils know that we have Designated Senior Person 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.

The school is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum for e-safety, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse. We do this by:

- developing healthy relationships and awareness of domestic violence, bullying and abuse
- recognising and managing risks including online, sexual exploitation and running away
- enabling pupils to become safe and responsible users of new technologies
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- raising awareness of female genital mutilation and forced marriage
- making available appropriate local and online advice

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- knives and gangs
- water, fire, roads and railways

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's e-safety, sex and relationship, drugs education and anti-bullying policies.

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our school website.

The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting Janet Spittal PSHE leader in the first instance.

Training needs of staff are regularly reviewed to ensure that staff who are delivering safeguarding aspects of PSHE or eSafety have the appropriate knowledge and skills.

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers.

Example curriculum/teaching resources – please see Appendix 3 (school may wish to add other resources)

NSPCC ChildLine Schools’ Service available for Primary Schools contact: Tracey Weaver Area Coordinator Childline School Service North Yorkshire
Tel: 07792654739, Tracey.Weaver@NSPCC.org.uk

The following Information is made available to pupils (*helplines, posters, NSPCC Childline, policies*)

School’s arrangements for consulting with and listening to pupils are (*buddy bench, Year 6 support groups, Listening/Worry Box, school council, circle time*) Growing up in North Yorkshire Survey, online anonymous reporting systems)

We make pupils aware of these arrangements by *Posters, Policies, website addresses, leaflets home, newsletters.*

E. Curriculum resources

Risk management Dot Com Children’s Foundation <http://dotcomcf.org/>

Met police www.safe.met.police.uk/index.html

Domestic abuse	<p>NYCC Domestic Abuse School Reference pack 2013 www.northyorks.gov.uk/index.aspx?articleid=16579</p> <p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 www.womensaid.org.uk</p> <p>A website to help children and young people understand domestic abuse (KS2-5) www.thehideout.org.uk</p> <p>Independent domestic abuse service provides a range of information for staff and young people. www.idas.org.uk</p>
Sexual Abuse	NSPCC pants- the underwear rule (EYFS and KS1-2)

<p>Healthy Relationships Child Sexual Exploitation</p>	<p>http://www.nspcc.org.uk/ (also has a section for parents/carers)</p> <p>Friend or Foe who can you trust? A sexual exploitation and relationships education programme(KS3,4) www.safeguardingsheffieldchildren.org.uk</p> <p>Can you see me? An educational resources to explore teenage relationship abuse (KS3,4) www.canyouseeme.coop</p>
<p>E safety</p>	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2 http://kidsmart.org.uk</p> <p>Think u know has a range of supporting resources for KS1-5 http://www.thinkuknow.co.uk/ (It also has a section for parents/carers)</p> <p>E-safety resources for young people, teachers and professionals , parents and carers www.childnet-int.org including Jenny’s Story for secondary age pupils</p> <p>E-safety activities at www.childnet.com.KS1-4 NYCC eSafeguarding guidance at http://cyps.northyorks.gov.uk/index.aspx?articleid=27322</p> <p>Digital Citizenship Scheme http://www.digital-literacy.org.uk/Home.aspx</p> <p>South West Grid for Learning has a range of eSafety resources at http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Resources</p> <p>360 Degree Safe – an eSafety audit and planning tool http://www.360safe.org.uk/</p> <p>London Grid for Learning eSafety resources and schemes of learning at http://www.lgfl.net/esafety/Pages/education.aspx</p> <p>Yorkshire Humberside Grid for Learning resources at http://www.yhgfl.net/eSafeguarding/eSafety</p>
<p>Bullying</p>	<p>DfE anti bullying guidance https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p>

	<p>The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels www.anti-bullyingalliance.org</p> <p>Childline (KS2-5) www.childline.org.uk</p> <p>'Lets Fight it Together' (Cyberbullying DVD) KS2-3 http://www.youtube.com/watch?v=dubA2vhllrg</p> <p>Kidscape www.kidscape.org.uk/ (KS1-4) Cyberbullying www.kidscape.org.uk/cyberbullying/</p> <p>Childnet www.childnet.com (KS1-4)</p> <p>Stonewall www.stonewall.org.uk (KS1-4)</p> <p>BeatBullying www.beatbullying.org (KS1-4)</p>
Female Genital Mutilation	<p>PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5) https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</p>
Forced Marriage	<p>Plan Uk has a range of information and supporting lesson plans (KS3-5) http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/</p>
Radicalisation/extremist behaviour	<p>NYCC Prevent toolkit and 'At A Glance' Resource on Fronter (https://fronter.com/northyorks/) in the Vulnerable and Targeted Learner Room (Personalising Provision: Vulnerability Factors: Vulnerable to Radicalisation to Extremist behaviour)</p>
Supporting parents/carers	<p>The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues www.fpa.org.uk</p> <p>A website to support parents in preventing sexual abuse www.parentsprotect.co.uk</p>

PSE/ Health and Wellbeing, E-safeguarding, Anti-bullying, Spiritual, Moral, Social, Cultural (SMSC), Vulnerable and Targeted Learner room: NYCC Fronter rooms <https://fronter.com/northyorks/>

The North Yorkshire PSHE and Citizenship planning and assessment tool for key stages 1-2 and 3-4 containing the North Yorkshire Curriculum Entitlement

Framework for PSHE and Citizenship can be found in the PSE/Health and Wellbeing frontier room.

NYSCB www.safeguardingchildren.co.uk

CAPE (Child Protection in Education) www.cape.org.uk

DfE Statutory Guidance and Departmental Advice

Keeping Children Safe in Education 2014 www.education.gov.uk

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

HM Government

Working Together to Safeguard Children 2013

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

Safeguarding Curriculum Training available 2014/15

For middle leaders with responsibility for delivery of PSHE and Citizenship there are regular training updates on teaching about aspects of safeguarding, together with a range of other issues, delivered through the primary and secondary termly PSHE and Citizenship/Health and wellbeing networks.

Secondary PSHE / Citizenship and Health and Wellbeing network meetings will be held at the Cedar Court Hotel, Harrogate:

- 4th November 2014
- 3rd Feb 2015
- 3rd June 2015

Primary PSHE / Citizenship and Health and Wellbeing network meetings will be held at the Cedar Court Hotel, Harrogate:

- 10th November 2014
- 10th February 2015
- 8th June 2015

Sex and Relationships Education training for primary schools is being planned for 2015 in the spring term.

Members of staff who would like to learn more about the planning, delivery and effective teaching of PSHE may be interested in participating in the

National PSHE CPD Programme which can be accessed in two parts:

Part 1: Effective teaching and learning in PSHE education (no assessed work) on the 14th January 2015 and 3rd March 2015

Part 2: Builds on the learning from part 1 and focuses on the various components of PSHE (participants are required to complete work for an external examiner the University of Roehampton) on the 6th May 2015 and 1st October 2015.

To access any of the training sessions please go to

<http://smartsolutions.northyorks.gov.uk/> and go to the 'Training and Events' tab and search for PSHE. It will bring up all the training events referred to above. The network meetings are free for schools in the Education and Skills

service level agreement. All other training events have a cost associated with them.

Bespoke training available

Any school/group of schools can request bespoke training for staff from the NYCC Education and Skills team e.g. Sex and Relationships Education, Effective PSHE, drugs and alcohol, E-safety or a range of other topics. Support is also available for running a parents/carers information session to help parents/carers talk to their children about important issues like e-safety, sex and relationships, drugs and alcohol etc. This can be requested through <http://smartsolutions.northyorks.gov.uk/>

For further information on any of the above curriculum information please contact:

- Katharine Bruce, Lead Adviser for Wellbeing on 01609 535497, katharine.bruce@northyorks.gov.uk
- Clare Barrowman, EDA (Wellbeing) on 01609 536808, clare.barrowman@northyorks.gov.uk

F. Early Years

The Statutory Framework for the Early Years Foundation Stage does not require schools to have separate policies to cover EYFS requirements provided these requirements are already met through our existing policies. NYCC policies and guidance for Early Years are available @ <http://cyps.northyorks.gov.uk/index.aspx?articleid=16033>

G. Partnership with Parents

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. *(School may wish to include here any information provided to parents on keeping children safe and how they can report concerns if they are worried a child is at risk of harm e.g. by alerting them to the information for parents on the following websites:*

NYSCB www.safeguardingchildren.co.uk

NSPCC www.nspcc.org.uk

CEOP <https://www.thinkuknow.co.uk/parents/>

Internet Matters <http://www.internetmatters.org/>

Parent Zone <http://www.theparentzone.co.uk/parent>

Childnet <http://www.childnet.com/resources/know-it-all-for-parents>

Parents Protect www.parentsprotect.co.uk

<http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/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 Designated Senior Person)

We encourage parents to discuss any concerns they may have with ([Sue Knowles \(Head\)](#))

The child protection policy should be available publicly either via the school or college website or by other means.

We make parents aware of our policy [on the website](#).

H. Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies ([Insert details of relationships the school has for promoting a safe and supportive environment e.g. Integrated Children's Services, Education Social Work Service, Children's Social Care, Barnardo's, Police, Health, District Council, NSPCC ChildLine Schools' Service, National Youth Advocacy Service, Children's Centres etc.](#))

All schools and colleges should allow access for children's social care or preventative service from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the preventative service or under section 17.

School complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children

I. 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
- 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
[Please see Freedom of Information Act Policy.](#)

J. Related School Safeguarding Policies

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

and relates to:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits and work experience
- intimate care
- internet or e-safety
- appropriate arrangements to ensure school security, taking into account the local context.
- rigour with which absence is followed up
- decision-making process involved in taking pupils off roll
- care taken to ensure that pupils placed in alternative provision are safe

at all times

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist and homophobic or transphobic abuse
- extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues which may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

NYCC guidance *Handbook for Educational visits*

<http://cyps.northyorks.gov.uk/index.aspx?articleid=12469>

NYCC guidance about *Foreign Exchanges (both to the UK and abroad)*

<http://cyps.northyorks.gov.uk/index.aspx?articleid=29181>

NYCC Guidance for schools is available in: the PSE / Health and Wellbeing room; the Behaviour and Attendance room and the Sexual Orientation room

on Fronter <https://fronter.com/northyorks/> (a school log in will be required)

NYCC Acceptable Use Agreement – ICT and E Technology *Example Acceptable Use Policies are available in the e-safeguarding room on*

<https://fronter.com/northyorks/>

NYCC *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education and Early Years' Settings.*

<http://cyps.northyorks.gov.uk/index.aspx?articleid=15232>

(school to insert links to related school policies and arrangements)

K. Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education* 2014; the Protection of Freedoms Act 2012 and NYCC Schools' Recruitment procedures and guidance

<http://intranet/directorate/hr/schools/recruitment/Pages/Home.aspx>.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult and follow NYCC guidance insert link on checking contractors, host families for educational visits and work experience providers links to School Improvement guidance

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. When undertaking interviews, the school has regard to the principles of Value Based Interviewing www.nspcc.org.uk

Where appropriate, the school undertakes Disclosure and Barring (DBS) Children's List checks, DBS checks and Teacher prohibition checks.

All NYCC school staff are made aware that they are required to notify the line manager of any convictions or cautions during employment with the Council or receive a Penalty Notice for Damage or Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting).

Statutory changes, underpinned by regulations, are that:

- schools must keep a single central record detailing a range of checks carried out on their staff
- an Enhanced DBS check is obtained for **all** new paid appointments to the school's workforce
- an Enhanced DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (see pgs. 16-17, 25-26, 46-48 of KCSiE)
- schools will ensure that any contracted staff are DBS checked where appropriate (see pg. 26-27 of KCSiE)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers appointed from September 2013 (see pgs. 18-19 of KCSiE)
- 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 agency and third-party staff have undergone the necessary checks
- 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 maintained 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.

Sue Knowles (Headteacher) and Ann Hall (School Governor) have undertaken training in Safer Recruitment available as follows:

- face to face materials delivered by accredited trainers – schools can commission training from Lucy Faithfull
- On line materials available on NSPCC website
- On line materials available on NYCC website Recruitment and Selection / Safe Recruitment

One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Visitors

“Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.”

KCSiE 2014

L. Safer Working Practice

“All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school’s or college’s child protection policy; the school’s or college’s staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead.”

KCSiE 2014

Staff behaviour policy

Schools are required to have in place a staff behaviour policy, (sometimes called a code of conduct). It is recommended that the school adopts and makes all staff & volunteers aware on induction of the NYCC *Guidance for*

Safer Working Practice for Adults who work with Children and Young People in Education and Early Years' Settings

<http://cyps.northyorks.gov.uk/index.aspx?articleid=15232> and NSPCC Briefing *The role of schools, colleges and academies in protecting children from grooming and entrapment* www.nspcc.org.uk to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe .

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;

M. School Training and Staff Induction

School governors are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able and are supported in their safeguarding role.

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

All staff should read at least part one of *Keeping Children Safe in Education* DfE 2014

All staff should complete training as outlined below and as identified in the school Training Needs' Analysis.

- The school's **Designated Senior Person** for child protection undertakes basic child protection training; reads the NYCC Induction pack available at <http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>; attends the *Comprehensive Child Protection Pathway* course available via the Learning Zone and updates training at least every 2 years as identified

- in the school Training Needs analysis.
- The **Headteacher** undertakes basic child protection training; reads the NYCC Induction pack <http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>; attends the *Comprehensive Child Protection Pathway* course available via the Learning Zone and updates child protection training regularly in line with advice from NYSCB.
- **All other school staff, including non-teaching staff and school governors**, undergo child protection training on induction which is updated regularly in line with advice from NYSCB.
- **School governors** access the NYCC training materials *Safeguarding the children in your school* @ <http://cyps.northyorks.gov.uk/index.aspx?articleid=15231>

Basic Awareness online training www.safeguardingchildren.co.uk

NYCC Child Protection Whole School training materials with teaching notes to enable DSP to deliver:

<http://cyps.northyorks.gov.uk/index.aspx?articleid=15231>

Child Protection Whole School training must ensure staff are able to:

- understand the policy and procedures;
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- respond in a timely and appropriate way including appropriate communication with children
- understand the role of the DSP;
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- have up to date knowledge of safeguarding issues.

E-safety training available from NYCC Education and Skills team.

Female Genital Mutilation

<http://www.fgmelearning.co.uk/>

Domestic Abuse Basic Awareness

www.idas.org.uk/training/index.asp

N. Supervision, Support and Advice for Staff

All staff are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

At Amotherby CPschool, supervision provides support, coaching and training for staff and promotes the interests of children and fosters a culture of mutual

support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to review their practice to ensure they improve; identify any training needs and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by *(insert arrangements)*
The designated senior person will be supported by *(insert e.g. school manager, nominated governor, mentoring arrangement with other designated person)*

Child Protection advice and support is available from the Educational Social Work Service *(insert names and contacts see Appendix C Contacts list)*

Child Protection advice is also available from Children’s Social Care and North Yorkshire Police *(insert names and contacts see Appendix C Contacts list)*

O. Vulnerable children:

All staff are particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate NYSCB/LA guidance: *(School may wish to add to this policy, specific references to their internal procedures and any related policies with reference to below)*

- **Poor or irregular attendance and persistent lateness at school**

<http://cyps.northyorks.gov.uk/index.aspx?articleid=13580>

<http://www.safeguardingchildren.co.uk/section-9c-procedures.html#school>

- **Children Missing from Home and/or Education**

<http://cyps.northyorks.gov.uk/index.aspx?articleid=13711>

<http://www.safeguardingchildren.co.uk/section-9c-procedures.html#missing>

<http://www.safeguardingchildren.co.uk/missing-from-home-care.html>

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- **Children not collected**

<http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>

- **Female Genital Mutilation**

<http://www.safeguardingchildren.co.uk/section-9b-procedures.html#female>

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

Online training is available @ <http://www.fgmelearning.co.uk/>

- **Forced Marriage**

<http://www.safeguardingchildren.co.uk/section-9b-procedures.html#marriage>

- **Children who self-harm**

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#behaviour>

- **Child Sexual Exploitation**

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#children>

- **Children who are Bullied**

<http://www.safeguardingchildren.co.uk/section-9a-procedures.html#bullying>

- **Children who Sexually Harm**

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#abuse>
<http://www.safeguardingchildren.co.uk/behaviours.html>

- **Children living away from Home/Private fostered**

<http://www.safeguardingchildren.co.uk/section-9c-procedures.html#fostering>

- **Radicalisation to extremist behaviour**

<https://www.gov.uk/government/publications/channel-guidance>

- **Children with Risk-taking behaviours**

<http://www.safeguardingchildren.co.uk/section-9d-procedures.html#behaviourbehaviours>

<https://fronter.com/northyorks> (Health and Well-being room - a school log in will be required)