

# Harrogate Grammar School



HARROGATE  
GRAMMAR SCHOOL

EXCELLENCE FOR ALL

## Safeguarding and Child Protection

## A summary

RKLT and Harrogate Grammar School are committed to safeguarding and promoting the welfare of all their Pupils. Each pupil's welfare is of paramount importance. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

This document summarises the principles, methods and procedures that we all follow to safeguard children which are contained in the Harrogate Grammar School Safeguarding and Child Protection Policy. This can be found on [here](#).

## What is Safeguarding?

**Safeguarding** and promoting the welfare of children is defined as:

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

**Child protection** is part of the safeguarding process and refers to the activities undertaken that prevent children suffering, or being likely to suffer, significant harm. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

A child is anyone who has not yet reached his/her 18<sup>th</sup> birthday. All RKLT pupils, including over-18s, follow the remit of this policy.

## Who is responsible?

- **Everyone** - Any person who comes into contact with children and their families has a role to play in safeguarding children
- There is a designated safeguarding lead(s) who will provide support to staff so they are able to carry out their safeguarding duties and will liaise closely with other services such as children's social care

## How do we safeguard?

### 1. A child-centred approach

To safeguard all pupils staff should consider, at all times, what is in the best interests of the child. We do this by:

- ▮ valuing them, listening to and respecting them
- ▮ involving them in decisions which affect them
- ▮ building pupils' resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables pupils to challenge extremist views.
- ▮ Ensuring that **all** staff know what to do if a child tells them he/she is being abused or neglected.
- ▮ Staff know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care.
- ▮ Staff never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

- || sharing information about concerns with agencies who need to know, and involving pupils and their parents/carers appropriately
- || adopting a code of conduct for all staff and volunteers
- || ensuring staff and volunteers understand about 'whistle blowing'
- || dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

## 2. Professional curiosity

- || All staff are encouraged to take an approach that seeks to explore and understand what is happening for a child or family, rather than make assumptions or accept things at face value.
- || Critically evaluating a situation, and any information received, whilst maintaining an open mind, means that the focus is always on the safety of the child.
- || Staff are encouraged to have an attitude that '*it **could** happen here.*'

### What to look for?

- **Abuse** - *A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.*
- **Physical abuse** – *A form of abuse which may causes physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.*
- **Emotional abuse** – *The persistent emotional maltreatment of a child such as to cause sever and adverse effects on the child's emotional development.*
- **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.*
- **Neglect** – *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.*

### What to do?

- Be aware of the signs of the abuse and neglect – See Appendix 1
- Professional curiosity. The advice is to maintain an attitude of "*it could happen here.*"
- Raise concerns with the DSL - "*If staff have any concerns about a child's welfare, they should act on them immediately*"
- Always act in the interest of the child
- Keep yourself safe e.g. conducting conversations with young people
- Students may approach you for advice or you may feel the need to ask about their welfare. Students may then start to disclose. Never promise to keep this information confidential and explain that you may need to speak to a DSL.

### What to do if a student makes a disclosure?

- Listen to and take seriously any disclosure or information that a student may be at risk of harm
- Clarify the information and record – What? How? Where? Who?
- 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 any signs of shock, horror or surprise
- Do not express feelings or judgements regarding any person alleged to have harmed the student
- Explain sensitively to the student that you a responsibility to refer the information to a DSP
- Reassure the student and support as far as possible
- Explain what will happen next and that the student will be involved as appropriate and be informed of what action is to be taken
- Report your discussion as soon as possible to the DSL
- Allegations against staff or volunteers will be investigated

### 3. Training

- ▮ All staff must have read at least part one and Part 1 of KCSIE 2023 and understand their duties under the RKLT Safeguarding and Child Protection Policy and Working Together to Safeguard Children (2018)
- ▮ We provide effective management of safeguarding through staff induction, support and regular training.

### 4. Designated Safeguarding Lead (DSL)

At Harrogate Grammar School the following staff are DSL's:

#### HGS Designated Safeguarding Leads (DSL):



**MISS KRISTIN SMITH**  
Deputy Headteacher  
Lead DSL



**MRS CARLY JACKSON**  
Assistant Director: VI Form  
Senior DSL



**MR NIK MASON**  
AHT: Director of Upper School



**MISS VICTORIA GEE**  
AHT: Director of Lower School



**MR BEN TWITCHIN**  
AHT: Director of Sixth Form

The DSL's 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 relevant Headteacher to inform him the in line with relevant legislation.

## 5. Curriculum

We are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and make a complaint. All pupils are informed that we have a DSL or Staff with responsibility for child protection. 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.

There are opportunities in the school curriculum, for example through the Personal Development Programme 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 when they are at risk and how to get help when they need it and stay safe from abuse. Further information about our Personal Development curriculum can be found [here](#) and our Relationships and Sex Education Policy can be found [here](#).

## 6. Prevent Duty

All staff receive relevant training and can identify children who may be vulnerable to radicalisation, and follow the procedures set out in this policy. E-safety across the RKLTP puts measures in place to ensure online-safety.

### || e-Safety

Section D of the RKLTP Safeguarding and Child Protection policy contains information on how we manage e-Safety.

Each school will identify an 'E-Safety Coordinator' who:

- || keeps abreast of current issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet
- || support staff in handling incidents
- || support the education of students and staff in the safe use of ICT

Our e-Safety coordinator is:



**MISS KRISTIN SMITH**  
Deputy Headteacher  
Lead DSL

## 7. Child on Child abuse

The Trust recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues.

The Trust will make every effort to minimise the risk of peer abuse by teaching pupils, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to

recognise unhealthy relationships. The Trust will also decide for minimising risk and raising awareness amongst staff through its training procedures.

Where there are concerns or allegations of peer abuse all such reports will be managed by the Designated Safeguarding Lead.

On the 1st of April 2021, the NSPCC, working with the DfE, launched the Report Abuse in Education helpline to provide support and advice to victims of abuse and harassment. Young people and adults can contact the helpline on 0800 136 663 or email help@nspcc.org.uk

## **8. Self-Harm**

School staff can play an important role in preventing self-harm, building resilience and supporting students, peers and parents of students currently engaging in self-harm. Harrogate Grammar School will follow the NYSCP Self Harm and Suicidal Pathway which can be found [here](#).

## **9. Safer Recruitment and School Single Central Record**

We recruit staff and volunteers safely, ensuring all necessary checks are made. All staff and volunteers are aware of, and committed to, the Safeguarding policy as well as statutory guidance.

We hold and keep up to date our School Single Central Record of Recruitment and Vetting Checks.

## **10. Access Control**

There are appropriate arrangements to ensure the security of school premises.

## **11. Monitoring and review**

There is a half termly safeguarding meeting in school where the DSL's, Site Manager, HR Officer, Network Manager and link Governor review the implementation of policy and practice.

An audit of safeguarding practice is conducted every two years and submitted to the Local Safeguarding Children's Board.

The Trust's Safeguarding Lead, Andy Beecroft, meets with the local RKLTL schools' DSLs on a termly basis to review the suitability of the policy and share concerns and cases that are relevant to the effective delivery of their duties.

The nominated Red Kite Learning Trustee for Safeguarding is Dr Tricia Stowell.

## Working with the Local Safeguarding Children Board (LSCB)

Section 13 of the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB). For this area it is North Yorkshire Safeguarding Children Partnership (NYSCP). As a named relevant agency, we are under a statutory duty to co-operate with the published arrangements.

### **THE SCHOOL WILL ALWAYS ACT IN LINE WITH THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE**

#### **Making a referral**

Anyone can make a referral to the North Yorkshire Multi-Agency Screening Team (MAST) if you are worried about any child and think they may be a victim of neglect or abuse, whether as a member of the public or as a professional. A referral will be made to the local authority children's social care via North Yorkshire Multi-Agency Screening Team (MAST). Details about how to do this can be found [here](#).

A referral will be made from school if:

- A child has suffered significant harm and/or;
- Is likely to suffer significant harm and/or;
- Has development and welfare needs which are likely to be met only through provision of family support services (with agreement of the child's parent), or is likely to suffer significant harm.

Where there are **significant immediate concerns about the safety of a child**, we will contact the police on **999**.

**If the situation is urgent** but does not require the police, we will call MAST on **01609 780780** to make a telephone contact.

A written referral will be made using a [universal referral form](#).

It is good practice that agencies work in partnership with parents and carers, that they are informed of any concerns and that consent is obtained for referrals. Consent is not required if we believe informing the parents or carers would place a child at significant risk of harm.

#### **Allegations regarding person(s) who work with children working in or on behalf of the RKL T (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school (including where that person is no longer working in or on behalf of the school and/or the allegation is historical), allegations management in the school will be undertaken by the Headteacher (where the Headteacher is the subject of an allegation this will be the CEO or Chair of LGB), with the support of the HR Team. School will immediately contact the Duty Local Authority Designated Officer (LADO) on 01609 533080 and then, where appropriate, submit a [LADO referral form](#) within one working day using secure email to [lado@northyorks.gov.uk](mailto:lado@northyorks.gov.uk).

#### **What to do if you are worried about a child?**

##### **If you are worried that a child**

- Has suffered significant harm and/or;
- Is likely to suffer significant harm and/or;
- Has development and welfare needs which are likely to be met only through provision of family support services (with agreement of the child's parent), or is likely to suffer significant harm;

**contact the school's DSL.**

## Appendix 1 - Signs of abuse and neglect

Physical Abuse	Emotional Abuse
<ul style="list-style-type: none"> <li>• Injuries that are not adequately or consistently explained</li> <li>• Current bruising/injury, with a long history of bruises and accidents</li> <li>• Injuries getting progressively worse, or occurring in a time pattern</li> <li>• Untreated injuries/ delay in seeking medical attention</li> <li>• Any injuries on non-mobile child</li> <li>• Injuries not fitting with age or development</li> <li>• Accidental injuries tend to be on bony areas, non-accidental injuries tend to be on soft tissue areas</li> <li>• Over-pleasing/ compliant</li> <li>• Aggressive</li> <li>• 'frozen watchfulness'</li> <li>• Attention seeking</li> <li>• Reluctant to go home/Running away</li> <li>• Avoiding P.E./ medicals</li> <li>• Fearful of others</li> <li>• Flinches when approached</li> <li>• Low self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental delays</li> <li>• Cognitive difficulties</li> <li>• Mental health problems Neurotic behaviour (e.g. rocking, head banging, hair-twisting, thumb-sucking)</li> <li>• Self harm</li> <li>• Low self esteem</li> <li>• Substance misuse</li> <li>• Running away</li> <li>• Eating disorders</li> <li>• Sudden speech disorders</li> <li>• Excessively sad</li> <li>• Over-reaction to mistakes</li> <li>• Acceptance of punishment which appears excessive</li> <li>• Extremes of passivity or aggression</li> <li>• Fear of new situations</li> <li>• Fear of parents being contacted</li> <li>• Excessive parental pressure to achieve</li> <li>• Low warmth, high criticism</li> <li>• Poor school attendance/punctuality</li> </ul>
<u>Sexual Abuse</u>	<u>Neglect</u>
<ul style="list-style-type: none"> <li>• Sudden changes in behaviour or school performance</li> <li>• Inappropriate sexualised behaviour/knowledge/drawings</li> <li>• Preoccupation with references to abuse in schoolwork</li> <li>• Repeated inappropriate masturbation</li> <li>• Tendency to cling or need constant reassurance</li> <li>• Tendency to cry easily</li> <li>• Regression to younger behaviour</li> <li>• Fear of undressing for gym</li> <li>• Fear of a specific person</li> <li>• Unexplained gifts or money</li> <li>• Secrecy</li> <li>• Sleep disturbances or nightmares</li> <li>• Depression and withdrawal</li> <li>• Loss of self esteem</li> <li>• Eating disorder</li> <li>• Self-harm</li> <li>• Attempted suicide</li> <li>• Running away</li> <li>• Phobias or panic attacks</li> <li>• Genital/anal itching or pain</li> <li>• Chronic illnesses e.g. throat/genital/urinary infections</li> <li>• STI</li> <li>• Unexplained pregnancy</li> <li>• Wetting, day or night</li> <li>• Absence from school</li> </ul>	<ul style="list-style-type: none"> <li>• Looks extra-thin and poorly / 'failing to thrive'</li> <li>• Recent unexplained weight loss/excessive weight gain</li> <li>• Complains of hunger, lacking energy/stealing</li> <li>• Developmental delay</li> <li>• Attachment disorder</li> <li>• Poor concentration</li> <li>• Low self esteem</li> <li>• Feels unloved/isolated</li> <li>• Indiscriminate affection</li> <li>• Inadequate supervision</li> <li>• Repeated 'accidents' /untreated condition or injury</li> <li>• Repeatedly unwashed, smelly, dirty</li> <li>• Inappropriate clothing</li> <li>• Left alone at home/with inappropriate carers</li> <li>• Not accessing medical/dental care</li> <li>• Reluctant to go home/ attends school when ill</li> </ul> <p>Poor school attendance/ punctuality</p>