



# Headlands Primary School

## Child Protection

### Meet the Safeguarding team at Headlands.

*"Safeguarding is everyone's responsibility"*



**Mrs Ellis**  
Headteacher  
Designated Safe-guarding Lead

**Mrs Johnson**  
KS1 teacher  
Deputy Designated Safe-guarding Lead

**Mrs Pearce**  
Deputy Head  
Nominated senior teacher

**Mr Bromley**  
KS2 teacher  
Online Safety and computing Lead

**Mr Cuthbertson**  
Safeguarding Governor

Raising Concerns and who to speak to

If you have any concerns or worries about a child or adult's safety, welfare or general well-being, please ensure that you speak with a member of our Child Protection and Safeguarding team straight away

The Designated Safeguarding Lead (DSL) Mrs Ellis and The Deputy Designated Safeguarding Lead (DDSL) Mrs Johnson are the first point of contact and is supported by in their absence, Mrs Pearce, who will take on the DSL role.

For concerns and advice regarding online safety, please speak to Mr Bromley.

<b>Approved by Full Governing Body:</b>	<b>October 2025</b>
<b>Last reviewed on:</b>	<b>September 2024</b>
<b>Next review due :</b>	<b>September 2026</b>

### Keeping Children Safe in Education

Headlands Primary School is committed to following the statutory guidance for schools Keeping Children Safe in Education (DfE, September 2025). The policy is published on the school website for parents and discussed with all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. All staff are provided with Part One of the statutory guidance and their understanding of the guidance is reviewed regularly.

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2023, highlighting that nothing is more important than children's welfare. Every child deserves to grow up in a safe, stable, and loving home. Children who need help and protection deserve high quality and effective support. This requires individuals, agencies, and organisations to be clear about their own and each other's roles and responsibilities, and how they work together. This is echoed by Keeping Children Safe in Education, 2025 through ensuring procedures are in place in schools and settings to hear the voice of the child.

## The definition of Safeguarding

In accordance with KCSIE 2025, the definition of safeguarding reflects the changes in Working together to Safeguard Children 2023

“Safeguarding and Promoting the welfare of children is defined for the purposes of this guidance as:

- **providing help and support to meet the needs of children as soon as problems emerge**
- protecting children from maltreatment, **whether that is within or outside the home, including online**
- preventing the 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.”

## 1. PURPOSE & AIMS

1.1 The purpose of the safeguarding policy is to ensure that every child in our care is safe and protected from harm. This means:

- Protecting children from maltreatment;
- Preventing impairment of children’s 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.

1.2 This policy provides clear direction to all staff, Governors, parents, volunteers, visitors and children about expected behaviour and the school’s legal responsibility to safeguard and promote the welfare of children.

1.3 Our school fully recognises the contribution it can make to protect children from harm (with the key elements being prevention, protection and support) by identifying concerns early, provide help for children, and prevent concerns from escalating.

1.4 Our school has a zero tolerance ethos towards abuse of any kind and we strive to create an environment where it is not acceptable. We ensure that our systems are robust for reporting concerns and that each concern will be taken seriously.

## 2. ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead and Designated Teacher for Children in Care.	Nominated Senior Teacher	Online Safety and Computing Lead	Nominated Governor	Chair of Governors
Mrs R Ellis	Mrs E Johnson	Mrs L Pearce	Neil Bromley	Mr I Cuthbertson	Rev Ron Smith

2.1 It is the responsibility of every member of staff, Governors, volunteers and regular visitors to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

2.2 The Governing Body is accountable for ensuring the effectiveness of this policy and compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our children, we also have a named governor who champions safeguarding within the school.

### **2.3 The Governing Body will ensure that:**

- The child protection policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the policies and procedures of City of York Safeguarding Children Partnership.
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (DfE, July 2023).
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the senior designated professional. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct.
- All staff undertake appropriate safeguarding and child protection training which is updated regularly.
- They, as governors, will undertake annual safeguarding training. They will understand and know the 'safeguarding picture' within the school and how the school addresses and manages these.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of *Keeping Children Safe in Education 2025*.
- Appropriate on-line filters and monitoring systems are in place
- 'Prevent' training is undertaken to protect children from radicalisation. The DSL and DDSL undertake Prevent 'referral' training.
- Teachers undertake the mandatory reporting duty for Female Genital Mutilation (FGM) and all staff are aware of the need to make the DSL/DDSL aware of any concerns about this.

2.4 The governing body will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. Any referrals will be reported to the next scheduled Full Governing Body meeting.

### **The Headteacher**

2.5 At Headlands School the Headteacher is responsible for:

- Being the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the DSL in their absence;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

### **The Designated Safeguarding Lead (DSL)**

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSIE25)

2.6 The DSL will carry out their role in accordance with the responsibilities outlined in *Keeping Children Safe in Education*

- Refer cases of suspected abuse to local authority children's social care as required;
- Support staff who make referrals to the local authority children's social care;

- Refer cases to the Channel programme where there is a radicalisation concern;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

2.7 The DSL and Deputy Designated Safeguarding Lead (DDSL) will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL/DDSL or recorded on CPOMS.

2.8 The DSL/DDSL will represent the school at child protection conferences and core group meetings. They will liaise with Children's Services and other agencies where necessary. They will make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings in line with statutory guidance.

2.9 The DSL/DDSL will maintain, securely store and transfer written records in accordance with the requirements of *Keeping Children Safe in Education*.

2.10 The DSL/DDSL will have details of any 'Looked after children' (LAC), the child's social worker and the name of the virtual school head in the authority. The designated teacher for LAC at Headlands School is Mrs Emma Johnson.

2.11 The Headteacher is responsible for ensuring that all staff members and volunteers are aware of policy and procedures. The Headteacher will ensure that all staff, volunteers and regular visitors to school have received appropriate child protection information during induction and undertaken any necessary training.

2.12 Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker. VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend). They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

### **3.0 Types of abuse and neglect**

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

- **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. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which 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:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 or how they communicate. It may

feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 cyberbullying), 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, although 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, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.
- **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. Neglect may occur during pregnancy, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Child on Child Abuse (Formally Peer on Peer Abuse):** is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.
- **Domestic Abuse :** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. witnessing ill treatment of others is harmful to children. KCSIE24 makes references to the relevance of this in all forms of domestic abuse, including where children "**see, hear or experience its effects**". (Paragraph 24) This could be at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. At Headlands, We will support children affected by domestic abuse and work alongside agencies such as IDAS or use our own ELSA where necessary. Staff will have training to enable them to understand the long term impact this may have on families.
- **Exploitation:** All staff should be aware that child sexual and child criminal exploitation are forms of child abuse. As set out in the [Serious Violence Strategy](#), published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears

consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. (*Definition provided by Working Together*)

- **Online abuse:** All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content. We also make staff and children aware of misinformation, disinformation and conspiracy theories. At Headlands, we have an online safety policy to further reinforce our commitment to safeguarding children against online safeguarding harms.

#### **4. TRAINING & INDUCTION**

4.1 New staff, Governors, volunteers or regular visitors will be informed of the safeguarding arrangements in place. They will be given a copy of the school's child protection policy along with the staff code of conduct and directed to the DSL and DDSL.

4.2 The induction process will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. They will also be reminded as to their responsibility to safeguard all children with particular attention to vulnerable groups such as SEND and Looked after children. All staff will also be provided with a copy of Part One of *Keeping Children Safe in Education*, which also outlines specific issues such as Female Genital Mutilation (FGM) and child on child abuse.

4.3 All members of staff will receive regular safeguarding training and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children.

4.4 The DSL/DDSL or any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups, will attend one of the multi-agency training courses at least once every two years. In addition, their knowledge and skills should be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.

4.5 All schools and colleges have a duty under the Counter-Terrorism and Security Act 2015, known as the Prevent duty, to prevent individuals from becoming terrorists or supporting terrorism. This duty aligns with wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders should acquaint themselves with the revised Prevent duty guidance. (page 156). The DSL/DDSL will undertake 'Prevent' and 'Channel' awareness training annually.

4.6 The Chair, Vice Chair and Safeguarding Governor will undertake appropriate and regular safeguarding training. All governors will undertake appropriate on-line training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of *Keeping Children Safe in Education* provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation. In addition, local guidance can be accessed via <http://www.saferchildrenyork.org.uk/> and <http://www.yor-ok.org.uk/> The DSL will also provide regular safeguarding updates for staff.

4.8. All members of staff will receive online safety training and know how to effectively deliver lessons within school. The curriculum will support children and staff to be aware of issues surrounding online safety and how to report incidents. For further information see 'Online safety policy'.

4.9. The DSL will ensure schools monitoring and filtering systems standards adhere to the latest government guidance <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges> For further information see 'Online safety policy'.

## **5. PROCEDURES FOR MANAGING CONCERNS**

5.1 Headlands School adheres to child protection procedures that have been agreed locally through the City of York Safeguarding Children Partnership.

5.2 All staff are advised to maintain an attitude of '*it could happen here and it probably is*'. When concerned about the welfare of a child, staff should always act in the best interests of the child and have a responsibility to take prompt action. Staff should feel comfortable and safe to come forward and express concerns knowing that they will be listened to and taken seriously.

5.3 All staff are encouraged to report any concerns that they have. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns to allow the DSL to access support for the child at the earliest opportunity.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy Designated Safeguarding Lead (DDSL). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded on CPOMS.

5.7 Following receipt of any information raising concern verbally or via CPOMS, the DSL /DDSL will consider what action to take and seek advice from MASH Children's Social Care on 01904 551900 or email [MASH@york.gov.uk](mailto:MASH@york.gov.uk). All information and actions taken, including the rationale for any decisions made, will be fully documented. They will advise on whether a referral is to be made.

5.8 All referrals will be made in line with City of York Council's Children's Services procedures. They will then give a RAG (Red, Amber, Green) rating.

5.9 Consent will need to be obtained to make a referral however if consent is not given, it is possible for it to be over ruled.

5.10 If there are concerns about a child or young person at level 4 where the child is considered to be at risk of harm the DSL/DDSL would **make direct contact** on 01904 551900 or Police (999

in an emergency) to urgently speak to a social worker outside office hours, before 8.30am or after 5.00pm, at weekends and on public holidays, they would contact the Emergency Duty Team on: Tel: 01609 780780, Email: [edt@northyorks.gov.uk](mailto:edt@northyorks.gov.uk) and complete a referral form once the immediate concerns have been addressed.

5.11 If referring for Children's Social Care support if there is a concern that a child is vulnerable or at risk of significant harm please contact the MASH (Multiagency Safeguarding Hub). Phone: 01904 551900 or Email: [MASH@york.gov.uk](mailto:MASH@york.gov.uk). Referrals on situations that are not immediately urgent should be made via completing the MASH referral form found online at <https://www.saferchildrenyork.org.uk/sending> to [mash@york.gov.uk](mailto:mash@york.gov.uk).

If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 01904 551900 and press option 1 – there is no need to use this form. If referring for Early Help support please send to [earlyhelp@york.gov.uk](mailto:earlyhelp@york.gov.uk)

5.12 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL/DDSL and a senior member of staff are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.13 Any member of staff who feels that concerns about a child have not been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns firstly with the DSL/DDSL. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly and raise the matter under the school's Whistle-blowing policy.

5.14 Working together 2023 highlights the importance of Early Help at any stage in a child's life. It states "Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of problems getting worse" The DSL/DDSL will discuss whether a family would benefit from early help. This is only carried out with the consent of the family. They will liaise with the Supporting Families Team [supportingfamilies@york.gov.uk](mailto:supportingfamilies@york.gov.uk).

## **6. RECORDS AND INFORMATION SHARING**

6.1 If staff are concerned about the welfare or safety of a child, they must ensure that any concerns are passed to the DSL/DDSL or senior member of staff without delay.

6.2 Any information prior to the introduction of CPOMS recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information prior to the introduction of CPOMS will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include a chronology of issues raised and actions undertaken.

6.4 As of September 2022, concerns and incidents will be logged using CPOMS. Staff are responsible for logging these promptly and the DSL/DDSL will review and advise of action. Concerns and incidents will be categorised under different headings and staff members have

different levels to access information depending on their role. The e-safety safeguarding lead (Neil Bromley) will also have access to online concerns and can act appropriately.

6.5 When a child leaves school, the DSL /DDSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed secure manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

6.6 Operation Encompass. Staff have been trained regarding the appropriate action when school receives and Operation Encompass alert. Alerts will also be logged on CPOMS and specific staff will be informed.

## **7. WORKING WITH PARENTS & CARERS**

7.1 Headlands School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a child protection policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 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 safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL/DDSL making a referral to Children's Services in circumstances where it is appropriate to do so.

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

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility or where a parent has given permission and the school has been supplied with the adult's full details in writing; such information sharing is subject to the provisions of the Data Protection Act 2018 and the General Data Protection Regulation 2018.

7.6 We support parents making them aware of the importance of online safety by sharing useful resources with them via school newsletters and poster displays. Parents are also notified of the themes that are explored within Jigsaw (PSCHE) lessons half termly.

## **8 CHILD PROTECTION CONFERENCES**

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be either the DSL or DDSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Child protection conferences may be upsetting for parents. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **9. SAFER RECRUITMENT**

9.1 We will ensure that the Headteacher and Deputy Head have completed appropriate safer recruitment training and are present on any appointment panel. At all times the Headteacher, in conjunction with the Governing Body, will ensure that safer recruitment practices are followed in accordance with the requirements of *Keeping Children Safe in Education*.

9.2 At Headlands School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 When appointing new staff Headlands School undertakes to:

- verify a candidate's identity, in accordance with identification checking guidelines, social media, google searches;
- obtain (via the applicant) before appointment an enhanced DBS certificate including barred list information where the person will be engaging in regulated activity;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school consider appropriate and;
- verify professional qualifications.

- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, or any imposed sanction or restriction.

9.4 We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements.

## **10. SAFER WORKING PRACTICE**

10.1 There is a legal duty placed on all adults who work with, or on behalf of, children to be competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's code of conduct and policy for positive handling and carry out their duties in accordance with this advice.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone, they will be visible to other members of staff. Doors should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## **11. MANAGING ALLEGATIONS AGAINST STAFF, GOVERNORS & VOLUNTEERS**

11.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We recognise that sometimes behaviour of adults may lead to an allegation of abuse.

11.2 Allegations may arise from a differing understanding of the same event, but many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children, that Part 4 of *Keeping Children Safe in Education* is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) on **01904 551783** where necessary (need to check number).

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher or Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors. If a concern is raised that is considered low level and does not require the LADO, a record of the concern should still be kept and discussed with the member of staff involved. If the DSL or the DDSL are unsure then they should contact the LADO.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. Where appropriate, a referral would be sent to the LADO using the [LADO Referral Form](#) (also available on the City of York Safeguarding Children Partnership website) giving as much detail as possible. Completed forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, nhs.net, etc.) to: [social.custodian@northyorks.gcsx.gov.uk](mailto:social.custodian@northyorks.gcsx.gov.uk)

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly. Further advice may be found on the City of York Safeguarding Children Partnership website:

<http://www.saferchildrenyork.org.uk/allegations-against-childcare-professionals-and-volunteers.htm>

11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made immediately to the LADO.

## **12 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN – Child on Child abuse**

12.1 Keeping Children Safe in Education (KCSIE), states that all staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it'.

12.2 It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 23)

12.3 We recognise that children are capable of abusing each other and this may manifest itself in different forms such as child on child abuse, sexual violence, harmful sexual behaviour and harassment between children. These matters should be dealt with in line with Keeping Children Safe in Education 2025.

12.4 Situation of child on child abuse will be dealt with immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

12.5 In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

### **12.6 Sexual violence and sexual harassment with child on child abuse**

This must always be referred immediately to the Designated Safeguarding Lead The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges Sept 2021

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm>

[ent\\_data/file/999239/SVSH\\_2021.pdf](ent_data/file/999239/SVSH_2021.pdf) with consideration of: Managing internally, Early Help, • MASH referral and Reporting to the police

### **13. Early Help**

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Has a disability
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean 'the DSL (or deputy DSL)'.

#### **Early help assessment**

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help is a vital component of safeguarding in York and is designed to provide timely and effective support to children and families before problems escalate. It aligns with the principles of the Supporting Families Programme and promotes a collaborative, strengths-based approach across all agencies.

In York, Early Help is delivered in accordance with the procedures set out by the **City of York Safeguarding Children Partnership**. Full guidance is available on the [Early Help page of the Safer Children York website](#).

## **Key Elements of the Early Help Process**

- **Early Identification and Assessment**

Any professional working with children, young people, or families can identify the need for early support. When appropriate, they should complete an **Early Help Assessment (EHA)** using a holistic and child-centred approach. This assessment is led by a designated **Lead Practitioner**, who works in partnership with the family to identify strengths, challenges, and support needs. Guidance on assessments is available via the [City of York Threshold Document](#) and the York Children's Services Procedures Manual.

- **Team Around the Child/Family (TAF)**

Where multiple services are involved, the Lead Practitioner coordinates a **TAF meeting**. This multi-agency forum develops a clear, shared action plan and ensures coordinated delivery of services. The **Supporting Families Team** is available to offer advice and input if challenges arise in progressing the plan.

- **Consent, Information Sharing, and Record-Keeping**

Consent from parents or carers is a requirement for initiating Early Help support (unless there are overriding safeguarding concerns). All practitioners must follow York's [multi-agency Information Sharing Protocol](#) and ensure accurate record-keeping. Assessments and plans should be shared securely and updated regularly.

## **14 Safeguarding procedures that involve outside agencies using the school premises.**

14.1 When the school premises are being used by outside agencies. The agency using the site has the responsibility of applying their own safeguarding policies that are in place.

## **15 Alternative Provision**

15.1 Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

## **16 CURRICULUM PROVISION**

16.1 The DSL/DDSL will work alongside PSHE lead to advise teaching staff on using the curriculum and assemblies to teach child protection matters such as Stranger Danger and personal safety.

16.2 Provision is in place to ensure that pupils feel safe and adopt safe practices such as cycling and pedestrian training, rail and river safety.

16.3 Using the 'Jigsaw PSHE' programme, the teaching of safeguarding is embedded into the curriculum (See Jigsaw Planning). Online safety is also taught with ICT lessons with the opportunities for teaching safety each term. Safeguarding lessons can also be taught standalone if a need has arisen or within year group assemblies.

16.4 NSPCC initiatives such as PANTS, Numbers day, Speak out and stay safe are also adopted to raise awareness to children of the work of the NSPCC but also the importance in safeguarding themselves and speaking out.

## **17 MONITORING AND EVALUATION**

17.1 An annual safeguarding audit and review of policy will be undertaken by the Head and Safeguarding Governor, and the outcomes presented to the Full Governing Body. This policy will also be reviewed following receipt of any updates from CYC Safeguarding Board or new legislation.

## **18 STATUTORY FRAMEWORK**

This policy has been devised in accordance with the following legislation and guidance:

- Keeping Children Safe in Education Statutory guidance for schools and colleges
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE, Updated 2023)
- City of York Safeguarding Children Partnership procedures and revised Early Help Strategy  
<https://www.saferchildrenyork.org.uk/cyscp-1/report-concern-child-young-person>
- Protecting children from radicalisation: the prevent duty (DfE, 2023)

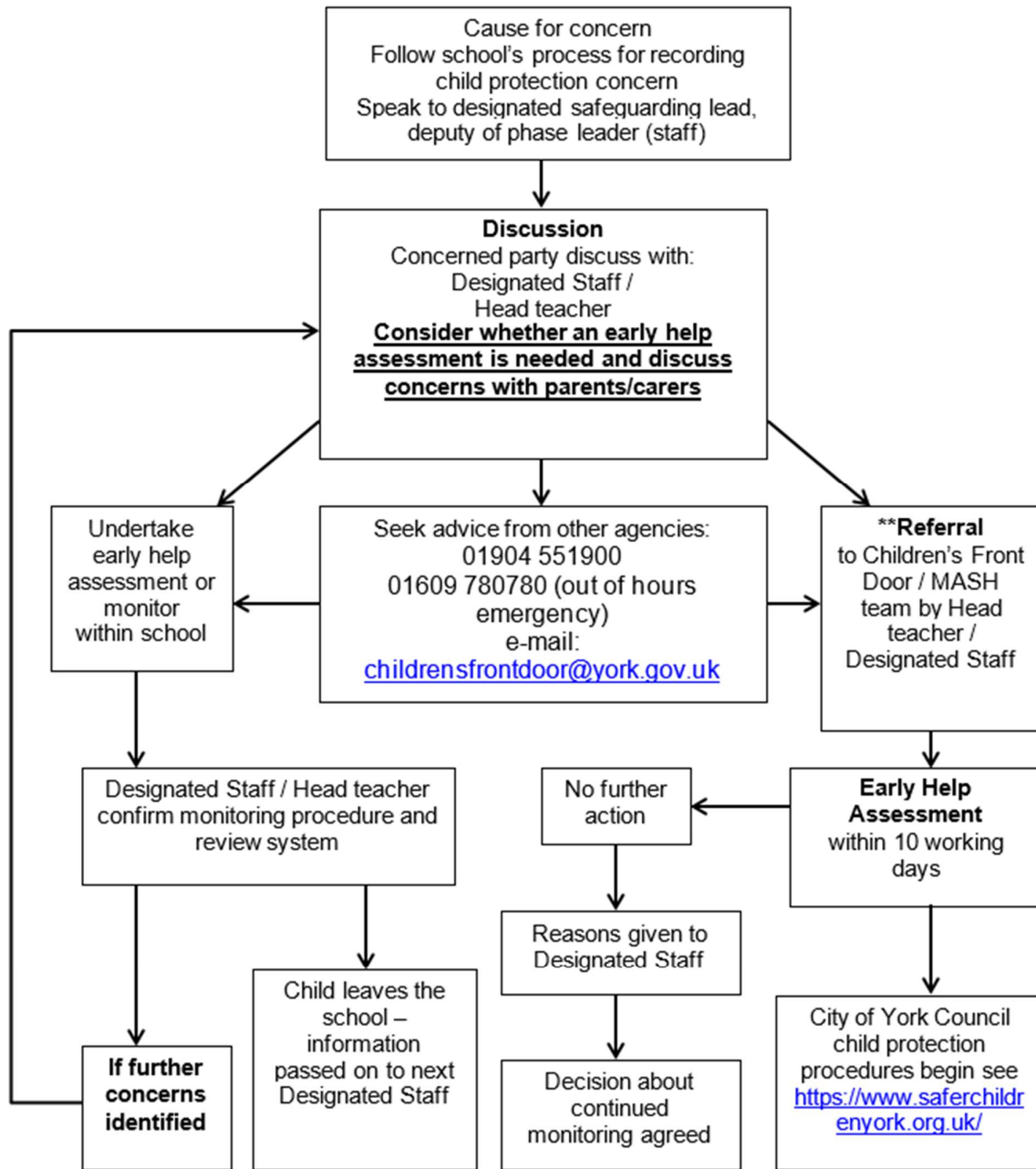
**Headteacher: Mrs Ruth Ellis**

**Chair of Governors: Rev Ron Smith**

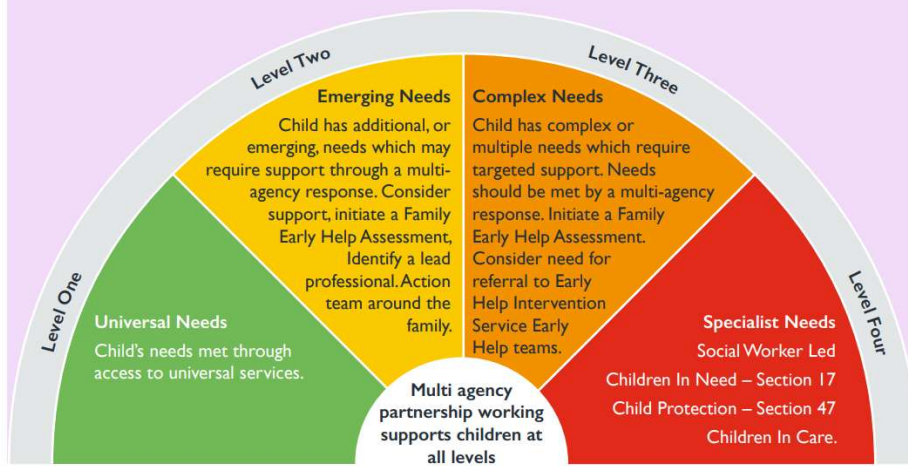
**Date: 29.09.2025**

**Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



# Levels of need and response



Levels of need descriptors | February 2020

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<b>Universal Needs (Level 1)</b> Parental consent required	<b>Universal Needs (Level 1) – example indicators</b> Children and young people at this level are achieving expected outcomes. There are no unmet needs or need is low level and can be met by the universal services or with some limited additional advice or guidance. All children whose needs can be met by universal services will occasionally experience difficulties in their lives which may be attributable to situational factors such as loss and separation, a change in their family's circumstances, illness or other short term factors. Response - Signposting to appropriate universal services, information and advice.
<b>Emerging Needs (Level 2)</b> Parental consent required	<b>Emerging Needs (Level 2) – example indicators</b> Children and families with some emerging needs may require support of another service alongside universal provision to prevent an escalation of needs. A Family Early Help Assessment may be appropriate for some children at this level and an appropriate Lead Practitioner should be identified within the services currently supporting the family. When emerging needs arise due to a child's having additional needs or being disabled make use of York's Local Offer for SEND ( <a href="http://www.yor-ok.org.uk/localoffer">www.yor-ok.org.uk/localoffer</a> ).
<b>Complex Needs (Level 3)</b> Parental consent required	<b>Complex Needs (Level 3) – example indicators</b> Children and families with more significant complex needs and who need targeted support without which they would not meet their expected potential. These children live in families where there is greater adversity and a greater degree of vulnerability. A Family Early Help Assessment and a Team around the Child/ family will be required. Families require a targeted coordinated response. Initiate Family Early Help Assessment/ consider need for referral to Early Help Intervention service Local Area Teams. When complex needs arise due to a child having additional needs or being disabled make use of York's Local Offer for SEND ( <a href="http://www.yor-ok.org.uk/localoffer">www.yor-ok.org.uk/localoffer</a> ).
<b>Specialist Needs (Level 4)</b> Section 17 / Child in need - Parental consent required Section 47 - Parental consent is not required. Best practice is to share information unless this would place child at further risk.	<b>Specialist Needs / Acute – example indicators</b> Specialist services are required where the needs of the child/ young person have been significantly compromised, they are suffering significant harm or impairment and statutory and/or specialist intervention is required to keep them safe. A comprehensive statutory assessment under Section 17 of the Children Act 1989 will be required/ intervention under Section 47 of the Children Act 1989 may be required for those children who are at immediate risk of significant harm and legal action may need to be taken or the Local Authority may need to accommodate the child/ young person in order to ensure their protection. A Section 17 assessment is required for children with disabilities who may require statutory intervention to meet their needs.

**Multi Agency Safeguarding Hub - Referral Form**

**City of York Childrens Services Contact Form**

Please identify which are of need is relevant to this child. All contacts will be screened by Multi Agency Safeguarding Hub.

All child(ren) in the household									
Forename	Surname	Date of Birth	Gender	Referring (Select Yes or No)	Contact number	Ethnicity	Religion	NHS Number	
			Choose an item.	Choose an item.		Choose an item.	Choose an item.		
			Choose an item.	Choose an item.		Choose an item.	Choose an item.		
			Choose an item.	Choose an item.		Choose an item.	Choose an item.		
			Choose an item.	Choose an item.		Choose an item.	Choose an item.		
<b>Address</b>									
Child(ren)'s first language or preferred means of communication			Is an interpreter or signer required?		Choose an item.				
					Details:				
<b>Nationality</b>									
Does the child(ren) have a disability?		Choose an item.		Details:					
Is the child(ren) privately fostered?		Choose an item.		Is the child(ren) adopted?		Choose an item.			
Family Network Details.									
Who would the child say is the most important person in their life?									
Who would the parent/carer say are the most helpful people in their life?									
Forename	Surname	Date of Birth	Gender	Parental Responsibility (please tick if yes)	Address (if different from above)	Contact Number	Ethnicity	Religion	Relationship to referred child(ren)
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
Consent									
If a practitioner believes a child is at risk of significant harm, they have a duty to make a referral. These referrals do not require consent, but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence. For all other referrals consent should always be sought from an adult with parental responsibility for the child (or from the child themselves if they are competent) before passing information about them to relevant services.									
Has consent been obtained?		Choose an item.			Which children has consent been given for?				

If consent has not been obtained, please provide reasons.		Have you informed the parent/ <del>care</del> /child about the reason for this referral? If not, why not.		
Views of parent on the referral?		Views of child/ren on the referral?		
Who has consent been obtained from?				
<b>Reason for referral – worries</b>				
What have you seen, heard or been told at makes you worried for the child/ren?				
How has the child/ren been hurt, frightened or impacted by the things you have observed?				
Who in the family or child's <del>network</del> have you spoken to about your worries?				
<b>Reason for contact – strength and safety</b>				
Describe the times you know of when the parent/carers are caring for the child(ren) well?				
What are all the good things you know happening in the child and family's life?				
What are the times the worries have been there, but someone has done something to help keep the child/ren safe and supported?				
<b>What do you feel needs to change to help the child/ren?</b>				
<b>Currently involved services</b>				
Role	Full name	Contact number	Email address	Address and postcode
Adult Mental Health				
Adult Social Care				
Adult Substance misuse				
Child substance misuse				
CAMHS				
Childcare Setting				
Dentist				
Targeted Intervention Team				

GP				
Housing				
Midwife				
Paediatrician				
Youth Justice Service				
0-19 Healthy Child Service				
<b>Other, please specify</b>				

Referrer's details					
<b>Date of referral</b>		<b>Time of referral</b>		<b>Type of Referral</b>	Choose an item.
<b>Name of referrer</b>			<b>Role</b>		
<b>Agency address</b>			<b>Contact number</b>		
<b>Email address</b>			<b>Other relevant information to note</b>		

Childrens Services	Disabled Children's Service	Prevent & Radicalisation	Targeted Intervention
YES/NO	YES/NO	YES/NO	YES/NO

Send completed forms to [MASH@york.gov.uk](mailto:MASH@york.gov.uk). You will receive an automatic acknowledgement email within 15 minutes. If you do not receive this please ring us to confirm your referral has been received.

If there are concerns about a child or young person child is considered to be at risk of harm ***make direct contact*** on 01904 551900 or Police (999 in an emergency) and complete this form once the immediate concerns have been addressed. If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 01904 551900 and press option 1 – there is no need to use this form.