



**North Yorkshire Safeguarding Children  
Partnership**

# **Boroughbridge High School Child Protection Manual**

Updated September 2023

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## Section B - School Safeguarding Audit

## 1. Allegations regarding person(s) who work or volunteer with Children

Schools should follow the NYSCP Managing Allegations Procedures [NYSCP \(safeguardingchildren.co.uk\)](https://www.nyscp.org.uk/safeguardingchildren.co.uk) when an allegation is made against any person working in or on behalf of the school, or any other person who works with children, (including supply staff, volunteers and contractors) that they have:

- 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 they may pose a risk of harm to children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations management in the school will be undertaken by the Headteacher or principal or (where the Headteacher or principal is the subject of an allegation) the chair of governors or the chair of the management committee or proprietor of an independent school (the 'case manager'). Where the Headteacher is the sole proprietor, or where there is a conflict of interest in reporting to the Headteacher, this should be reported directly to the LADO.

The school has 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. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Where the school dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

### Supply teachers

Where the school is not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties (this includes supply teachers and volunteers).

Whilst the school is not the employer of supply teachers who are engaged through a third party, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. Agencies should be fully involved and fully cooperate in any enquiries, but the school will usually take the lead.

The school will always follow: The NYSCP procedures and [DfE Guidance Keeping Children Safe in Education](#) 2023 part 4:

The 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:

Where a child may have suffered significant harm, the school will also submit a referral to Children's Social Care.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in line with school procedures. In our school the procedures involve reporting to Headteacher and allegation details, investigation and outcome are recorded and secured safely.

### **Initial Action**

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher or principal, (the senior manager,) make a record and have regard to the school's whistleblowing procedure
- In the event that an allegation is made against the Headteacher or Principal the matter will be reported to the alternative 'senior manager' as described above
- In the event of an allegation being made against the Headteacher or Principal, where they are also the sole proprietor of an independent school, allegations will be reported directly to the LADO
- The senior manager 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 senior manager 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 senior manager will consult with the Duty LADO (**01609 533080**) 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

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 will 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 2021.

Schools should have policies and processes to deal with Low Level Concerns that do not meet the harm threshold, to record concerns and take appropriate action to safeguard children, in line with Keeping Children Safe in Education 2023 Part 4 section 2. Our school does this through by following of school procedure and policy including reporting of any level of concern. The procedures and policies include but not solely referred to, KCSIE 2023, Working Together to Safeguard Children, Child Protection Policy and Staff Code of Conduct. Where Boroughbridge High School receives an allegation relating to an incident that happened when an individual or organisation was using their school premises running activities for children, they should follow their safeguarding policies and procedures, including informing the LADO.

## 2. Alternative Provision and Work Experience

This school is committed to safeguarding our children even if they are placed in alternative provision for a period within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including, a child protection policy, their response to concerns about a child, safer recruitment processes; attendance and child missing education procedure, and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff i.e. those checks that we would otherwise perform in respect of our own staff.

### Alternative Provision

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Guidance is available at:

- [Alternative provision - DfE Statutory Guidance](#)
- [Education for children with health needs who cannot attend school - DfE Statutory Guidance](#)

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil, and will seek written assurances in order to be satisfied that the provider meets the needs of our pupil.

## 3. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants,

and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE):**

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in KCSIE 2023 Annex B

### **Child Sexual Exploitation (CSE):**

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not

realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in KCIE 2023 Annex B (pages 142-144).

The DfE provides: [Child sexual exploitation: definition and guide for practitioners](#)

### **County Lines:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

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



Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

NYSCP Guidance on Criminal Exploitation and County Lines is [here](#).

### **Modern Slavery and the National Referral Mechanism:**

School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs. Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available [here](#).

### **MACE (Multi-Agency Child Exploitation):**

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see [here](#) and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see [here](#). MACE Level 2 meetings should be regularly attended by DSLs for schools, for more information about those meetings please email [MACE@northyorks.gov.uk](mailto:MACE@northyorks.gov.uk). The NYSCP MACE Practice guidance can be found on the NYSCP website [here](#).

## **4. Confidentiality**

School has regard to DfE guidance on Information Sharing:

*'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'*

School ensures the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring

there are systems in place for children to express their views and give feedback. School ensures that staff members do not promise confidentiality to the child and always act in the best interests of the child.

The school confidentiality policy indicates:

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

## 5. 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, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and 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. Children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

The school has implemented the [statutory requirements of relationships and sex education and health education which is compulsory for all schools from September 2020](#) . The statutory requirements could be taught through a wider Personal, Social, Health Education (PSHE) curriculum which incorporates an age-related, progressive and comprehensive curriculum, 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 including on-line safety.

We do this by:

- developing pupils' age-appropriate understanding of healthy and respectful relationships through appropriate relationship and sex education, including awareness of relationship abuse, and other abuse, sexual violence and harassment, child on child abuse, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based abuse such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- stereotyping, prejudice and equality including bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,

- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- body confidence and self-esteem
- developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- making available appropriate local and online advice.

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 online safety, relationships and sex education, substance misuse, smoke-free, and vape-free, equalities and anti-bullying policies.

Training needs of staff are regularly reviewed to ensure that staff delivering safeguarding aspects of PSHE or online safety 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 and data from the bi-annual Growing Up in North Yorkshire survey.

The following Information is made available to pupils to support them should they need access to independent guidance and advice (*e.g. Displays detailing helplines, posters, List of support on the school website, NHS Wellbeing in Mind Team on school site and providing students with contact details of organisations such as NSPCC and Childline*)

The school’s has additional arrangements for consulting with and listening to pupils including (*e.g. school council, peer support schemes, growing up in North Yorkshire Survey, school anonymous surveys, NHS Wellbeing in Mind* )

We make pupils aware of these arrangements by: Assemblies, School Website, PSHE lessons, Drop Ins, Displays and Form Time activities.

## 6. Curriculum resources and support for schools

The school access' the North Yorkshire PSHE and Citizenship Planning and Assessment toolkit which contains the PSHE and Citizenship curriculum entitlement framework for key stages 1-4 along with suggested resources specifically to support the safeguarding aspects of the curriculum by year group. It is accessible and further supporting resources from the [North Yorkshire Healthy Schools Website](#) and also see also [NSPCC teaching resources and lesson plans](#)

## 7. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently, or deliberately, stray into cyber-dependent crime.

Additional advice can be found at: [Cyber Choices](#), and [National Cyber Security Centre - NCSC.GOV.UK](#) Cyber Choices aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

## 8. Domestic Abuse

The [Domestic Abuse Act 2021](#) received Royal Assent on 29 April 2021. The Act introduces the first statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves of the abuse or may have had to leave the family home as a result.

### **Operation Encompass**

Where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247. Advice is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Safe Lives: young people and domestic abuse](#)

NYSCP guidance is also available:

- <https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/domestic-abuse/>

## **9. Partnership with Parents and Carers**

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Boroughbridge High School regularly communicates with parents/carers on how to keep children safe along with how they can report concerns through a weekly blog, their pupil behaviour record which can be accessed by parent/carer at all times of the day, school website, phone calls and electronic communication.

[NYSCP](#)

[NSPCC](#)

[CEOP](#)

[Internet Matters](#)

[Parent Zone](#)

[Childnet](#)

[Parents Protect](#)

[A-Z Index for Schools and Curriculum](#)

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.

We encourage parents to discuss any concerns they may have with [a member of the pastoral team, form tutor of DSL/Deputy DSL](#).

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 [via the website, written communication and parent information evenings](#).

## 10. Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Boroughbridge High School works together with Early Help representative for the area, local community policing, social care along with many specific support agencies that maybe required to support a young person or their families. All schools and colleges should allow access for children and families service staff 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 Early Help 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.

## 11. Child on child abuse/Child on child abuse including Sexual Violence and Sexual Harassment

**The statutory guidance in relation to child-on-child sexual violence and sexual harassment is contained in KCSiE 2023 Part five.**

**All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As

such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** 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.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**All** staff should be clear as to the school’s or college’s policy and procedures with regards 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.

## **Serious violence**

**All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline



in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

**All** staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office’s “[Advice to schools and colleges on gangs and youth violence](#)” and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

## **Additional information and support**

DfE advice “[Child abuse concerns: guide for practitioners](#)” provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

**Annex B** of KCSIE 2023 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance [Children and Young People Who Display Sexualised Behaviour](#)

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as ‘sexting’) these must always be reported to the DSL, who will have regard to the guidance:

- Gov.uk guidance on [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

School will make children and young people aware of the new Childline and Internet Watch Foundation (IWF) tool which helps children and young people to report a nude image or video of themselves that has been shared online. The IWF can then take steps to remove it from the Internet. More information from the IWF can be found [HERE](#) and the Childline reporting tool, ‘Report Remove’, can be found [HERE](#).

The DSL, having had regard to this guidance, will make referrals to police and children’s social care where appropriate.

The school will make every effort to minimise the risk of child-on-child 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.

Boroughbridge High school's arrangements for minimising risk and raising awareness amongst pupils through Relationships Education, Relationships and Sex Education or Personal Social Health Education

E.g. through use of materials in, see:

- School Child Protection Manual –Curriculum
- School Child Protection Manual –Curriculum Resources Support
- Products on the NYSCP website: [NYSCP Safeguarding Campaigns .](#)
- PSHCE Curriculum/Schemes of Learning

Boroughbridge High school's arrangements for minimising risk and raising awareness amongst staff e.g. providing staff with the NYSCP guidance and the [UKCCIS guidance.](#)

Undertaking the UKCCIS training contained in Annex F of the UKCCIS guidance

A document is available at the end of this guidance to support schools to review and put in place effective practice in relation to Child-on-child Sexual Harassment, Online Sexual Abuse and Sexual Violence.

## 12. Child on child Sexual Harassment, Online Sexual Abuse and Sexual Violence

### Supporting Effective Practice

#### Child on child Sexual Harassment, Online Sexual Abuse and Sexual Violence

At Boroughbridge High School we recognise that even if there are no reported cases of child-on-child sexual harassment, online sexual abuse and sexual violence (including sexualised language), such abuse may still be taking place in our school and is not being reported. The assumption that such abuse is happening is in line with government and Ofsted recommendations.

At Boroughbridge High School, we have a **zero-tolerance** approach to abuse. It is never to be passed off as “banter”, “just having a laugh”, “part of growing up” or “children being children” as we know that can lead to a culture of unacceptable behaviours and an unsafe environment for our children and young people.

We recognise that it is **more likely** that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and is taken seriously. We will ensure that no child or young person is ever made to feel ashamed for making a report.

All staff have undertaken training to recognise the different forms that child or child abuse can take, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

<b>Actions school needs to implement:</b>	<b>Action(s) identified by the school to ensure this is effectively implemented (time scale and person(s) responsible):</b>	<b>Monitoring the effectiveness of the schools actions on outcomes for children:</b>	<b>Supporting information and resources (add details of any additional resources used):</b>
<p><b>School ensures that staff are confident to recognise and report concerns.</b></p>	<p>All staff receive regular training and the main training is conducted at the beginning of the new academic year to ensure all updates and changes are shared. Safeguarding training is regularly scheduled throughout the academic year. All training documents, definitions and reporting processes are stored on a shared drive so all staff can access them.</p>	<p><i>Insert actions taken by school to ensure training <b>has been understood and will be followed.</b></i></p> <p>All staff complete the required training on safeguarding and prevention. Certificates of training are recorded and kept in staff files. KCSIE document is shared with all staff and staff are required to read and sign on completion.</p> <p><i>Details of any follow up actions that have been identified / how will they be addressed.</i></p>	<p><i>Keeping Children Safe in Education 2023 part one and five</i></p> <p><i>‘What to do if you’re worried a child is being abused’</i></p> <p><i>DfE Guidance – Sexual violence and sexual harassment between children in schools and colleges September 2023</i>  <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>.</p> <p><u>Online Sexual Harassment Guidance and Policy from the School of Sexuality</u></p>

		<p><i>Staff will be held accountable for completing the training and will be made to complete the required training. Training Logs are kept. Staff training will always contain details of signs, symptoms and reporting processes.</i></p>	<p><b>Education:</b>  <a href="https://schoolofsexed.org/guidance-for-schools">https://schoolofsexed.org/guidance-for-schools</a>   <a href="https://www.safeguardingchildren.co.uk/">https://www.safeguardingchildren.co.uk/</a> North Yorkshire Safeguarding Children Partnership. (One minute guides/training courses/guidance on reporting)</p>
<p><b>School has put in place robust procedures to minimise the risk of child on child abuse.</b></p>	<p>All students have participated in a specifically focussed assembly, where students have been informed of definitions, examples, reporting and zero tolerance of these behaviours. The PSHCE curriculum teaches students about healthy relationships and has been developed to include education of specific coverage of sexual harassment, consent and appropriate use of language along with an understanding of diversity and inclusion. This is reinforced through the wider curriculum and assemblies programme.</p>	<p>Include information in behaviour policy, pastoral support, relationships, sex (if appropriate) and health education curriculum, etc.</p> <p>The reporting procedures have been shared with staff and are accessible at all times via the shared drive. A safeguarding page has been developed on the school website.</p> <p>The behaviours are reported and categorised so that specific behaviours can be reviewed and be efficiently</p>	<p><i><b>Beyond Referrals: levers for addressing harmful sexual behaviour in schools (Contextual Safeguarding Network)</b></i></p> <ul style="list-style-type: none"> <li>• <i>Student Survey</i></li> <li>• <i>Staff Survey</i></li> <li>• <i>Parents' Survey</i></li> <li>• <i>Reviewing Policies and Procedures</i></li> <li>• <i>Reviewing Safeguarding and Behaviour Logs in Schools</i></li> <li>• <i>Hotspot Mapping Guidance</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Reports to governors monthly</i></li> <li>• <i>System data reports reviewed weekly and</i></li> </ul>

	<p>Development of a culture within the school to report..</p>	<p>and effectively dealt with.</p> <p>The school has a designated pastoral team however all staff are trained and provided with essential information to minimise risks.</p> <p>Assessment and monitoring of PSHCE curriculum and teaching &amp; Learning</p>	<p><i>daily in some cases</i></p> <p><i>Pre-recorded webinars to support some aspects of the toolkit including effective Student Engagement</i></p> <p>PSHCE Programme of study</p> <p><a href="https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools">https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools</a></p>
<p><b>The School curriculum covers relationships, sex and health education and specifically addresses sexual harassment, online abuse, sexual violence and issues of consent and healthy relationships.</b></p>	<p>The school operates an assembly programme which incorporates aspects related to safeguarding children and how they can stay safe. The school has a robust PSHCE curriculum that places a high priority in ensuring that students are aware of healthy relationships and how to report sexual harassment or abuse.</p> <p>The theme of healthy relationships, consent and appropriate use of language</p>	<p><i>The School's PSHCE curriculum spirals across the age groups so that all areas are studied and developed and enhanced as the students move through the key stages (age appropriate content)</i></p>	<p><u><i>Online Sexual Harassment: Guidance for Students.</i></u> <i>This document provides guidance for young people on what online behaviours constitute sexual harassment, and what to do if they experience any form of online harm</i></p> <p><u><i>Preventing sexual harassment in schools the role of PSHE education by the PSHE association</i></u> <i>can be accessed here</i></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance">https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance</a></p>

	<p>is covered at KS3 and KS4.</p> <p>The school also offers BTEC level 2 Health and Social Care which also includes developing knowledge of these areas.</p>		<p><a href="#"><u>-preventing-sexual-harassment-schools</u></a></p> <p><i><u>Project de Shame Teaching resources to use with 9-12 year olds – Just a joke- sexualised online bullying</u></i>  <i>problematic online sexual behaviour, with a focus on online sexual harassment e.g. bullying or harmful behaviour online based on gender or sexual orientation stereotypes, body-shaming, nudity and sexually explicit content.</i></p> <p><a href="https://www.childnet.com/resources/just-a-joke"><u>https://www.childnet.com/resources/just-a-joke</u></a></p> <p><i><u>Step Up, Speak Up! Teaching Toolkit for 13-17 year olds.</u></i>  <i>issue of online sexual harassment amongst 13-17 year olds.</i>  <i>Increase awareness and understanding on child-on-child online sexual harassment</i></p> <ul style="list-style-type: none"> <li>• <i>Address responses to those targeted,</i></li> </ul>
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	behaviour system and to the designated safeguarding team.	<i>month. Immediate safeguarding reports are alerted to the safeguarding team, along with daily and weekly reports.</i>	<p><u>NAHT and PSHE association guidance on preventing and responding to sexual harassment and sexual violence between children and young people</u>  <a href="https://www.naht.org.uk/Advice-Support/Topics/Pupil-support-and-safeguarding">https://www.naht.org.uk/Advice-Support/Topics/Pupil-support-and-safeguarding</a></p> <p><u>Harmful sexual behaviour prevention toolkit (Lucy Faithfull Foundation) Stop It Now!</u>  <a href="https://www.stopitnow.org.uk/wp-content/uploads/2020/10/Stop-It-Now-harmful-sexual-behaviour-prevention-toolkit-Oct-2020.pdf">https://www.stopitnow.org.uk/wp-content/uploads/2020/10/Stop-It-Now-harmful-sexual-behaviour-prevention-toolkit-Oct-2020.pdf</a>  <a href="https://www.stopitnow.org.uk/resources/">https://www.stopitnow.org.uk/resources/</a></p> <p><u>Agenda to support schools work effectively engage with pupils in conversations about healthy relationships and challenge gender based and sexual violence.</u>  <a href="https://agendaonline.co.uk/welcome/">https://agendaonline.co.uk/welcome/</a></p>
<b>School has processes in</b>	The school's reporting	Governors reports and	<a href="https://www.ceop.police.uk/Sa">https://www.ceop.police.uk/Sa</a>



<p><b>place to handle reports of sexual violence and harassment both on and off the school premises.</b></p>	<p>policies and procedures are used for reports made onsite, offsite or historic. The reports are then reported to the appropriate external agency and guardians are informed (where appropriate)</p>	<p>safeguarding report evidence effectiveness of the policies and procedures</p>	<p><a href="#">fety-Centre/</a> Police Social Services - <a href="https://www.northyorks.gov.uk/safeguarding">https://www.northyorks.gov.uk/safeguarding</a> <a href="https://www.safeguardingchildren.co.uk/">https://www.safeguardingchildren.co.uk/</a></p>
<p><b>School has process in place as to how victims, perpetrators and any other children or young affected by child on child abuse will be supported.</b></p>	<p>Referrals are completed to external agencies where required and guidance and plans are followed that are provided. Risk assessments, Safety plans or Behaviour plans are also put in place within the school.</p>	<p>School attend multi agency meetings to ensure that school provide the support required.  Evidence of attendance to the meetings is recorded and the minutes are stored securely within a student's file.</p>	<p>CAMHS guidance from individual practitioners for individual cases. NSPCC guidance Police guidance Social Service guidance</p>
<p><b>School recognises the factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).</b></p>	<p>The school's pastoral team provides potential vulnerability information to staff so that they can increase their vigilance. Staff are trained regularly about the vulnerability of the pupils and within the community. The culture of the school for staff and students is to share their concerns - where a staff member shares a concern the</p>	<p><i>School has undertaken the following to minimise the effect that such barriers could have to prevent a child or young person from making a disclosure.</i>  <i>Students can make reports/disclosures to any member of staff they feel comfortable with (and are informed that the information</i></p>	

	pastoral team will make further enquiries and seek/report to external agencies for advice when required.	<i>will be shared with the safeguarding team in order to keep them safe) - confidential rooms are made available for meetings</i>	
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## 13. Prevent, Protect and Prepare and Channel

### Prevent:

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be susceptible to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving, if that would allow the new school to continue supporting victims of abuse or those receiving support through the Channel programme.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist ideologies. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

### Roles and responsibilities:

- The strategic Prevent lead in school is DSL
- If not the DSL, they liaise with the DSL at all times
- They understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedure
- The senior leadership team and governing body are aware of the Prevent Strategy and its objectives

- There is a clear awareness of roles and responsibilities throughout the school / college / setting regarding Prevent
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
- The school's premises do not give a platform for extremist speakers and events
- School provides a broad and balanced curriculum that that promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect pupils against extremism and developing strong community cohesion
- Links to curriculum resources can be found in the PSHE Entitlement Framework at <http://cyps.northyorks.gov.uk/health-wellbeing-pshe>

### Training:

- A training plan is in place so that key staff, including senior leaders and governors, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be susceptible
- Details of training courses including frequency and availability are cascaded to all relevant staff
- Further training on the Prevent agenda, such as around Far Right Extremism is made available to the Safeguarding, pastoral and PSHE leads where appropriate
- There is appropriate staff guidance and literature available to staff on the Prevent agenda
- Staff are aware of curriculum resources and teaching strategies to teach pupils about extremism and the risk of radicalisation
- All staff in the organisation have accessed appropriate prevent training for their role

For further information and links to key documents see:

- <http://cyps.northyorks.gov.uk/prevent>

North Yorkshire Community Safety Partnership [Working with Individuals Vulnerable to Extremism in Education Settings \(Practice Guidance\)](#)

The Home Office e-learning training package on Introduction to the Prevent Duty is available [here](#). All staff and governors should have completed this training.

There are 2 further Home Office e-learning modules:

- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention (eg suitable for DSLs)
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel

A programme of 'Prevent' training and consultancy is available to schools through the [NYSCP](#) website.

## Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place
- All staff including the Prevent lead/ DSL follows the [NYSCP procedures](#)
- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by The Prevent lead
- A process is in place to identify and develop 'lessons learnt'

## Protect and Prepare:

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The North Yorkshire Schools' Emergency Procedures guidance, requires schools to:

- Ensure all staff undertake the [Action Counters Terrorism \(ACT\) Awareness Training](#)
- Assess the security of the school site and make necessary improvements
- Develop lock down and invacuation procedures
- Teach pupils how to stay safe if they were caught up in an attack- [Run, hide, tell guidance](#)

The guidance can be accessed at:

- <https://cyps.northyorks.gov.uk/school-emergency-response>

## The Prevent Duty

The school understands that it is subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 and that this is part of its wider safeguarding obligations.

## Channel

The school understands that Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being susceptible to being drawn to terrorism.

[NYSCP \(safeguardingchildren.co.uk\)](https://safeguardingchildren.co.uk)

## 14. 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)
- where possible three emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child absent from education is identified as a welfare and/or safeguarding concern
- 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

*School collates and securely stores all information prior to admission to the school and Child Protection and Safeguarding Documents are requested – where appropriate conversations and plans are made with external services prior to admission. The Information is stored on student profiles and any safeguarding and child protection information is stored securely on BROMCOM system that is only accessible by the DSL.*

## 15. 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

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse

- emotional abuse
- racist, disability and homophobic, transphobic and biphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist ideologies
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- risks linked to using technology and social media, including online bullying; and the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography
- teenage relationship abuse
- child on child abuse
  - serious violence, including knife crime
  - bullying (including online bullying and prejudice-based bullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment
  - sexting (also known as youth produced sexual imagery)
  - initiation / hazing type violence and rituals
  - upskirting
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- So called 'honour –based' abuse
  - female genital mutilation
  - forced marriage
  - Breast-ironing <sup>1</sup>
- faith abuse
- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children

It relates to aspects of care and education, including:

- children absent from education
- children with family members in prison
- homelessness

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<sup>1</sup> **Breast-Ironing:** Involves flattening a girl's chest with a hot stone or other objects to delay breast growth, as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the victim has consented. The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison.

- children's and learners' health and safety and well-being including their mental health
- meeting the needs of children who have special educational needs, disabilities or physical health issues
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- alternative provision
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- children not collected from school
- lost children

It relates to other policies including:

- Private fostering
- Complaints
- Admissions
- Safer recruitment
- Key person
- Teaching and learning
- Partnership with parents
- Confidentiality
- Record keeping
- Administering medication
- Intimate care
- Disciplinary procedure
- Whistle blowing
- Acceptable use of ICT
- Educational Visits (guidance is available [here](#) (schools will be required to have a Service Level Agreement with NYC to access this guidance))

[NYC Guidance](#) for schools is available for PSHE (including relationships and sex education) / Health and Wellbeing

[NYC Online Safety Guidance](#) updated 2021 for schools and settings which includes sample acceptable use policies

New Guidance for [safer working practice for those working with children and young people in education settings](#) issued in May 2019

[NYC: Guidelines](#) for dealing with and reporting prejudice-based incidents, hate incidents and hate crimes in schools and settings (updated October 2019)



Hate Incidents should be reported to the local authority through the online reporting tool in the [NYC Guidelines for Dealing with and Reporting Prejudice Based Incidents and Hate Crimes in Schools and Settings](#) . The guidance can be found [here](#)

Any prejudice-based incident, hate incident and / or hate crime must always be reported to the Designated Safeguarding Lead in order to identify appropriate follow-up. Online reports are shared with the multi-agency Hate Crime Working Group, in order to identify common themes and inform future approaches to tackling hate crime

School policies can be found on the school website at [www.boroughbridgehigh.com](http://www.boroughbridgehigh.com)

## 16. Safer Recruitment and Selection

The school pays full regard to DfE guidance [Keeping Children Safe in Education](#) the [Protection of Freedoms Act 2012](#); the [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement \) \( Amendment\) Regulations 2018](#) under [S75](#) of the [Childcare Act 2006](#) and [NYHR Schools' Recruitment procedures and guidance](#) (login required).

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 guidance on checking volunteers and contractors, and [NYC Education and Skills guidance](#) on checking host families for educational visits and work experience providers.

It is vital that schools create a culture of safer recruitment and, as part of that, adopt written recruitment and selection policies and procedures that help deter, reject or identify people who might abuse children. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous educational and employment history and ensuring that a candidate has the health and physical capacity for the job. The school will take a planned approach to recruitment and ensure it takes appropriate safeguarding actions at each stage of the process. The selection decision will be appropriately recorded and a copy of relevant documents, including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file. As part of the shortlisting process schools should consider carrying out an online search as part of their due diligence.

Online searches should only be completed on shortlisted candidates for interview and assessment and should focus on gaining an insight only into the applicant's suitability to work with children. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks. It is recommended that the person undertaking searches receives suitable training and guidance and as a minimum, is Safer Recruitment trained. The person carrying out the online searches should not be otherwise involved in the recruitment process. The same search engine should be used for all

searches to establish what relevant information is publicly available online. Searches of social media sites such as Facebook are not recommended, however LinkedIn may be useful to compare against employment history declared in the candidate's application form. The specific searches and search engine used (for example [www.google.com](http://www.google.com)), conducted on a candidate should be recorded. Prior to the interview and assessment stage, the panel should consider the findings of the searches and decide how they intend to make further enquiries with the candidate. Any concerns should be explored with the candidate and their responses recorded, along with the decision made.

All NYC school staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with the Council or if they receive a 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.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a new member of staff and all appropriate checks for the post carried out.

The school must keep a Single Central Record detailing a range of checks carried out on their staff (including supply staff, and teacher trainees on salaried routes) who work at the school and, additionally, for independent schools, including academies and free schools, all members of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the school's workforce and for unsupervised volunteers working in regulated activity
- a risk assessment will be undertaken by the Headteacher to decide whether to obtain an Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration and nature of contact with children, the level of supervision of the volunteer, what is known about the volunteer, including formal or informal information offered by staff, parents and other volunteers, whether the volunteer has other employment or undertakes activities where referees can advise on suitability. Details of the risk assessment will be recorded and retained on file (see [KCSIE](#))
- an Enhanced DBS check without Barred List Check, is obtained for maintained school governors and members of the proprietary body of an independent school, including academies and free schools (see [KCSIE](#))

- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see e [KCSIE](#))
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work (see [KCSIE](#))
- Academies, Independent and Free and Schools will ensure a check of any Section 128 direction for those taking up a management position. Maintained school must undertake this check for all governors.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate (see [KCSIE](#))
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer
- identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the school workforce before the appointment is made
- evidence must be obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable

## Visitors

All visitors to the school are required to sign in at the school reception.

*“Schools and colleges should not request DBS checks and barred list checks, or ask to see existing DBS certificates, for visitors such as 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 2023*

## 17. Safer Working Practice

“All staff members should be aware of systems within their school 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 code of conduct; the safeguarding response to children who are absent from education, particularly on repeat occasions and / or prolonged periods; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).”

*KCSIE 2023*

This guidance was updated in February 2022 via the safer recruitment consortium, this guidance can be accessed [here](#)

## Staff behaviour policy

The school is required to have in place a staff code of conduct. The school adopts and makes all staff and volunteers aware on induction of the *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings* can be accessed [here](#) and [here](#). In addition the information provided by the [NSPCC](#) to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe. All documents can also be accessed on the staff shared drive.

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

## 18. Self-Harm and Suicidal Ideation

### Self-harm and self-injury

Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk taking behaviours in the same way as experimenting with drugs and alcohol and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not.

Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves.

Some examples of how young people may self-injure include:

- Cutting or burning.
- Taking an overdose of tablets (whether these are prescribed or not).

Self-harm can include anything that causes an injury but can also be about taking risks. It can also involve using alcohol or drugs excessively – though many young people do not see this as self-harm or self-injury. Recognising these behaviours can be as important as those that are obvious, such as cutting.

Self-harming is always dangerous, even if it is not intended to be, one example of this is superficial cutting. This may not require an immediate response but it is still probably a sign of emotional distress and the young person still needs support. As a member of staff you may wish to get advice and support to help you work with the student to access services.

## **Suicide**

Paradoxically, self-harm can be a coping mechanism to dull mental distress with the aim to preserve life, which can be a difficult concept to understand. Despite this clear distinction, young people who self-harm are known to be in a high-risk group for future suicide; however suicidal feelings are likely to originate from the issues behind the self-harm rather than the self-harm itself. In some cases, death occurs as a result of self-harm but is not the intention.

Suicide is still a rare event in young people; attempted suicides are uncommon in childhood and early adolescence, but increase markedly in the late teens and continue to rise until the early 20s. Nevertheless, all people working with children/young people must be aware of the potential for someone to complete suicide and must work together to ensure that no child/young person feels suicide is their only option.

You may feel anxious about asking a child/young person if they are self-harming or considering suicide; however, it is important to talk about it even if you find it uncomfortable. Remember: It is a myth that you may put the idea into their head.

Questions you could ask include:

- Are you having suicidal thoughts?
- Are you planning to self-harm?
- Are you considering taking your own life?
- What is happening for you?
- How is this affecting you?
- What help do you need?
- What would you like to happen next?

If you feel that the child/young person is at risk of self-harm or suicide, then it is necessary to understand the seriousness and immediacy of the risk. Depression, hopelessness and continuing suicidal thoughts are known to be associated with risk.

If the child/young person talks about killing themselves always take this seriously as many people who do complete suicide have previously told a professional about their intention. The following warning signs suggest that the risk is high:

- Current self-harm, especially if it poses a risk to the child/young person's health and wellbeing.
- Thoughts of suicide are frequent and not easily dismissed.

- Specific plan to complete suicide.
- Access to the means to complete suicide (for example, stockpiling tablets).
- Significant drug or alcohol abuse.
- Situation felt to be causing unbearable pain or distress.
- A friend or family member who has died by suicide.
- Previous, especially recent, suicide attempt.
- Evidence of current mental illness.
- Limited protective factors that may prevent them from attempting suicide or harming themselves, for example, socially isolated, poor relationships with parents/carers etc.
- No support mechanisms when distressed.

## **Self-Harm and Suicidal Ideation Pathway**

The NYSCP Self-Harm and Suicidal Ideation Pathway has been developed for staff working with children and young people in North Yorkshire under the age of 18 (under 25 for those with disabilities or for care leavers) who self-harm or feel suicidal. It is not aimed at people who work within the mental health sector; instead, it is targeted at people who work with children/young people in a wide range of settings, including as schools.

The guidance sets out key principles and ways of working but does not prescribe how to act in individual situations. It is not intended to override individual organisational or professional guidelines where they exist. It can however be used as a prompt for discussions about organisational approaches to working with self-harm and suicidal intent, or to highlight individuals' skills or training needs.

To access the Self-Harm and Suicidal Ideation Pathway visit the North Yorkshire Safeguarding Children Partnership website at:

- [www.safeguardingchildren.co.uk/shsip](http://www.safeguardingchildren.co.uk/shsip)

The school has in place a self-harm and suicide ideation policy which is identified below. *All schools should adopt policies for self-harm and suicidal ideation. The policy can be found on the school website: [www.boroughbridgehigh.com](http://www.boroughbridgehigh.com) as well as below:*

### **Self-Harm and Suicide Ideation Policy**

As a school we have a responsibility to meet the needs of our pupils, and it is important that we all know how to best approach the issue of self-harm. This policy must be read in conjunction with our safeguarding policy. We know that young people remain concerned about seeking help so it is imperative that we are open minded and compassionate. Our approach is non-judgmental and we will demonstrate a willingness to listen to our young people.

This policy aims to encourage staff to talk with young people about self-harm when appropriate, in particular when they are aware that they are struggling with their lives. Asking about self-harm does not increase the behaviour, and we want staff to be confident in having these conversations.

Self-Harm within the policy refers to any act of self-poisoning or self-injury carried out by an individual, irrespective of motivation.

Self-harm is a sign that a young person is experiencing significant emotional distress (see NICE guidelines). Self-harm may include overdose (self-poisoning), hitting, cutting, burning, pulling hair, picking skin, head banging, self-strangulation. This policy does not cover other issues such as overeating/ food restriction or risk-taking behaviours such as consuming drugs/alcohol.

Self-harm is more common than many people realise, it is recorded that around 10% of young people self-harm at some point, and this figure is likely to be an underestimate. Self-harm is much less common in primary school age children, behaviours include shallow cuts, hair pulling, head banging and deliberate self-grazing or scratching. Self-harm in younger children is often linked to family difficulties. Young people with special educational needs may also engage in self-harm. It is estimated that about half of autistic people engage in self-injurious behaviour at some point in their life, and it can affect people of all ages (<https://www.autism.org.uk/about/behaviour/challenging-behaviour/self-injury.aspx>).

### **Suicide**

Suicidal ideation, also known as suicidal thoughts, is thinking about or having an unusual preoccupation with suicide. The range of suicidal ideation varies greatly from fleeting thoughts, to extensive thoughts, to detailed planning, role playing, and incomplete attempts. Paradoxically, self-harm can be a coping mechanism to dull mental distress with the aim to preserve life, which can be a difficult concept to understand. Despite this clear distinction, children and young people who self-harm is known to be in a high-risk group for future suicide; however suicidal feelings are likely to originate from the issues behind the self-harm rather than the self-harm itself. In some cases, death occurs as a result of self-harm but is not intended. Suicide is still a rare event in children and young people; attempted suicides are uncommon in childhood and early adolescence but increase markedly in the late teens and continue to rise until the early 20s. However, all people working with children/young people must be aware of the potential for someone to complete suicide and work together to ensure that no child/young person feels suicide is their only option. The National Confidential Inquiry into suicide and safety in mental health NCISH (2022) identified the following themes in suicide by children and young people

- Family factors such as mental illness
- Abuse and neglect
- Bereavement and experience of suicide
- Sexual orientation
- Bullying
- Suicide related internet use
- Academic pressures, especially related to exams and learning difficulties
- Social isolation or withdrawal
- Physical health conditions that may have social impact
- Alcohol and illicit drugs
- Mental ill health, self-harm and suicidal ideas
- Adverse Childhood Experiences (ACEs)

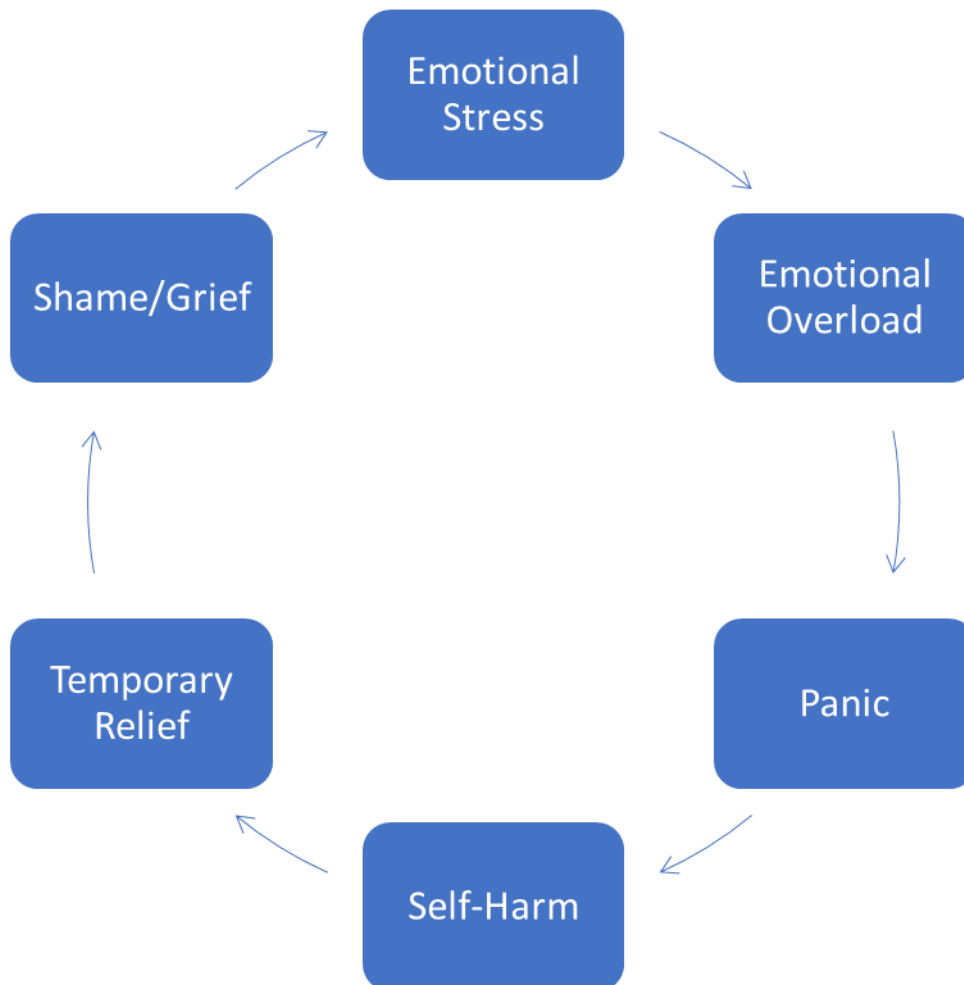
Most children and young people self-harm without suicidal intent; but over half of young people who die by suicide have a history of self-harm (NCISH, 2017). It is important to take self-harm seriously, not only because it is often an expression of distress, and can cause bodily harm, but also because it is associated with an increased risk of suicide.

**Young people self-harm for a variety of reasons, this can include:**

- To feel in control
- As a form of punishing themselves
- As a way of communicating distress
- As an opportunity for nurture and comfort
- To relieve tension
- To feel more connected and alive, if otherwise they feel detached
- It can provide distraction
- As a coping strategy

**Because self-harm can reduce tension and help control mood, it can be self-reinforcing and habit forming.**

Our staff understand that it is difficult to break the cycle of self-harm:



**Some factors that might make someone more at risk are:**

- Experience of a mental health disorder. This might include depression, anxiety, borderline personality disorder and eating disorders
- Being a young person who is not under the care of their parents, or young people who have left a care home
- Being part of the LGBTQ+ community
- Having been bereaved by suicide

(Extract from Truth about self-harm, Mental Health Foundation)

**Self-harm behaviours in children and young people**



It is important to remember that young people using self-harm strategies are less likely to talk about their self-harming. Young people often hide their self-harm, but there are a number of signs that they may be self-harming. These include unexplained cuts, burns or bruises; keeping themselves covered; avoiding swimming or changing clothes around others. Signs of self-harm may be similar to signs of physical or other abuse as it is hard to know who inflicted the injury. It is important that staff are curious when asking children about an injury, and as self-harm is a potential cause for concern, staff need to record and report any observations or conversations they have with pupils about injuries that could be self-harm or abuse, in accordance with the safeguarding policy and reporting procedures. Other non-specific signs of self-harm include becoming withdrawn or isolated; low mood, lack of interest, drop in academic grades; sudden changes in behaviour such as becoming irritable, angry or aggressive; excessive self-blame for problems, expressing feelings of failure, uselessness or hopelessness.' (from: Young people who self-harm, a guide for school staff) Self-harm behaviour is usually aimed at coping with life rather than ending it, however, there is an increased risk of suicide if someone already self-harms. Designated safeguarding leads will follow the guidance from NYSCP

<https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance> and provide guidance to the safeguarding teams within school.

'It important that as professionals we must not ask a young person to stop harming. There are many reasons for this. Firstly, due to the addictive nature of self-harm, unless that method of coping is replaced with another in its place you are expecting that individual to give up their coping strategy. Without means to release/process the difficult emotion that they are struggling with, levels of distress will increase and some will move towards suicidal thoughts as they struggle to cope. Secondly, due to the nature of shame and guilt that an individual feel around their self-harm, they will not want to let you down and often unrealistically telling them to stop can drive the issue underground again as they go back to hiding the behaviour.' (Laura Hadow, Youthscape)

## **Good practice in supporting children and young people who self-harm or who have suicidal ideations**

### **Responding to a self-harm incident**

Occasionally, the first we know about a young person's self-harm is if they are self-harming in school. If this happens, keep calm and follow first aid guidelines if necessary. Acknowledge their distress – both their physical pain and their emotional pain which may have led to the self-harm. Young people will want your acceptance and support. Their behaviour should not be described as attention seeking, and you should use non-judgemental language. Advise the pupil that you will need to discuss what happened with the designated safeguarding lead in line with the school's safeguarding policy. We will usually ask the young person to hand in any objects that they have been using to self-harm with, these can be picked up by their parent/carer at the end of the school day. The student will also then create a safety plan with the school, that is shared with home and school, to reduce the use of self-harm especially within a school setting. Any items deemed to be used for self-harming are controlled by the class teacher to ensure there is no misuse or loss of equipment. Safety Plan can be found in Appendix A.

### **As a staff member, you may be the first to notice that a young person has been self-harming.**

Sometimes a young person will confide in you about their self-harm, or a friend might bring another pupil to your attention. Staff need to talk with the Designated Safeguarding Lead about the best course of action, in line with the safeguarding policy. The first conversation

about self-harm can be distressing, and it can be hard to know what to do. However, it is important that you do not ignore signs of self-harm. If you suspect self-harm, let the young person know your concerns in an empathetic and caring manner. Young people will respond best if staff talking to pupils listen carefully in a calm and compassionate way, take a non-judgemental approach and try to reassure them that they understand that self-harm is helping them to cope at the moment and that they want to help. 'A supportive response demonstrating respect and understanding of the child or young person, along with a non-judgmental stance, are of prime importance. Note also that a child or young person who has a learning disability may find it more difficult to express their thoughts

In a confidential environment, not in the presence of other pupils, practitioners should talk to the child or young person and establish (the information gathered can be documented on the safeguarding report form):

- If they have taken any substances or injured themselves;
- Find out what is troubling them;
- Explore how imminent or likely self-harm might be;
- Find out what help or support the child or young person would wish to have;
- Find out who else may be aware of their feelings.

And explore (the information gathered can be documented on the safeguarding report form):

- How long have they felt like this?
- Are they at risk of harm from others?
- Are they worried about something?
- Ask about the young person's health and any other problems such as relationship difficulties, abuse and sexual orientation issues?
- What other risk taking behaviour have they been involved in?
  - What have they been doing that helps?
- What are they doing that stops the self-harming behaviour from getting worse?
- What can be done in school or at home to help them with this?
- How are they feeling generally at the moment?
- What needs to happen for them to feel better?

Appendix B and C on full website policy details guidance on procedure and questions to use.

### **The following may be useful to consider when approaching a young person about self-harm:**

A member of staff will need to talk to the young person to find out more about their self-harm behaviour, including history, frequency, types of method, use, triggers, psychological purpose, disclosure and help seeking and support. (Young people who self-harm, A Guide for School Staff, University of Oxford, 2018).

If young people talk about self-harm, it is also important to establish if they are feeling suicidal, so the question 'Have you ever felt like ending your life?' must also be asked. We know that asking about suicide does not put the idea into their mind, however some children may not disclose suicidal ideation until directly asked about this. The North Yorkshire suicide prevention guidance must be followed (<https://www.safeguardingchildren.co.uk/shsip/sources-of-help>). School will put a plan in place with the young person which will support them at school, this will be reviewed as needed. For some young people this may be daily at the beginning, and then move on to regular reviews as agreed. A student may find it helpful to put together a self-soothe box/compassionate kit bag and this can be completed with a staff member. Guidance:

<https://www.getselfhelp.co.uk/emergency.htm> and <https://youngminds.org.uk/blog/how-to-make-a-self-soothe-box/>

### **Informing and supporting Parents/Carers including consideration for confidentiality**

When the school becomes aware of a young person's self-harm, they will need to have a conversation with the young person about sharing information with their parents/carers, as they need to be involved in supporting their child and accessing further support for them if necessary (unless this would put them at risk of harm). Sometimes young people have a preference of who they would like to be informed, e.g. Mum or Dad. If a young person is reluctant about informing their parents/carers, we will encourage them to think about the benefits of involving their family and how they could help. Professional judgement must be exercised to determine whether a child or young person in a particular situation is competent to consent or to refuse consent to sharing information. Consideration should include the child's chronological age, mental and emotional maturity, intelligence, vulnerability and comprehension of the issues. A child at serious risk of self-harm may lack emotional understanding and comprehension.

### **Informed consent to share information should be sought if the child or young person is competent unless:**

- The situation is urgent and delaying in order to seek consent may result in serious harm to the young person (suicidal ideation);
- Seeking consent is likely to cause serious harm to someone or prejudice the prevention or detection of serious crime

If consent to information sharing is refused, or can/should not be sought, information should still be shared in the following circumstances:

- There is reason to believe that not sharing information is likely to result in serious harm to the young person or someone else or is likely to prejudice the prevention or detection of serious crime; and
- The risk is sufficiently great to outweigh the harm or the prejudice to anyone which may be caused by the sharing; and
- There is a pressing need to share the information.

If a competent child wants to limit the information given to their parents or does not want them to know it at all; the child's wishes should be respected, unless the conditions for sharing without consent apply. The NSPCC website for further information on balancing children's rights with the responsibility to keep them safe from harm:

<https://learning.nspcc.org.uk/researchresources/briefings/gillick-competency-andfraser-guidelines/>.

As self-harm can often provide a way of feeling in control, it is important that children and young people are fully involved in discussions about informing parents/carers, considering the individual's competence to make such decisions, as well as any safeguarding concerns, as discussed above. Our practice involves giving young people some choices about how this will be done. Options could include letting the young person inform their parents/carers and schools get in touch the next day (where there is no immediate safeguarding concern), parents/ carers are called with the young person present throughout the conversation, parents/carers are invited into school to talk together with the young person.

A checklist for talking to parents on the phone can be found in 'Self-harm and eating disorders in schools' by Pooky Knightsmith.

It is also important that parents/carers are provided with appropriate advice and support about how to support their child with self-harm: <https://youngminds.org.uk/find-help/forparents/parents-guide-to-support-a-z/> parents-guide-to-support-self-harm/ and

[https://www.psych.ox.ac.uk/files/news/copy\\_of\\_coping-with-self-harm-brochure\\_final\\_copyright.pdf](https://www.psych.ox.ac.uk/files/news/copy_of_coping-with-self-harm-brochure_final_copyright.pdf)

Parents/carers should be made aware of external support such as helplines, for example: YoungMinds, 0808 802 5544 (Young Minds Parents Helpline, Mo-Fr 9.30 – 16.00). Information is also available on the school website.

#### Assessment of Risk and Referrals

In general, pupils are likely to fall into one of two risk categories:

1. Low risk pupils: Pupils with little history of self-harm, a generally manageable amount of stress, and at least some positive coping skills and some external support.
2. Higher risk pupils: Pupils with more complicated profiles – those who report frequent or long-standing self-harm practices; who use high lethality methods, and/or who are experiencing chronic internal and external stress with few positive supports or coping skills. Suicidal ideation higher risk.

If there are significant concerns about a young person's mental health, a referral to CAMHS, with parental consent, will need to be made. If young people need urgent medical attention and are taken to A&E, they should receive a mental health assessment at hospital. If a young person already has CAMHS involvement then CAMHS crisis team can be contacted for immediate advice and support - 0800 0516 171

All other referrals to CAMHS are made via the Access and Assessment Team or GP, Tees, Esk and Wear Valleys NHS trust, North Yorkshire on 01423 726900 or via referral form from <https://www.tevv.nhs.uk/locations/dragon-parade-clinic/>.

#### Supporting Friends

In school, one student's self-harming behaviour can sometimes affect other students. This can occur particularly with self-cutting and is more common in females. If a student comes with concerns about a friend's self-harm, they should be reassured that telling a staff member is the right thing to do and that they have been a good friend. Friends should be offered the opportunity to speak to a trusted member of staff for support, someone who the young person is comfortable talking to. When talking to a young person about their self-harm, staff should endeavour to find out about their friends and who knows about their self-harm. It is important that young people know where and how to get help if they are worried about a friend, and that ongoing support is offered to friends as well.

If more than one student has self-harmed, it is important not to panic, but to be observant and raise awareness of how students can get help when they are struggling with difficult emotions. Separate support for individual students is preferable to raising the issue in large school groups such as school assembly. It is however important to deliver digital citizenship education for young people, and this includes talking about self-harm. Information about support will also be displayed on the school's website and the information boards within school.

Websites that promote self-harm are sometimes accessed by young people. Schools should endeavour to identify and block these.

Boroughbridge High School will only provide access and direct students to online support if it has been verified and promoted by NYSCP (<https://www.safeguardingchildren.co.uk/>)

Young people will be directed to helpful websites such as:

- [www.kooth.com](http://www.kooth.com)
- [http://www.nshn.co.uk/downloads/Advice\\_for\\_young\\_people.pdf](http://www.nshn.co.uk/downloads/Advice_for_young_people.pdf)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- <https://www.map.uk.net/get-help/mental-health-and-wellbeing/>
- <https://www.selfinjury.com/Pages/Category/self-help-resources>
- <https://www.selfharm.co.uk/>
- [www.harmless.org.uk](http://www.harmless.org.uk)

- <http://epicfriends.co.uk/>
- [www.neurolove.org](http://www.neurolove.org)
- [www.lifesigns.org.uk](http://www.lifesigns.org.uk)
- [www.recoveryourlife.com](http://www.recoveryourlife.com)

And apps:

- <https://calmharm.co.uk/>
- <http://self-healapp.co.uk/>
- <https://www.nhs.uk/apps-library/distract/>
- <https://www.nhs.uk/apps-library/chill-panda/>
- <https://www.nhs.uk/apps-library/meetwo/>
- <https://www.nhs.uk/apps-library/thrive/>
- <http://www.self-healapp.co.uk/>
- <https://www.nhs.uk/apps-library/blueice/>

Self-harm online support group <https://selfharm.co.uk/alumina>: This is a free, 6 week online course for young people aged 14-19 who self-harm, with the aim of recovery, run by a qualified counsellor with a small group of young people.

### **How staff will be supported**

Self-harm can be distressing for school staff. On discovering that a student is self-harming, staff may experience emotions such as sadness, shock, anger, fear, disgust, frustration and helplessness. Such emotions are common. Because self-harm is self-inflicted, it can be more difficult to empathise with than, for example, accidental injuries.

Some suggestions that may help:

- Be honest with yourself about your emotions
- Discuss your feelings with colleagues or line managers
- Seek support (CAMHS for professionals working with young people or NYSCP)
- Look after yourself (making sure that you prioritise your own health and wellbeing)
- Recognise that school staff can have an important role to play in helping young people who are self-harming

As a school we have a duty of care towards our employees and need to ensure that staff are appropriately trained and supported when dealing with difficult issues. Our school has a senior mental health lead who, in conjunction with the senior designated safeguarding lead, will offer advice and support to staff supporting young people who self-harm. We will have at least one member of staff who has received training about self-harm. We will raise awareness of self-harm and ensure that all staff are fully aware of this policy as part of our safeguarding training. We encourage staff to offer support to each other, and we offer appropriate and relevant management support when staff are supporting children with significant mental health and safeguarding issues.

### **Whole school approaches**

Boroughbridge High school will teach about mental health and well-being, using appropriate resources such as the PSHE Association teaching programme (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mentalhealth-and-emotional-wellbeing-lesson-plans>). Lessons will include a focus on positive mental health, coping strategies, looking after yourself and how to help a friend a young person is concerned about, as well as addressing the specific issue of self-harm. It is important that our school

promotes resilience in our young people. We will promote a nurturing environment that actively discourages bullying and encourages inclusion, as well as encouraging students to be supportive to their peers.

**Roles and responsibilities:**

**Governing Body**

The governing body will approve the policy and ensure that it is implemented consistently across the school. They will review the policy on a regular basis, involving the headteacher and staff who are delivering support for young people who self-harm, and those delivering a mental health curriculum. They will ensure that pupils affected by self-harm are also involved in the review of the policy. Governors will promote teaching about mental health, and ensure that appropriate advice and support is available in school for pupils with mental health difficulties including for pupils who self-harm.

**Headteacher**

The Headteacher will ensure that this policy is implemented, and that a co-ordinated response is provided to young people who self-harm, and their families. They will ensure that staff know what is expected, and that everyone can contribute in a way that is consistent with the ethos of the school. They will ensure that information is shared with all relevant staff. They will put appropriate support in place for staff and allow them to attend appropriate training opportunities. They will ensure that teaching about mental health takes place so that children will be taught the knowledge and skills to recognise mental health difficulties in themselves and know where to seek support for themselves and others.

**Designated safeguarding lead**

They will ensure that young people know that they can talk to school staff if they are thinking of self-harm. They will make certain that young people have access to information, advice and support about self-harm. First aiders will be informed about how to respond to a young person who self-harmed in school. Designated safeguarding leads will access appropriate training and keep their knowledge and understanding about self—harm up to date. They will take care of their own emotional wellbeing and seek advice/support/supervision from appropriate sources when needed.

**All staff**

All staff must familiarise themselves with this policy. Whenever they become aware of self-harm they will report this to the designated safeguarding lead. All staff are able to respond to children who self-harm and be supportive. Staff will access training as required, depending on their role.

## 19. Staff Induction and Training

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

Schools should, through training needs analysis, determine what level of training individual staff will require, depending on their roles and responsibilities.

Staff must be 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
- be aware of and understand their role in the early help process
- respond to concerns in a timely and appropriate way
- communicate appropriately with children
- understand the role of the DSL
- 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
- understand the requirements of the Prevent duty on protecting children from radicalisation
- recognise the unique risks associated with online safety
- recognise the additional risks that children with SEN and disabilities face online
- understand the safeguarding response to children who are absent from education

## **Induction**

All staff (including temporary staff, school governors and volunteers) are provided with the school's child protection policy, the behaviour policy, the staff code of conduct, information on the safeguarding response of children who are absent from education and informed of school's child protection arrangements including the role and identity of the DSL and any deputies.

Staff undergo safeguarding and child protection training (including online safety, and also the expectations, applicable roles and responsibilities in relation to filtering and monitoring). All staff should be provided with and read Part One, Part Five and Annex B of KCSIE, and information on the role and identify of the DSL. This should be provided to all staff on induction. Please insert you approach for temporary staff, volunteers, and contractors e.g. 'A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors';

*Safeguarding Children: New Online Learning Child Protection Basic Awareness Package can be accessed via the NYSCP site <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>.*

## **Staff training**

In addition to the training at induction, staff training should be regularly updated.

All school staff should receive regular safeguarding and child protection updates (via email, e-bulletins, weekly staff meetings and regular CPD during the academic year) as required, and full training at least annually, to provide them with the relevant skills and knowledge to

safeguard children effectively.

## **DSL Training**

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills should be updated (via e-bulletins, meeting with other DSLs, or taking time to read and digest safeguarding developments, attending regular DSL updates/training), at regular intervals and full training at least annually to keep up with any developments relevant to their role. DSLs complete annual DSL training each academic year.

## **Child Protection Training Courses and Resources**

Training for DSLs and staff can be accessed via North Yorkshire Education Services, or any other suitable alternative provider/s.

The **NYSCC Signs of Safety Conferencing Pathway** is an NYC course for DSLs who may be invited to child protection conferences. This and other courses are available on [NYES](#) or through the [NYSCP](#) website.

NSPCC Courses can be accessed [here](#)

## **School Governors**

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in Part two of KCSIE 2023. This training should be regularly updated.

## **Online training / e-learning**

Training is available from NYC Education and Skills team [here](#)

[Domestic Abuse Basic Awareness training](#)

[Forced Marriage Guidance](#)

[Introduction to Prevent E-Learning](#)

[Action Counters Terrorism \(ACT\) Awareness Training](#)

[Managing Sexualised Behaviour in Schools](#)



## [Suicide Prevention](#)

### **Additional Training**

Further training is available from the North Yorkshire Safeguarding Children Partnership including monthly masterclasses, DSL Termly Updates and more. Further information is available from:

- [www.safeguardingchildren.co.uk/training-north-yorkshire/training-courses](http://www.safeguardingchildren.co.uk/training-north-yorkshire/training-courses)

## **20. 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 Boroughbridge High school, 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 wellbeing;
- 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 *line managers, senior leadership team and WIM team*.

The designated safeguarding lead will be supported by *Headteacher and Deputy Head* Child Protection advice and support is available from DSL and *School Child Protection Manual - Section B - Practice Guidance/ Contacts*)

## **21. Vulnerable Children**

All staff are particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate NYSCP/LA guidance: All school policies and procedures can be located [www.boroughbridgehigh.com](http://www.boroughbridgehigh.com).

- Child Abduction and Community Safety Incidents (see [KCSIE](#) 2023)

- [Searching, screening and confiscation at school](#)
- [Elective Home Education](#)
- [School Attendance](#)
- *Children and the courts*
  - [Advice for 5-11 year olds witnesses in criminal courts](#)
  - [Advice for 1-12 year olds witnesses in criminal courts](#)
  - [CAFCASS](#)
- Children Missing Education: [National](#) and [NYC](#) guidance
- Children who run away or Missing from Home or Care: [National](#) and [NYSCP](#) guidance
- Children with a Family Member in Prison
  - [NICCO](#) guidance
- Children and the Court System ([CAFCASS guidance](#) / [KCSIE 2023 page 144](#))
- Children not collected – [See cyps.info Child Protection and Safeguarding Schools](#)
- [Private Fostering](#)
- Child Sexual Exploitation/Grooming:
  - [National Guidance](#)
  - [NYSCP Be Aware Knowledge Hub](#)
  - [Online training](#)
- [Child Criminal Exploitation: County Lines](#) and [NYSCP guidance](#)
- [Preventing Bullying](#)
- Children who are at risk of or display self-harm and suicidal behaviour:
  - [Self-Harm](#) and Suicidal Ideation Pathway ([Section 3](#) includes resources specifically for schools)
  - [Online training](#)
- [Children and Young People who Display Sexually Harmful Behaviours](#)
  - [NSPCC Harmful Sexual Behaviour in Schools Training](#)

- [NYSCP Domestic Abuse Practice Guidance](#)
  - [Training](#)
- Drugs Advice for Schools
  - [NYC Substance Misuse Guidance for schools](#)
  - [Drugs: advice for schools](#)
  - [Information and advice on drugs](#)
- Honour Based Abuse (including Female Genital Mutilation, Forced Marriage and Breast-ironing)
  - [Female Genital Mutilation information and resources](#)
  - [Female Genital Mutilation: multi-agency statutory guidance](#)
  - [NYSCP Female Genital Mutilation Practice Guidance](#)
  - [Online Training](#)
  - [Forced marriage: statutory guidance and government advice](#)
  - [Forced marriage: Online Training](#)
  - “So-called honour-based abuse and forced marriage” CPS guidance including [Breast-ironing or flattening](#)
- [Homelessness code of guidance for local authorities](#)
- [Modern Slavery and Human Trafficking](#)
- Parental Mental Health:
  - [NYSCP Parental Mental Health One Minute Guide](#)
- Radicalisation to extremist behaviour:
  - [Prevent Guidance](#)
  - [The use of social media for online radicalisation](#)
  - [Online training](#)
  - [School emergency response](#)
  - [NYSCP Working with Individuals Vulnerable to Extremism Practice Guidance](#)
  - [NYSCP Working with Individuals Vulnerable to Extremism in Education Settings Practice](#)
- [Serious Violence Strategy](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [NYSCP Perplexing Presentations, Fabricated and Induced Illness in Children Practice Guidance](#)