

SAFEGUARDING & CHILD PROTECTION POLICY & PROCEDURE

MAT Version	1.2
Name of policy writer	John McNally
Last updated	September 2019
Review date	September 2020
Approved by Directors	

Record of Alterations

Version 1.0	Original
1.1	Amendments - Change of name LADO/ Prevent Coordinator LA
1.2	Annual update in accordance with KCSIE 2019. Updated to reflect trust's Decision Making & Accountability Framework. Additional guidance on child criminal exploitation, sexual violence, sexual harassment, serious violence and 'upskirting.'





SHARE MAT Policy for SAFEGUARDING

Royds Hall Community School

Every academy in our trust has its own Safeguarding & Child Protection Policy & Procedure, to ensure the specific needs of the setting but a common template has been introduced based on the 'Keeping Children Safe in Education 2019' to ensure all statutory requirements are met and directors can fulfil their safeguarding responsibilities.

There are key people within the trust who have specific responsibilities under Safeguarding procedures:

Director responsible for Safeguarding: Mark Day

Local Academy Governor responsible for Safeguarding: Hayley Lomas

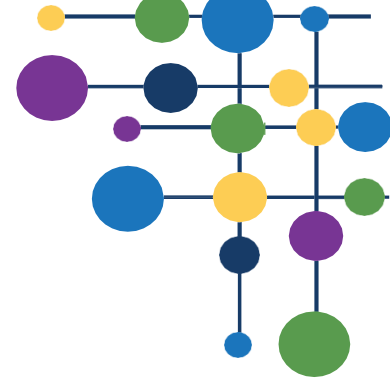
Responsibility within our academy:

Academy name	Designated Safeguarding Lead	Deputy Safeguarding Designated Lead(s)	Nominated Safeguarding Governor	Principal / Headteacher	Chair of Governors	Student Managers / Pastoral Leaders
Royds Hall Community School	Mrs Nikki Wood	Mr Paul Flaherty	Miss H Lomas	Jenny Carr	Miss Hayley Lomas	Mr Paul Flaherty Mr Nick Jaggard Mr Antony Douglas Mr Noel Kitterick Ms Jane Vaughan

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

Academy	Whole Academy	Designated Safeguarding Lead and deputies	Safer Recruitment in Education training
Royds Hall Community School	On line courses – all staff 'An Awareness of child abuse and neglect' 'Domestic abuse' 'Child sex exploitation' Safeguarding update delivered by DSL and Deputy DSL to all staff in Sept 19	NW DSL Training May 2018- PREVENT Panel member Paul Flaherty DSL Training (KSCB)	Mr John McNally Executive Head teacher and CEO Mrs Jenny Carr Secondary Head Teacher Miss H Lomas School Governor Mrs Nikki Wood DSL Emily Devane – Senior Deputy Headteacher Emily Spry – Deputy Headteacher Jonathan Schofield – Assistant Headteacher Lindsay Johnstone – Assistant Headteacher





CONTENTS

Section 1 Our Commitment

Section 2 Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Practice
- 2.3 Safeguarding Information for Students
- 2.4 Partnership with Parents
- 2.5 Partnership with Others
- 2.6 Training and Staff Induction
- 2.7 Support, Advice and Guidance for Staff
- 2.8 Academy Policies
- 2.9 Child or Student Information
- 2.10 Roles and Responsibilities

Section 3 Identifying Children who are Suffering or Likely to Suffer Significant Harm

- 3.1 Definitions
- 3.2 Specific Safeguarding Issues
- 3.3 Child Sexual Exploitation
- 3.4 The Criminal Exploitation of Children (CCE), including 'county lines'
- 3.5 Female Genital Mutilation and 'Honour Based' Violence
- 3.6 Carrying Knives/Offensive Weapons and Gang Culture
- 3.7 Preventing Radicalisation
- 3.8 Online Safety
- 3.9 The Sending of Indecent Images from One Person to Another Through Digital Media Devices

Section 4 Taking Action to ensure that children are safe at academy and at home

- 4.1 Concerns that staff must immediately report
- 4.2 Responding to disclosure
- 4.3 Action by the Designated Safeguarding Lead
- 4.4 Action following a Child Protection Referral
- 4.5 Recording and Monitoring
- 4.6 Supporting the Child and Partnership with Parents

Section 5 Allegations regarding Person(s) working in or on behalf of SHARE MAT (including Volunteers)

Appendices

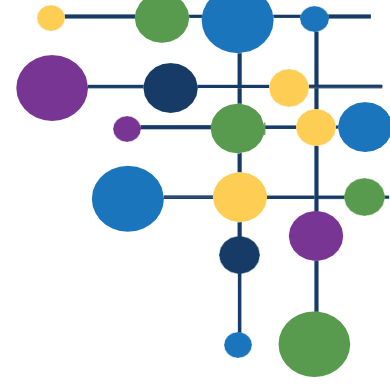
- Appendix 1 – Flowchart
- Appendix 2 – Proformas
- Appendix 3 – Contacts
- Appendix 4 – Definitions

Introduction

The policy makes reference to, and is compliant with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Partnership website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorkscb/>)
- “[Working Together to Safeguard Children’ \(July 2018\)](#) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education”.
- “What to do if you are worried a child is being abused” (2015)
- “[Keeping Children Safe in Education](#)” (2nd September 2019) which is the statutory - guidance for Academies and Colleges.
- “[Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (July 2018)
- “[The Prevent Duty Departmental, advice for Academies and child care providers](#)” (June 2015).





Section 1 Our Commitment

This policy applies to all adults, including volunteers, working in our trust or on behalf of the individual academy.

Everyone working in our trust shares an objective to help keep children and young people safe by contributing to:

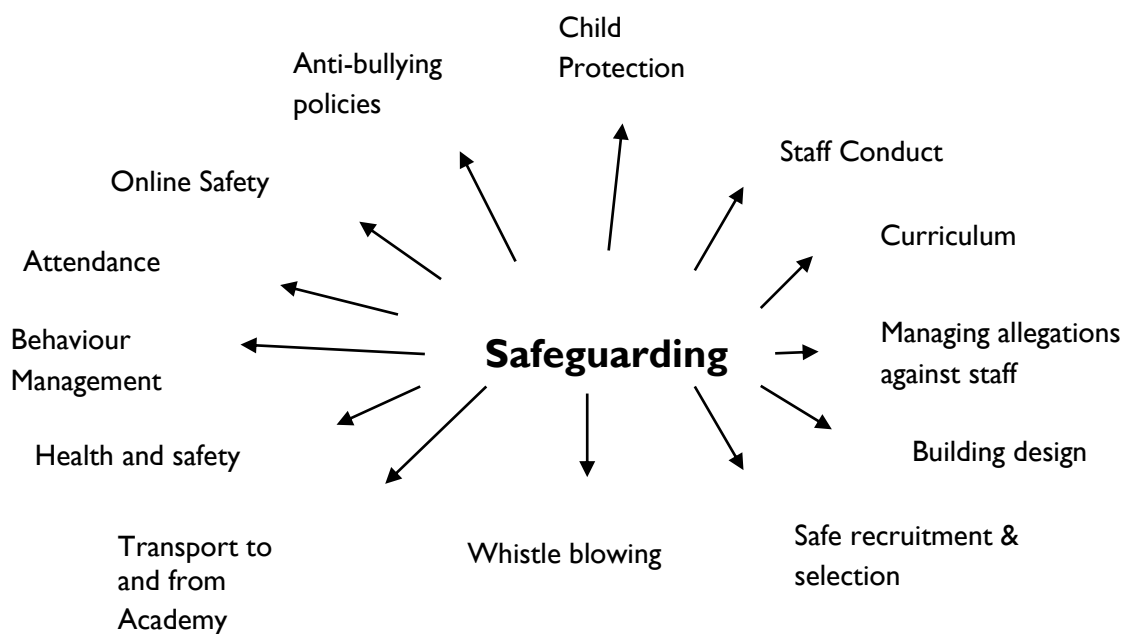
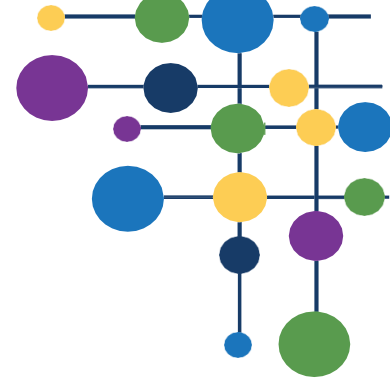
- providing a safe environment for children and young people to learn and develop in the academy setting; and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our academy setting.

Royds Hall Community School is committed to safeguarding and promoting the well-being of all of its children and young people. All children and young people on roll are classified as a child for the purposes of safeguarding. Each child's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at academy, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our children.

Professional Behaviour of all staff

- All staff (teaching, support, volunteers and contractors) are responsible for the safeguarding of children.
- Occasionally, a child or young person may develop an infatuation with an adult who works with them. In this situation the adult should deal with this situation as sensitively and appropriately, to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach. If a situation such as this arises it must be referred to the Designated Safeguarding Lead (DSL). (Safer Working Practices Guide for adults that work with children and young people) (October 2015).
- Where a person aged 18 or over is in a specified position of trust, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. (Sexual Offences Act 2003). (In a position of trust is referring to an individual who works at an educational establishment where the child is on roll).
- All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people. (Safer Working Practices Guide for adults who work with children and young people) (October 2015).
- If you suspect a breach of the Safeguarding & Child Protection Policy & Procedure, it is your responsibility to report this to the Designated Safeguarding Lead or the Deputy in academy, or follow the SHARE MAT Whistleblowing Policy.
- It is in the interest of all staff, if working on a one to one basis with a child, to be in an area where they can be seen, to reduce the risk of allegations being made against them.
- Members of staff must not be friends with children and young people on social media sites (with the exception of parent/child relationships) and it is advisable to ensure your security settings are such that students or their parents are unable to see your personal information.
- Members of staff must ensure their behaviour on social media sites do not bring their professionalism or the academy's name into disrepute.





Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The trust pays full regard to DfE guidance 'Keeping Children Safe in Education' (September 2019).

We ensure that all appropriate measures are applied in relation to everyone who works in the academy trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers, staff employed by contractors and governors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Disclosure and Barring Service (DBS) check and proof of right to work in England checks.

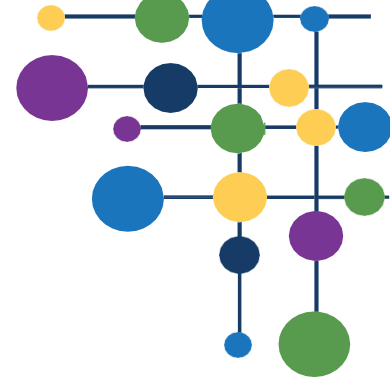
In line with statutory changes, underpinned by regulations, SHARE Multi-Academy Trust will maintain a Single Central Record (SCR) for all persons involved in regulated activity with individual academies. The SCR will identify which academy each person works in, so that each academy will have access to an up to date copy of the relevant entries. This will make it easier for relevant authorities, such as OFSTED, to check compliance with regulations. This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the academy;
- any other person deemed to be engaged in a regulated activity (including volunteers)
- SHARE MAT Board Directors and Members (Trustees);
- Local Governing Body members,

The information that must be recorded in respect of all adults mentioned above is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained apply. The name of the employee carrying out the checks and childcare disqualification checks will be recorded on the SCR:

- an identity check;
- a barred list check;





- an enhanced Disclosure and Barring Service (DBS) check;
- a prohibition from teaching check;
- a section 128 check (prohibition checks) for management positions and trust directors and governors, but are not required for associate members of governing bodies;
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- The Teacher Services system will be used to verify any award of QTS and the completion of teacher induction or probation periods, including teachers from overseas who have applied to the Teacher Regulations Agency (TRA) for the award of QTS in England;
- a check of professional qualifications;
- a check to establish the person's proof of right to work in the United Kingdom; and
- when any information about past disciplinary action or allegations is disclosed, it will be considered as part of the suitability assessment.

For supply staff, the trust will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

Written confirmation will be sought from the provider of any fee-funded student teachers that it has carried out all pre-appointment checks that the academy would otherwise perform.

Where checks are carried out on volunteers, the academy will record this on the single central record.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

Where a child or student is placed with an alternative provision provider, the academy continues to be responsible for the safeguarding of that pupil, and written confirmation is sought from the alternative provision provider that appropriate checks have been carried out on individuals working at that establishment, i.e. those checks that the academy would otherwise perform as detailed above. Any concerns will be reported to our Designated Safeguarding Lead (DSL) and their counterpart within the alternative provision.

If a foreign exchange student is visiting our academy and is placed with a host family, the host family will undergo DBS and barring checks prior to the student being placed with them.

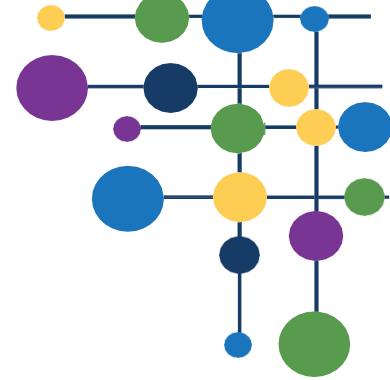
2.2 Safe Practice

Our academy will comply with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at www.kirkleessafeguardingchildren.co.uk

Safe working practice ensures that students 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;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from academy management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability;
- comply and are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;





- the DBS will be referred to if a member of staff is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria.

Staff having concerns about another member of staff:

- staff members having concerns about another member of staff will report these to the headteacher/principal;
- where staff members have concerns about the headteacher, these will be reported to the Chair of Governors who will seek advice from the CEO.

Staff having concerns about safeguarding practices:

- all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime and that such concerns will be taken seriously by senior leaders.

Appropriate whistleblowing procedures are in place within the academy and can be read in further detail by accessing the separate SHARE MAT Whistleblowing Policy at www.sharemat.org.

- where a staff member feels unable to raise an issue with their senior leadership or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - general guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>; and;
 - the NSPCC's what you can do to report abuse dedicated helpline <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/> is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their academy. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

2.3 Safeguarding Information for Students

All children in our academies are aware of a number of staff who they can talk to. Academies are committed to ensuring that children are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All children know that we have a senior member of staff (DSL) in their academy with responsibility for safeguarding and know who this is. We inform children of whom they might talk to, both in and out of academy, their right to be listened to and heard and what steps can be taken to protect them from harm. The curriculum includes online safety awareness materials and we help children learn how to keep safe.

Academy ensures that children are made aware that information can be found on the helpline displays around the academy, in the student planner, where applicable and children are always encouraged to speak to staff in particular student managers, pastoral leads and form tutors. We also provide information from the following websites: www.nspcc.org.uk www.ceop.police.uk

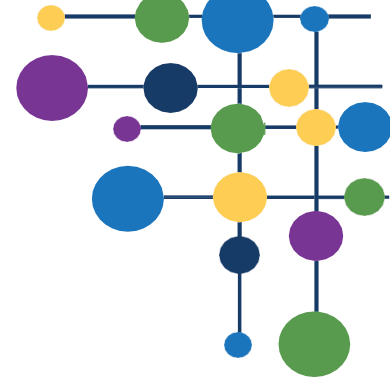
Where appropriate for children's ages, each academy will raise awareness of appropriate behaviour, including issues such as healthy relationships and consent. They will also raise awareness of relevant risks, such as those posed by criminal gangs or radical groups.

We consult with children, for example via student voice, the academy student leadership team and via suggestion boxes.

2.4 Partnership with Parents

The academy shares a purpose with parents to educate and keep children safe from harm. 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.

The academy 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 their son/daughter's class teacher or student manager or the Designated Safeguarding Lead.

The academy's Safeguarding & Child Protection Policy & Procedure is available by accessing the academy website www.roydshall.org or hard copies are also available in academy reception areas.

Roys Hall Community School is committed to ensuring the welfare and safety of all children in our trust and we follow the Kirklees Safeguarding Children Partnership procedures. Academies will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when academies will discuss concerns with the Multi-Agency Safeguarding Hub (MASH) and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). Academies will, of course, always aim to maintain a positive relationship with all parents.

If you would like further information regarding keeping children safe you can access information designed for parents at: www.kirkleessafeguardingchildren.co.uk www.nspcc.org.uk www.ceop.gov.uk or Kirklees Duty and Advice Team on 01484 414960).

2.5 Partnerships with Others (multi-agency working)

Our academy recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Kirklees Safeguarding Children Partnership (KSCP). In our academies we work closely with the Local Authority, Barnardo's, Police, Health, Local District Council, and the NSPCC. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

2.6 Training and Staff Induction

The academy Designated Safeguarding Lead (DSL) who has responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Kirklees Safeguarding Children Partnership).

The DSLs and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills will be updated (for example, via e- bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

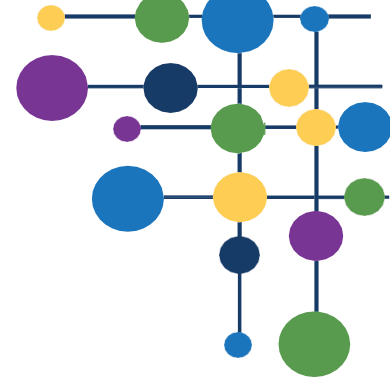
The headteacher and all other academy staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at www.kirkleessafeguardingchildren.co.uk

The whole Academy Basic Awareness in Child Safeguarding training can be booked via the KSCP Schools Safeguarding Officer on 01484 221000 and should be completed by all staff every three years.

All staff (including temporary staff and volunteers) are provided with the academy's Child





Safeguarding & Child Protection Policy & Procedure, Behaviour Policy, Staff Code of Conduct, and informed of the academy's child protection arrangements on induction, which includes the role and identity of the designated safeguarding lead and deputies. Staff are asked to read Part 1 of "Keeping Children Safe in Education" (September 2019) and sign to confirm that they understand their responsibilities.

2.7 Support, Advice and Guidance for Staff

Staff will be supported by The Designated Safeguarding Lead, the Local Authority and professional associations. The designated Safeguarding Lead for Child Protection will be supported by the Headteacher. Advice is available from Kirklees Duty and Advice Team and the Police Child Safeguarding Unit (See Contacts List Appendix 3) as well as from the Safeguarding Officer for Schools & Learning – Michelle Hodges 01484 221000.

2.8 Academy Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health, child sexual exploitation (CSE), bullying (including cyberbullying), domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, upskirting, teenage relationship abuse, trafficking etc. There may be other emerging safeguarding issues that are local to the academy or its area.

Keeping Children Safe in Education (September 2019). - Is the latest government publication on Child Safeguarding in Schools and is referred to in all our policies.

Children Missing from Education www.gov.uk/government/publications/Academy-attendance

The law requires all academies to have an admission register and, with the exception of academies where all students are borders, an attendance register. All students must be placed on both registers.

Academies will inform the local authority of any child or student who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the child or student being deleted, so that the local authority can identify children of compulsory academy age who are missing education and follow up on any child who may be at risk of abuse or neglect.

The academy will inform the local authority of any child or student who fails to attend academy regularly, or has been absent without the academy's permission for a continuous period of 10 academy days or more.

The academy will follow Kirklees internal guidance 'First Day Calling' and 'Guidance for schools on the Monitoring and Reporting of Pupils who Absent themselves during the Academy Day'.

Contact: Children Missing from Education Team on: 01484 221919

Confidentiality

The Academy has regard to "Information Sharing: Practitioners providing safeguarding services to children, young people, parents and carers July 2018

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

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

The academy has a clear and explicit confidentiality policy. The policy indicates:





- Information must be shared with Police and Kirklees Duty and Advice Team where the child/young person is / may be at risk of significant harm.
- When the child or student's and/or parent's confidentiality must not be breached.
- That information is shared on a need to know basis.

2.9 Child or Student Information

Academies will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them, each academy requires accurate and up to date information regarding:

- names and contact details and relationship of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above), 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 academy will make every effort to encourage all parents and carers to provide more than one emergency contact, providing the academy with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern;
- details of any persons authorised to collect the child from our academy (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Order, Injunctions etc.);
- if the child is or has been subject to a Child Protection Plan;
- if the child is or has been subject to an Early Help Assessment (EHA) or Child in Need (CIN) processes;
- if the child is a Child Looked After (CLA);
- name and contact detail of G.P;
- any other factors which may impact on the safety and welfare of the child.

Retention of records, data protection and disclosure to third parties

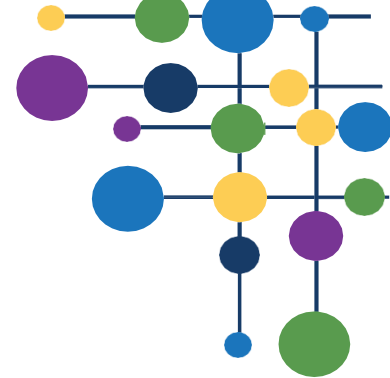
Records relating to child safeguarding are exempt information under the Education (Academy Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the General Data Protection Regulation (GDPR). Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Neither the parent nor the child has an automatic right of access to child safeguarding records. It is however best practice to share information written by staff unless there is a valid reason to withhold it. If an application is made to see the whole record, advice should be sought from the local authority safeguarding adviser or academy safeguarding officer, and the child's social worker if they have one. All third party information should be removed, or consent sought for its disclosure from source.

Cases of alleged abuse that result in court proceedings may require the academy to disclose their records, either through the police or social services. Records (suitably anonymised) may also be requested for use in disciplinary proceedings.

In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations, advice from the local authority legal department will be sought.





Transfer of files

When a child leaves the academy their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area. If this is the case, the file is transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new academy or college in advance of a child leaving. For example, information that would allow the new academy or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The academy retains a copy of the child's chronology and any documents that the academy created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

If a child goes missing or leaves to be educated at home, then the child's safeguarding file will be copied and the copy forwarded to the Attendance & Student Support Service.

Where the parents inform the academy that they wish to 'home educate' their child, the academy will contact the Kirklees Duty and Advice Team.

2.10 Roles and Responsibilities

SHARE MAT Directors will ensure that:

- The Trust has a named Director, holding responsibility for safeguarding. Our named Director is Mark Day. Contact can be made via the contact page on our SHARE MAT website www.sharemat.org or in writing to: SHARE Multi-Academy Trust c/o Shelley College, Huddersfield Road, Shelley, Huddersfield HD8 8NL or by telephoning 01484 868773 ext: 1010.
- Each academy has a named governor, holding responsibility for safeguarding. Our named Governor is Miss H Lomas
- Safeguarding forms a regular part of the agenda at every local governing body meeting.
- Each academy adopts this Safeguarding and Child Protection Policy, adapting it to individual circumstances.
- Procedures are in place in each academy that are in accordance with local authority guidance and locally agreed inter-agency procedures, and are made available on the academy website and to parents on request.
- Each academy has a staff Behaviour Policy/Code of Conduct that is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media.
- The MAT is operating safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.
- Each academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Online safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media.
- Each academy has in place appropriate electronic filtering and monitoring systems to ensure that children are safeguarded from potentially harmful and inappropriate material online; whilst recognising that 'over blocking' should not lead to unreasonable restrictions as to what children can be taught.





- A senior member of each academy's leadership team is designated to take lead responsibility for child protection issues at academy level, providing advice and support to other staff, liaising with the local authority and working with other agencies. This role will be specified in their job description and carry the title Designated Safeguarding Lead. This lead role will not be delegated; however, the Designated Safeguarding Lead professional may be assisted by a number of deputies all of whom will be trained to the same standard.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- They ensure that each academy contributes to multi-agency working in line with statutory guidance and understands their role in the new safeguarding partner arrangements.
- A member of the trust central team is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against a headteacher.
- Where services or activities are provided on academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- Directors and Governors attend safeguarding training.
- Staff, including those employed centrally by the trust, Executive Headteachers and Headteachers undertake appropriate safeguarding training which is updated at least annually.
- Each academy appoints an appropriately trained designated teacher with responsibility for "promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to Children who are Looked After (CLA).
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

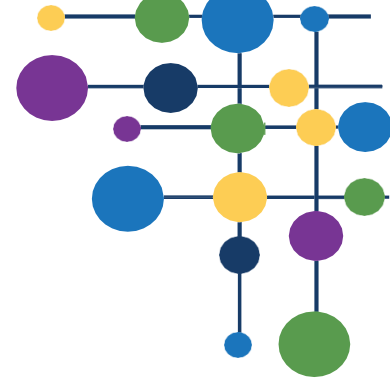
Local Governor Bodies will ensure that:

- A named governor takes a lead on safeguarding matters, liaising with the director with responsibility for safeguarding, the trust central team and local staff as necessary.
- Safeguarding matters are discussed regularly at governing body meetings.
- Safeguarding compliance checks are carried out from time to time, to ensure the academy complies with this policy and other statutory guidance.

Headteachers will ensure that:

- On an annual basis, all staff read Part 1 of "Keeping Children Safe in Education" (September 2019) and sign to confirm that they understand their responsibilities.
- The policies and procedures adopted by the trust and academy are fully implemented, and followed by all staff.
- There are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and any deputies.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- Designated Safeguarding Leads and their deputies have access to regular supervision to support their well-being.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.





- the Designated Safeguarding Lead is supported in providing a contact for the academy to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of academy term time when needed.
- Allegations regarding staff or any other adults in the academy are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure. The trust HR team should be informed of any such cases.
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the academy. The trust HR team should be informed of any such cases.
- All staff are aware of systems within their academy which support safeguarding and these are explained to them as part of staff induction. This includes: the Safeguarding & Child Protection Policy & Procedure; the Staff Code of Conduct; the safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (including the identity of the DSL and any deputies).
- All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- A full working relationship is maintained with the Kirklees Virtual College head teacher Janet Tolley in respect of all students in the academy who are subject of 'looked after' status. (01484 221000).

Our Designated Safeguarding Lead (DSL) as stated in 'KCSIE' (2019) should have a complete safeguarding picture and be the most appropriate person to advise others on the response to safeguarding concerns.

He or she will:

Manage referrals

- Refer cases of suspected abuse to Kirklees Duty and Advice Team as required.
- Support staff that make referrals to Kirklees Duty and Advice Team as required.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as requested.
- Whilst activities of the Designated Safeguarding Lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the Designated Safeguarding Lead.

Work with others

- Our Designated Safeguarding Lead (DSL) is aware of and will follow new local safeguarding arrangements. The DSL will work with the three safeguarding partners to be fully engaged, involved and included in those arrangements and will act as the academy point of contact.
- Liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and all Police investigations.
- As required, liaise with the "case manager" (as per Part 4 of 'KCSIE' 2019) and the Local Area Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff or volunteer).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.





Undertake Training

- The Designated Safeguarding Lead (and all deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated at least every two years. They will also undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role (this will be done by attending the termly DSL network meetings and by attending Kirklees Safeguarding Children multi-agency training and any other relevant training and/or conference opportunities) so that they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment processes such as early help assessment.
- Have a working knowledge of how Kirklees Safeguarding Children Partnership operates, the conduct of a child protection conference and be able to attend and contribute to these effectively when required to do so.
- Ensure that all staff (especially new and part time):-
- Have access to and understand the academy's Safeguarding & Child Protection Policy & Procedure and Procedures;
- have safeguarding and online safety training as part of their induction;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Keep detailed accurate secure written records of referrals, discussions with other agencies and/or concerns;
- Understand and support the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Have received training on recognising and acting upon the risks associated with peer on peer abuse, sexual harassment and sexual violence;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures that may be put in place to protect them.

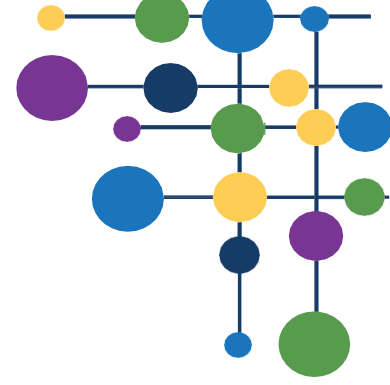
Raise Awareness

- The Designated Safeguarding Lead will ensure the academy's Safeguarding & Child Protection Policy & Procedure is known, understood and used appropriately.
- Ensure the academy's Safeguarding & Child Protection Policy & Procedure is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or directors regarding this.
- Ensure that safeguarding policies are available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this to avoid conflict later.
- Link in with Kirklees Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal academy or academy hours) for staff in the academy to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or skype or other such mediums is acceptable.





All staff and volunteers will ensure that they:

- Read and sign to say that they understand and will fully comply with the academy's policies and procedures.
- Read and sign to say that they understand Part 1 of 'KCSIE' (2019).
- Attend annual whole academy training and other appropriate training identified.
- Inform the designated safeguarding lead of any concerns immediately and will back up any verbally related concerns in writing.
- Identify children who would benefit from early help intervention in addressing needs/concerns from the outset at a lower level in order to prevent crisis situations arising in the future. Where such children are identified staff should bring these to the attention of the Designated Safeguarding Lead who will follow the procedures laid down in section 4 of this policy.
- Ensure that all written concern forms are delivered to the office which will act as a single location co-ordination and onward transmission as appropriate to the Designated Safeguarding Lead.
- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

Section 3 Identifying Children who are suffering or likely to suffer significant harm

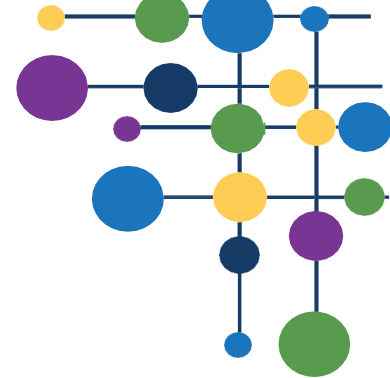
Teachers and other adults in academies are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, student, parents and the public which foster respect, confidence and trust can lead to disclosures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

All staff recognise that Looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The academy will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual Academy head teacher Janet Tolley (01484 221000) in respect of all pupils at the academy who are subject of 'looked after' status.

Any child may benefit from early help, but all staff are particularly alert to vulnerable children, those who are Looked After Children, previously Looked After Children (who may remain more vulnerable) and others, as follows:

- disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- a young carer
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- frequently missing/goes missing from care or from home
- misusing drugs or alcohol themselves
- at risk of modern slavery, trafficking or exploitation
- in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems, a family member in prison or domestic abuse
- has returned home to their family from care
- showing early signs of abuse and/or neglect
- showing signs of being malnourished
- unexplained acquisition of money, clothes or mobile phones
- excessive receipt of texts, phone calls and/or having multiple handsets
- at risk of being radicalised or exploited, showing signs of displaying behaviour or views that are considered to be extreme





- not attending or are at risk of exclusion from the academy
- not in education, training or employment after the age of 16 (NEET)
- a privately fostered child
- homeless or the impact of the pupil facing homelessness.

Each academy will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed. When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management/care plans and in particular with regard to SEND.

Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child. Staff must act immediately if they have any concerns about a child (see section 4).

3.1 Definitions

Please see Appendix 4 for definitions.

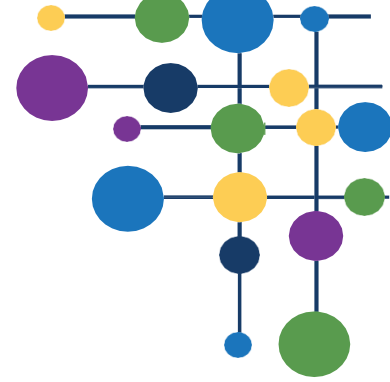
3.2 Specific Safeguarding Issues

- bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- Female Genital Mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender based violence/violence against women and girls (VAWG)
- hate
- mental health
- private fostering
- preventing radicalisation
- on line abuse/sexting
- teenage relationship abuse
- trafficking
- missing children and vulnerable adults
- child sexual abuse within the family
- poor parenting, particularly in relation to babies and young children
- peer on peer abuse
- sexual violence and sexual harassment
- serious violence
- the sending of indecent images from one person to another through digital media devices
- child criminal exploitation (CCE), including 'county lines'

Peer on peer abuse

Staff should not underestimate the potential for one child or young person to abuse another. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting, sexting and initiating/hazing type violence and rituals. Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Staff becoming aware of peer on peer abuse will take appropriate action as detailed in section 4 of this policy. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse.





Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Staff are reminded of the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff must be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Definitions of sexual violence and sexual harassment are set out in appendix 4, and further information is available at [Legislation.gov.uk](https://www.legislation.gov.uk)

Sexual harassment

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. Staff are aware of the importance of reassuring all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.





Where staff have a concern about a child or student and or if a child or student makes a report to them, they should follow the referral process as set out in section 4. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Staff can find further guidance at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_academys_and_colleges.pdf

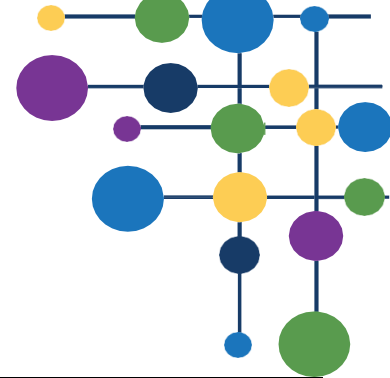
Serious Violence

Staff must be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence, a change of 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. All staff must be aware of associated risks and understand the measures in place to manage these.

Upskirting

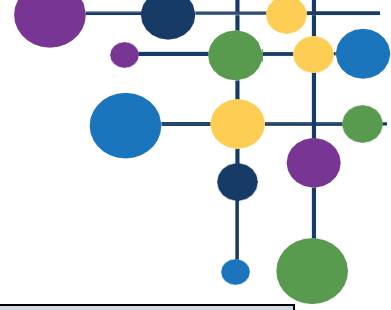
Staff must be aware that 'upskirting' is a criminal offence and will report any incidents, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.



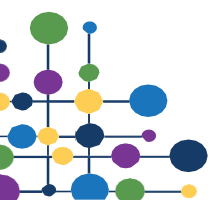


Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for academies	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance





Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at academy	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for academies	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for academies and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy



3.3 Child Sexual Exploitation (CSE)

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

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss academy or education or do not take part in education.

All suspected or actual cases of CSE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead(s) within the academy.

3.4 The Criminal Exploitation of Children (CCE) (including 'county lines')

Criminal exploitation of children is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The academy will offer support to a victim.

Similarly, staff need to be aware of the risks posed by organised crime. The UK Government defines county lines as follows:

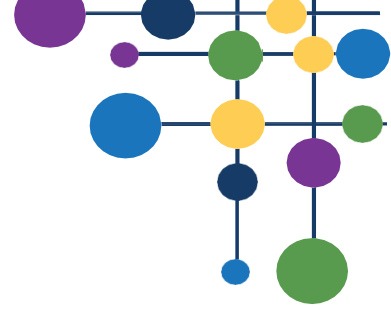
"County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons".

Headteachers and designated safeguarding leads must provide training for staff, to help them recognise the potential signs of exploitation by criminal gangs. Staff should report any concerns to the DSL.

Personal Development programmes should raise awareness of CCE amongst older primary children and those of secondary school age. Nationally, it is known that children as young as 12 have been exploited in this manner.

Signs which may indicate criminal exploitation:

- Persistently going missing from academy or home and/or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups



- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in academy results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

3.5 So-called 'honour-based violence (including Female Genital Mutilation (FGM) and forced marriage)

www.gov.uk/government/publications/female-genital-mutilation-guidelines

So-called 'honour based 'violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, academy staff will speak with the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures (as set out in section 4 of this policy), using existing national and local protocols for multi-agency liaison with police and children's social care.

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 137,000 may already be living with the consequences.

The main countries of origin where FGM is practiced include Africa and the Middle East. FGM frequently involves young girls between the ages of infancy and 15 years of age.

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs of Girls at Risk

- Member of a community whose country of origin practises FGM and that is less integrated into UK society;
- A girl whose sister or other relatives have undergone FGM;
- A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present);
- Families making preparations for an extended holiday, including arranging vaccinations in the country of origin;
- Families may practice FGM in the UK when a female family member elder is visiting from the country of origin;
- You may hear reference to FGM in conversation, for example a girl may tell other children about it.



Mandatory reporting of FGM - duty on schools:

Section 74 of the Serious Crime Act 2015 places a **statutory duty** upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM has carried out on a girl under 18 years. Those failing to report such issues will face disciplinary sanctions. Further detail can be found at www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information. In our academy, we ask staff and volunteers to report the matter to the Police in conjunction with the Designated Safeguarding Lead so we have maintain detailed records on all Safeguarding matters.

3.6 Carrying Knives/Offensive Weapons and Gang Culture

Bringing and carrying a knife/offensive weapon onto academy premises is a criminal offence and immediate action will be taken by calling the police and informing them. The guidance on Searching, Screening and Confiscation for Head teachers, Schools and Governors, January 2018 will be consulted and the academy will consider and may apply the disciplinary procedure.

If a member of staff suspects a child being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. The child may be an exploited child and victim to which the academy will offer support.

3.7 Preventing Radicalisation

www.gov.uk/government/publications/prevent-duty-guidance

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives:

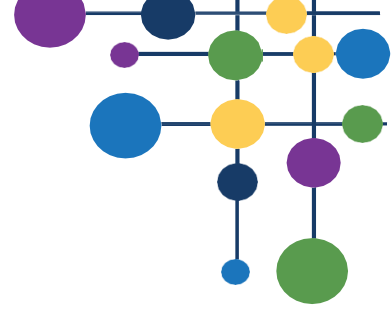
- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism.

The authorities listed within this duty include early years and out of school settings, schools and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

In order to fulfil their statutory duty authorities within these areas should address the following key points;

1. Risk assessments
 - Assess the risk of children and young people being drawn into extremist ideologies within their institution.
 - Demonstrate an understanding of risks affecting children in their area.
 - Have clear safeguarding procedures in place via their Designated Safeguarding Lead (DSL) – including appropriate recording keeping.
 - Respond in an appropriate manner in issues of concern, making appropriate referrals to Channel.
 - Prohibit extremist speakers within their institutions.



2. Staff training
 - Assess the individual training needs of staff within their institution (including directors and governors) and ensure key staff have an awareness of Prevent and have attended the Workshop to Raise Awareness of Prevent (WRAP) and completed the home office or National College of Policing e-learning packages:
www.elearning.prevent.homeoffice.gov.uk
www.course.ncalt.com/Channel_General_Awareness/01/index.html
 - Ensure that key staff such as safeguarding and curriculum leads attend any enhanced Prevent training offered via the Kirklees Prevent Hub.
 - Ensure that the Designated Safeguarding Leads and headteachers within institutions cascades appropriate Prevent related information and guidance to staff. Regular Prevent updates are circulated via 'Heads up' and One Hub.
3. Working in Partnership
 - Use the Kirklees Prevent Hub to and or the Kirklees Duty and Advice Team to raise Prevent issues and concerns.
 - Engage with parents and families, providing assistance and advice to these individuals and families where necessary.
4. IT Policies
 - Ensure there are suitable IT filtering policies in place (including Wi-Fi).
 - Conduct regular e-safety awareness raising awareness of the online risks of harm to parents, children and staff.

Prevent in Kirklees

The Kirklees approach to Prevent focuses on engagement and safeguarding. The Kirklees approach identifies and tackles all forms of extremism (violent, non-violent, Islamist and right wing) and aims to prevent radicalisation by identifying risk at the earliest possible opportunity. The work of the Kirklees Prevent Hub focuses on prevention and early intervention and the Kirklees Channel Panel ensures that those identified as being vulnerable to radicalisation are supported at an early stage before risk establishes itself at a more severe and or harmful level.

The Kirklees Channel Panel is a multi-agency safeguarding program that works to support vulnerable people from being drawn into terrorism. The Channel panel provides a range of support mechanisms for individuals such as mentoring, counselling, ideological challenge and assistance with employment. Channel is a voluntary process and involvement in Channel does not lead to a criminal record unless a crime has been committed.

The Kirklees approach to Prevent recognises that the radicalisation process can be complex and that there is no single factor or indicator to identify an individual at risk of radicalisation. There are no academically proven checklists that exist that will accurately identify a person who is becoming radicalised and may go on at a later time to commit acts of terror. A single comment or one off statement does not necessarily mean that an individual is at risk of radicalisation and those involved in extremism can come from a range of backgrounds and experiences.

The referral process in Kirklees ensures that referrals made to the Prevent Hub are appropriate and informed. Not all referrals to the Prevent hub will be discussed at the Kirklees Channel Panel as many cases can be dealt with outside of the Channel process often by the referrer and or with the support of the Prevent Hub and partners.

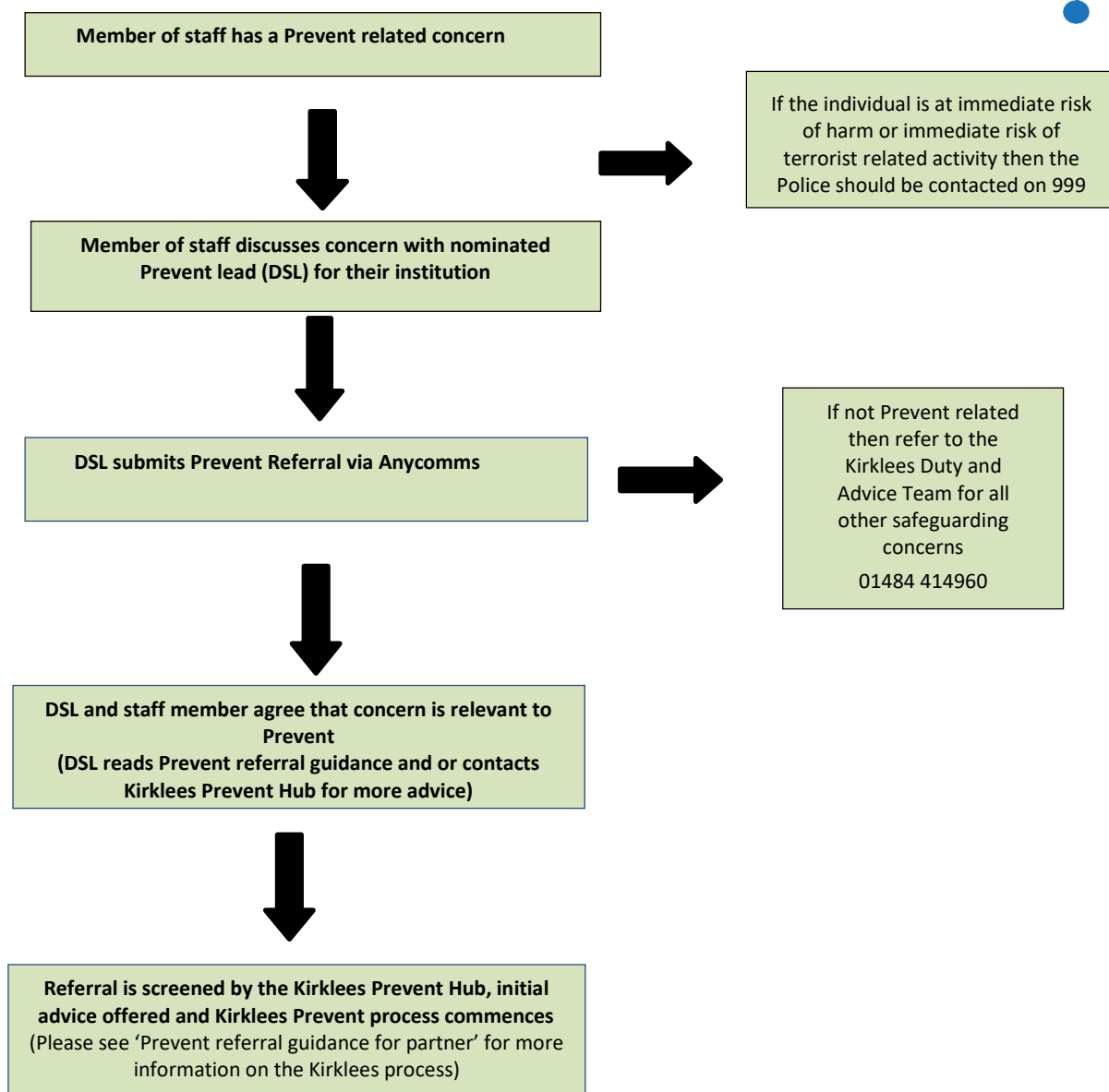
Raising concerns

Before making a referral institutions should read the 'Prevent referral guidance for partners' which can be found on One Hub or at www.kirklees.gov.uk/prevent





Kirklees Prevent Referral pathway



Prevent contact details

General enquiries

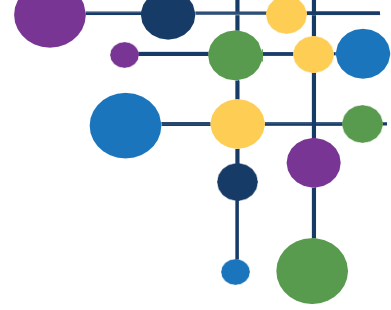
Kirklees Prevent Hub 01924 483747 www.kirklees.gov.uk/prevent

Referrals and advice

Kirklees Prevent Engagement Manager Mark Gilchrist
01924 483747
07890586045

Anycomms – Prevent Referral
Prevent@kirklees.gcsx.gov.uk





3.8 Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers the academy to protect and educate the whole academy or academy community in their use of technology and establishes mechanisms to identify intervene and escalate into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with others;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Filters and monitoring

The academy will be doing all that they reasonably can to limit children's exposure to the above risks from the academy's IT systems. As part of this process, the academy will ensure it has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, the academy will consider the age range of the children, how often they access the IT system and the proportionality of costs v risks.

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty.

Whilst it is essential that the academy should ensure that appropriate filters and monitoring systems are in place; they should be careful that "over-blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The following link provides further guidance on what "appropriate" might look like:

www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring

Further detailed information can be found in the separate policies in respect of information technology in use by staff and children.

3.9 The Sending of Indecent Images from One Person to Another through Digital Media Devices

The academy accepts that this is a safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools "Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety

Section 4 Taking Action to ensure that Children are Safe at school and at home

All staff, including volunteers, will follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2018' and 'Kirklees Safeguarding Children Partnership guidance' and 'what to do if you are worried a child is being abused'.



It is **not** the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind.

All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.

Staff must be made aware that they must take immediate action.

4.1 Concerns that Staff Must Act On Immediately and Report

The list below provides a number of examples and is not exhaustive

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- any potential indicators of CSE;
- any potential indicators of FGM;
- any potential indicators of radicalisation;
- any potential indicators of exploitation by criminal gangs;
- any potential indicators of living in a household with domestic abuse;
- allegations of peer on peer abuse and sexual harassment or violence

4.2 Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. The academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

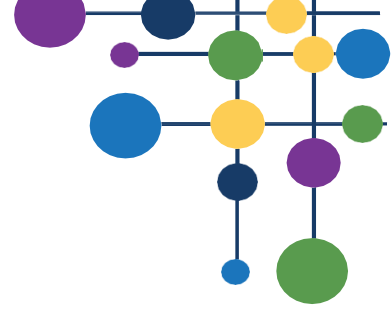
Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead, make a contemporaneous record and contact Kirklees Duty and Advice Team on 01484 414960 for consultation.

Principles

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me what happened?' rather than 'Did x hit you?';
- very young children often do not understand the concept of time so be careful if asking the question 'when did that happen';
- try not to show signs of shock, horror or surprise;



- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

4.3 Action by the Designated Safeguarding Lead (or other senior person who is able to cover this role)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child;
- making an enquiry to find out if the child is subject to a child protection plan by ringing Kirklees Duty and Advice Team as required on 01484 414960;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. Safeguarding Officer and/or the Duty and Advice Team;
- the child's wishes and feelings when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e. sexual abuse, forced marriage or fabricated illness);
- whether to make a child protection referral to Children's Social Care Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- whether to inform the police.

Or

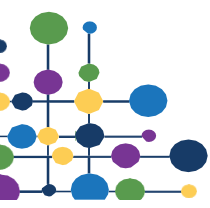
- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment – Single Assessment Part 1 process (formerly Early Help Assessment) and/or make a referral for other services.

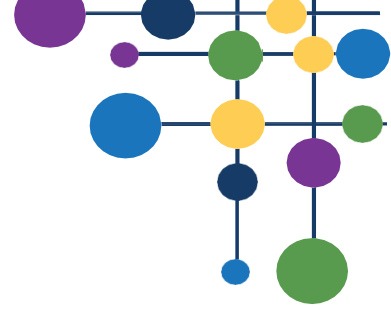
All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Duty and Advice Team will be followed up in writing within 24 hours and kept on file irrespective of the outcome.

4.4 Action Following a Child Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences;
- where possible, share all reports with parents prior to meetings;
- where in disagreement with a decision made by the Duty and Advice Team e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 - Resolving Professional Disagreements;
- where a child subject to a child protection plan moves from the academy or college or goes missing, immediately inform Kirklees Duty and Advice Team on 01484 414960.





4.5 Recording and Monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. Recording the context and content of their involvement, and distinguish between fact, opinion and hearsay.

Body Maps are completed in black pen (never a pencil or use of correction fluid or any other eraser) to document and illustrate visible signs of harm and physical injuries. Clothing will not be removed for the purpose of the examination unless the injury site is freely available because of treatment.

At no time will an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person, the body map below will be used. Any concerns will be reported and recorded without delay to Duty and Advice or the child's social worker if already an open case to social care.

The following guidelines will be used to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

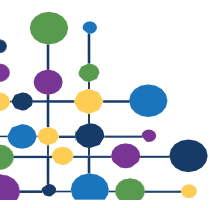
The date and time of the recording will be stated as well as the name and designation of the person making the record, plus additional comments as required. First Aid will be provided where required and recorded appropriately.

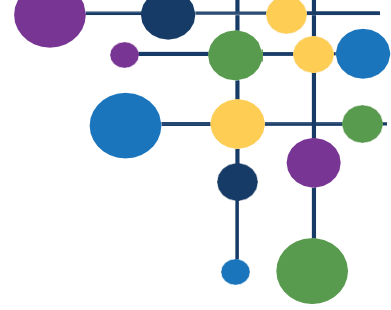
A copy of the body map will be kept on the child's concern/confidential file.

All documents will be retained in a 'Child Safeguarding' file, separate from the child's academy file. This will be locked away and only accessible to the headteacher and Designated Safeguarding Lead. These records will be copied with the original file being transferred to any academy or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.' The copy file will be retained by the academy until the child's 25th birthday.

Keeping children safe in education 2019 (p.10) identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'. Therefore, records included within a child's safeguarding file may include the following:

- all academy welfare concern forms (*cpoms*)
- any notes initially recorded in the form of notebooks or diaries
- records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children)
- records of academy decision making, as well as action taken and appropriate justifications
- professional consultations
- letters sent and received
- print outs of emails or other electronic communications sent and received





- referral forms (both for external and education-based services)
- minutes of meetings (copies for each child as appropriate)
- formal plans linked to the child (e.g. Child Protection Plan).

If the child goes missing from education or is removed from roll to be educated at home, then any child safeguarding file should be copied and the copy sent to the Attendance & Student Support Service. Original copies will be retained until the child's 25th birthday.

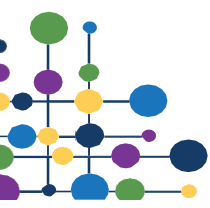
4.6 Supporting the Child and Partnership with Parents

- The academy recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.
- Children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.
- When there has been a report of sexual violence, the DSL or deputy will consider how best to support and protect the victim and the alleged perpetrator (and any other children involved/affected). The designated safeguarding lead (or a deputy) should engage with children's social care, police and specialist services as required. They should make a referral to children's social care if any children have suffered abuse or are at risk of harm. If a crime has been committed, then they should also involve the police. The academy should consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on academy premises and on transport to and from the academy. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Section 5 Allegations of Abuse made against Teachers and other Staff (including Volunteers)

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

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children.



We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at www.westyorkscb.proceduresonline.com at section 2.6. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in the academy.

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

Initial action to be taken:

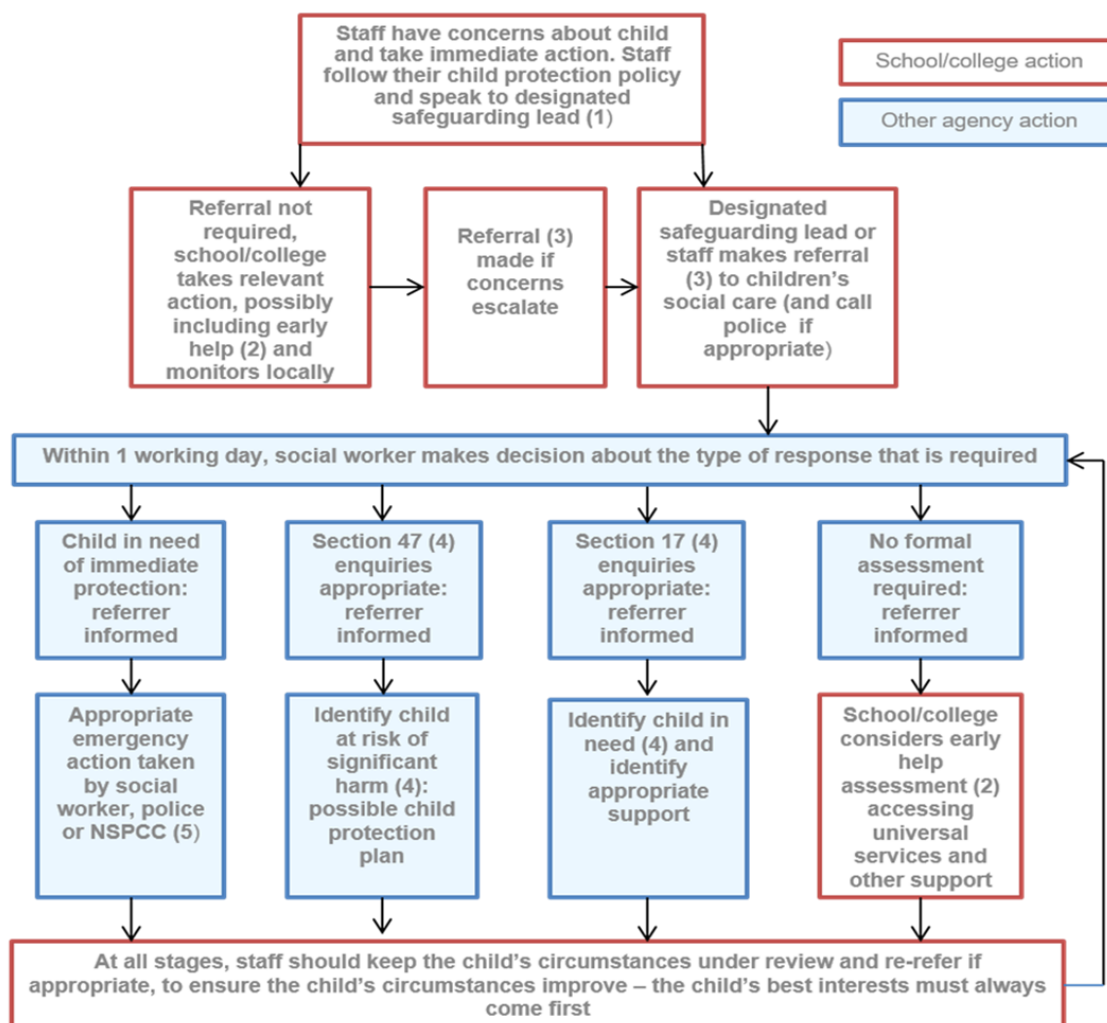
- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record.
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will seek advice from the CEO who will proceed as the 'headteacher'.
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The headteacher may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The headteacher (or CEO if the allegation is about the headteacher) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by the academy or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees Duty and Advice Team. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.
- Consideration will be given throughout to the support and information needs of students, parents, staff and the employee the subject of the allegation.
- The headteacher will inform the Directors and Local Governing Body of any allegation against a member of staff.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from Share MAT HR Manager.
- Consult with strategy team regarding the appropriate PR strategy.
- Give careful consideration to who will be the investigating officer and the officer that will hear the evidence in order to have the scope to offer an independent panel for any appeal.
- Referrals will be made to the newly established Teaching Regulation Agency (TRA) regardless of whether the individual chooses to leave his/her employment.

Appendix 1

Referral Flow Chart for actions where there are concerns about a child

We aim to provide support and guidance so that children have a range of appropriate adults whom they feel confident to approach if they need to talk, however where a member of staff has concerns regarding a child or student, they must report it immediately to the Designated Safeguarding Lead

Actions where there are concerns about a child



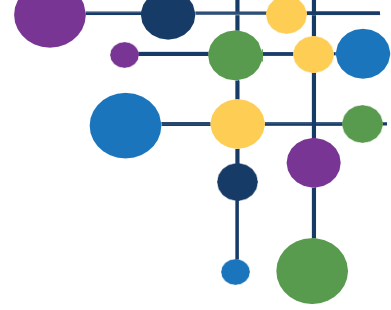
(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



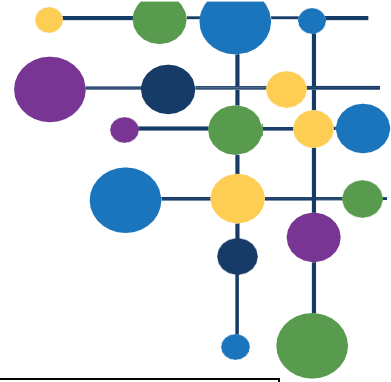
Appendix 2

ALL STAFF - SAFEGUARDING INCIDENT / CONCERN FORM

Child name	Date of birth and Year Group
Name and position of person completing form (please print)	
Date of incident/concern: dd.mm.yy	
Incident/concern (who what where when)*	
Any other relevant information (witnesses, immediate action taken)*	
Action taken*	
Signature	Date form completed (dd mm yy)

*Continue on a separate sheet if necessary

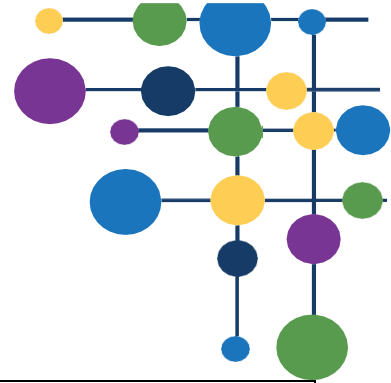




DSL - SAFEGUARDING RECORD FRONT SHEET

Child name:		Date of birth:	
Any other name by which child is known:			
Home address:		Current address (if different)	
Telephone no:			
Family members i.e. parents/carers /siblings:			
Name	Relationship	Address	Academy details
Date file started:			
Are records held in academy/college relating to other connected children?			
Contact details of other professionals			
Name	Agency	Address	



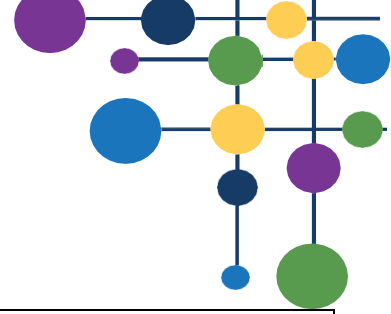


DSL SAFEGUARDING RECORD OF ACTION/CONTACTS

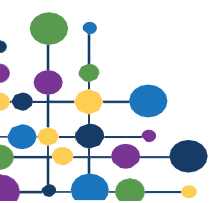
Child name:		
DATE	DETAILS	SIGNATURE

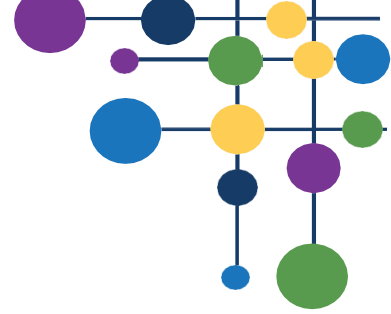


DSL DETAILED RECORD OF ACTION



Child name:	
DATE	DETAILS
Signature	





Appendix 3 - Contacts

Local Authority Designated Officer (LADO) Sandra Shaw 01484 221000
 Mobile number 07976 497654
 LADO email address kirklees.LADO@kirklees.gcsx.gov.uk
 LADO AnyComms address - "child protection" in drop down menu

Duty Social Workers Duty and Advice Team 01484 414960

If you need to contact Kirklees – Duty and Advice Team
 in a non-emergency you can request a verbal consultation call back using email
DutyandAdvice@kirklees.gcsx.gov.uk

For secure transfer of emails from academies use Anycomms – address – "MASH" in drop down menu

Contact for practice concerns and compliments: FSCPSeniormanagement@kirklees.gov.uk

Out of Hours

Emergency Duty Service 01484 414933

School Safeguarding

Learning Service

Special Schools	Mandy Cameron	01484 221000
Primary Schools	Bev Richards	01484 221000
Secondary Schools	Helen Metcalfe	01484 221000
Online safety Lead	Fiona Denham	01484 221000

Virtual Academy head teacher Janet Tolley 01484 225180

Kirklees Education Safeguarding Team

Service Manager: Maggie Featherstone 01484 221000

Safeguarding Officer (Schools & Learning) Michelle Hodges 01484 221000
 Safeguarding Officers email academysafeguardingofficer@kirklees.gov.uk

Elective Home Education (EHE) 01484 221919
attendance.pupilsupport@kirklees.gov.uk

Children Missing Education 01484 221919
attendance.pupilsupport@kirklees.gov.uk

Child Employment 01484 221919
child.employment@kirklees.gov.uk

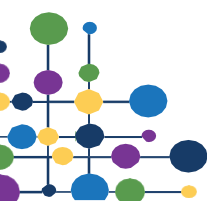
Further information: www.kirklees.gov.uk/beta/employment-information/children-and-employment.aspx

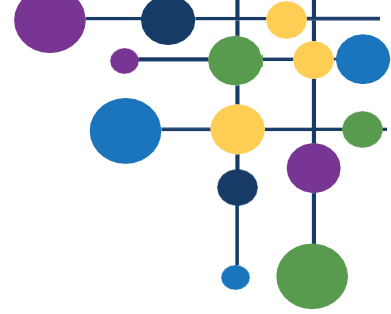
Stronger Families

www.kirklees.gov.uk/stongerfamilies
strongerfamilies@kirklees.gov.uk

Prevent Co-ordinator
 Alison Clarkson

01484 221000





SHARE MAT Human Resources

Tracy Nash – 01484 868773 tracy.nash@sharemat.org
Lynn Aston – 01484 868773 lynn.aston@sharemat.org

Child Protection Conferences

Child Protection & Review Unit 01484 225850

Online Safety incidents

National helpline www.saferinternet.org.uk/helpline

West Yorkshire Police

Child Safeguarding Unit - Kirklees 01924 431134

Early Help Access Team (Single Assessment part 1)

earlyhelpaccessteam@kirklees.gov.uk 01484 456 823

FGM

The Female Genital Mutilation Helpline fgmhelp@nspcc.org.uk 0800 028 3550

Useful websites, guidance documents, training materials Websites

Kirklees Safeguarding Children Partnership www.kirkleessafeguardingchildren.com
(Safeguarding children procedures and training)

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

Prevent www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx

Online Safety Support

Keeping Children Safe Online www.ceop.gov.uk

DotCom Childrens Foundation www.dotcomcf.org/

Bullying & child abuse www.anti-bullyingalliance.org.uk/
www.kidscape.org.uk
www.childline.org.uk
www.nspcc.org.uk

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

Kidsmart www.kidsmart.org.uk
www.yhgfl.net

Safe Practice in Physical Education in Schools and School Sport www.afpe.org.uk/

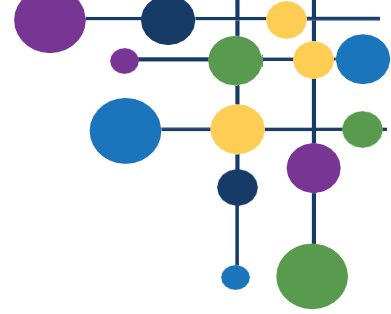
HM Government (DfE) guidance documents

Keeping Children Safe in Education (DfE 2018)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children (DfE 2018)
www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if you're worried a child is being abused (DfE 2015)
www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2





Academy Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – October 2015

<http://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

Training Materials

KSCP Safeguarding Training courses

www.kirkleessafeguardingchildren.com

Whole School Basic Awareness in Child Safeguarding and Designated Safeguarding Lead – Full Course and Refresher training:
Safeguarding Officer for Schools: michelle.hodges@kirklees.gov.uk

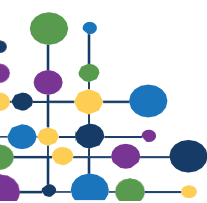
01484 221000

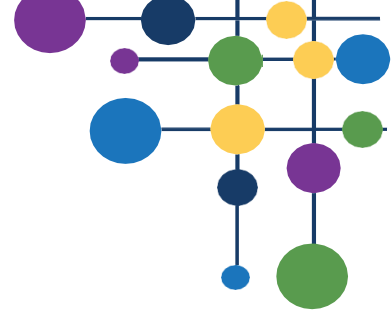
Safer Recruitment Training course – Kirklees Learning Service
Safeguarding Governor Training

01484 225828

Prevent Training www.kirklees.gov.uk/beta/community-safety-partners/prevent-training.aspx

01924 483747





Appendix 4

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2018)

A child: any person under the age of 18 years.

Harm: means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development: means physical, intellectual, emotional, social or behavioural development;

Health: includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

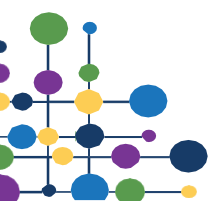
Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

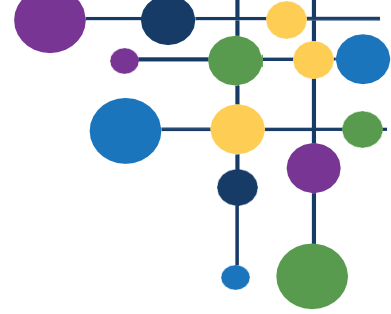
Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.





Private Fostering: is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. A connected person is defined as a 'relative, friend or other person connected with a child'. The latter is likely to include person(s) who have a pre-existing relationship with the child, for example, a teacher who knows the child in a professional capacity.

Definitions regarding sexual violence and sexual harassment between children in schools and colleges:

Sexual violence: Academy and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

