SAFEGUARDING & CHILD PROTECTION POLICY & PROCEDURE

ROYDS HALL

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Part 1: Safeguarding Policy

Application

For the avoidance of doubt, where the policy refers to a duty on a member of staff, it will apply equally to trustees, governors, staff (including training teachers) and other adults, such as volunteers (referred to as responsible adults).

1.0 Policy statement and legal and statutory framework Safeguarding and promoting the welfare of children is defined as: • Protecting children from maltreatment (inside or outside the home, including online); • Preventing impairment of children's mental and physical health or development; • Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; • Taking action to enable all children to have the best outcomes; • Providing help and support to meet the needs of children as soon as problems emerge; • Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and the creation, sending or posting images, including self generated intimate images or videos, including those generated using AI can be signs that children are at risk. Children includes everyone under the age of 18. Schools will fulfil their local and national responsibilities and links to these documents can be found in appendices 10.	This means that our academy is committed to safeguarding and promoting the welfare of all its **students** We believe that: • Our **young people** have the right to be protected from harm, abuse and neglect • Our **young people** have the right to experience their optimum mental and physical health • That every child has the right to an education and **young people** need to be safe and to feel safe in school • **young people** need support that matches their individual needs, including those who may have experienced abuse • Our **young people** have the right to express their views, feelings and wishes and voice their own values and beliefs • Our **young people** should be encouraged to respect each other's values and support each other • Our **young people** have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need. • Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours. • Our Academy is part of Operation Encompass which is a police and school early intervention safeguarding information sharing partnership which supports children experiencing domestic violence and abuse including where they see, hear or experience its effects. All staff and visitors have an important role to play in safeguarding **young people** and protecting them from abuse and considering when mental health may become a safeguarding issue.

2.0 Scope	This means that in our academy we will:
This policy will contribute to the protection and safeguarding of our **students** and promote their welfare by: • Clarifying standards of behaviour for staff and **students** • Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values; • Ensuring each academy has in place a curriculum that teaches pupils about safeguarding, including the risks they may face, how to stay safe and healthy and online safety; • Encouraging **students** and parents to participate; • Alerting staff to the signs and indicators that all may not be well; • Developing staff awareness of the causes of abuse; • Developing staff awareness of the risks and vulnerabilities their **students** may face; • Addressing all concerns at the earliest possible stage and recording them on CPOMS • Reducing the potential risks **students** face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation; • Recognising risk and supporting online safety for pupils, including in the home.	• Identify and protect all **students** especially those identified as vulnerable **students** • Identify individual needs as early as possible; and • Design plans to address those needs • Work in partnership with **students** parents/carers and other agencies. Our policy extends to any establishment our school commissions to deliver education to our **students** on our behalf including alternative provision settings. Headteachers and Principals will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and ongoing monitoring is undertaken. Organisations using the trust's facilities, for example to run extra-curricular activities or clubs, must have appropriate arrangements in place to protect children. The person authorising any such use must ensure these arrangements are in place. The curriculum should include relevant relationships and sex education, as described in the statutory guidance.

3.0 Policy aims and objectives	This means that across our trust:
We believe the following principles support effective safeguarding practice: • Safeguarding and child protection is our highest priority. All our systems and policies operate in the best interests of the child • Everybody involved in our schools takes full responsibility for safeguarding • Have conversations and listen to children and their families as <u>early</u> as possible. • Take any concerns raised seriously • Respond promptly to concerns, taking immediate action when children are at risk of harm. • Understand the child's lived experience recognising that some children may be more at risk of harm than others. • Work <u>collaboratively</u> to improve children's life experience. • Be <u>open</u>, honest and transparent with families in our approach. • <u>Empower</u> families by working with them. • Work in a way that builds on the families' <u>strengths</u>. • Build <u>resilience</u> in families to overcome difficulties.	All trustees, governors, staff and other responsible adults will be aware of statutory guidance and procedures for providing Early Help for children in need. Staff will follow the relevant guidance, described in further detail in Appendix 2. If there is a safeguarding concern, we will ensure the child's wishes and feeling are taken into account. Our systems will be well promoted, easily understood and accessible. **students** will be able to report abuse with confidence that their concerns will be treated seriously. • These principles ensure we meet our legal obligations under the Human Right Act 1998 and The Equality Act and Public Sector Equality Duty

4.0 Expectations All trustees, governors, staff, contractors and regular visitors, including volunteers, must be familiar with: • This Safeguarding & Child Protection Policy; • The academy's behaviour and anti-bullying policies; • The trust's staff code of conduct policy • The trust's Online Safety Policy & Procedure • Safeguarding response to children who go missing from education or are persistently absent from education; and • The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). All staff are expected to: • Understand their role in relation to safeguarding; • Be alert to signs and indicators of possible abuse (see Appendix 1 for current definitions and indicators); • Record concerns and give the record to the DSL, or deputy DSL, and; • In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy DSL • Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible; • Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Team Around the Family (TAF) Support Plans, Child in Need Plans and inter-agency Child Protection Plans. Visitors (other than regular volunteers) will be made familiar with their requirement to report any safeguarding concern to the DSL.	This means that in our academy: All our staff, trustees and governors will receive safeguarding training as part of their induction, annual safeguarding training and update briefings as appropriate. Training will include information about online safety. Key staff will undertake the more specialist safeguarding training required for their roles. We will take all reasonable steps to ensure that staff are able to recognise the indicators of abuse, neglect, exploitation and modern slavery. All our staff, trustees and governors will read and confirm they have understood their obligations, as described in Keeping children safe in education 2026 (comes into force from 1 September 2026) Part 1 Our **Trustees and Governors** will be subjected to an enhanced DBS check and 'Section 128' check. We will follow Safer Recruitment processes and checks for all staff.

5.0 The Designated Safeguarding Lead (DSL) The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. • DSLs should help promote educational outcomes by working closely with their teachers about their welfare, safeguarding and child protection concerns. • The headteacher and local governing body should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. • The headteacher, local governing body and DSL must ensure the DSL carries out the role in accordance with the description provided in Keeping children safe in education 2026 (comes into force from 1 September 2026) Page 171 – Annex C. • The DSL should be aware that pupils who identify as LGBTQ may find it harder to disclose risks or concerns if they lack a trusted adult. The DSL will raise awareness of where such pupils can seek help.	This means that in our trust: Our key individuals have been trained to an appropriate level, e.g. have completed the roles and responsibilities of the DSL course within the last two years. Headteachers should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances to ensure that safeguarding concerns are received, monitored, and acted upon without delay. Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL. Staff will be informed of relevant details by the DSL only when she/he/they believe it will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

6.0 Recording, storing and sharing information	In our trust:
• Safeguarding and child protection information will be dealt with in a confidential manner. • Our school will be clear as to who has parental responsibility for children on our roll, and report all identified private fostering arrangements to the Local Authority. • Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each **students** the school will not keep family files. Files will be kept for at least the period during which the **students** is attending the school, and beyond that in line with current data legislation and guidance. • If a **student** moves from our school, child protection and safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. • All in-year applications and transfers will also be reported to the Local Authority. • Records relating to child safeguarding are exempt information under the Education (School 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. • The academy will disclose records, either through the police or social services in cases of alleged abuse that result in court proceedings. Records (suitably anonymised) may also be requested for use in disciplinary proceedings. • In all court cases, a requesting solicitor or other third party will be advised that a Witness Summons or Subpoena should be obtained. In these situations, advice from the local authority legal department will be sought.	We use CPOMS and store our records electronically we do not hold paper files. Access to CPOMS is controlled carefully, to ensure only the relevant staff are able to see confidential information. We will not disclose to a parent any information held on a **young person** if this would put the child at risk of significant harm. We will share information with other agencies, such as social services, the police or NHS professionals where this is required to promote the welfare of and protect the safety of a child. We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the **young person** arrives. Our records of any concerns or referrals will include: • a clear and comprehensive summary of the concern; • details of how the concern was followed up and resolved; • a note of any action taken, and rationale for the decisions reached (including not referring) and the outcome.

7.0 Contextual Safeguarding "Keeping Children Safe in Education 2026" (KCSIE-26) writes about the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families.	This means that in our academies: Our DSLs will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates. This will be evidenced in: • Informal and formal assessments of need/ risk for the child; • Case discussions in DSL supervision sessions. Contextual Safeguarding will be addressed in staff training, as staff need to know the key contextual issues, that our pupils face. Our schools will play a key role in inter-agency working, to ensure effective information about our pupils.

8.0 Mental Health • Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. • There are likely to be potential warning signs that a child is suffering with mental ill health could include: ▪ significant changes in behaviour, ▪ ongoing difficulty sleeping, ▪ withdrawing from social situations, ▪ not wanting to do things they usually like, and ▪ physical signs of self-harm or neglecting themselves. • Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.	In our academy this means that all staff will: • Be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. • Know how abuse, neglect or other traumatic or adverse experiences can have a lasting impact on a child's mental health, behaviour and education. • Take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern. • Recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. • Offer support and vital early intervention through the inclusion referral processes. • Be made aware of where they can find guidance, including the information provided in Mental health and behaviour in schools - GOV.UK (www.gov.uk) and the trust's pupil mental health policies.

9.0 The Designated Teacher for Looked After and Previously Looked After Children • The headteacher must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. The teacher should receive suitable training. In keeping with sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. • The Local Authority has ongoing responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person.	Our Designated Teacher will: • Work with the Virtual School and other local authority agencies to provide the most appropriate support, utilising the pupil premium plus to ensure they meet the child's needs. • Work with the virtual school head to promote the educational achievement of previously looked after children. • Work with the virtual school head to promote the educational achievement of children in kinship care. Our DSLs will liaise with the child's social worker and other bodies, such as the Local Authority Virtual School Headteacher to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

10.0 The Board of Directors and the Local Governing Body The Board of Directors and Local Governing Bodies will ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare: • The trust operates "Safer Recruitment" procedures and ensures that appropriate checks (including DBS checks) are carried out on all new staff and relevant volunteers (including members of the governing body); • The **Headteacher** and all other staff who work with **young people** undertake safeguarding training upon induction and on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained; • Temporary staff and volunteers are made aware of the academy's arrangements for safeguarding & child protection and their responsibilities; • The trust and academy will remedy any deficiencies or weaknesses brought to its attention without delay; • The trust board has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all statutory guidance; • The trust board will ensure that every academy has a suitably trained Designated Safeguarding Lead in place. The DSL must be given sufficient status, time, resources, training and support to undertake the role effectively. They will check they have complied with Annex B of KCSIE 2026. • The Nominated Director/Governor is responsible for liaising with the **Headteacher** and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual **students.** The Director will report to the Board and the Governor will report to the Local Governing Body.	In our trust this means that: All trustees and governors must have read part 1 and 2 of "KCSIE-26" They must also undertake suitable training, so they are able to challenge leaders effectively about safeguarding practices. The named director and governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years. The trust board will ensure this policy template and other procedures fulfil national and local requirements for effective safeguarding. The local governing body will ensure the policy works effectively in the academy. They will authorise reasonable adjustments where they are required. The trust board and governing body will review all policies/procedures that relate to safeguarding and child protection annually. They will ensure there are effective online filters operating on the trust's IT systems. A member of our governing body (usually the Chair) is nominated to be responsible for liaising with the trust central team and Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the **Headteacher** The Nominated Director (Governor) will liaise with the **Headteachers** and DSLs to produce a report at least annually for the board or local governing body and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

11.0 Safer recruitment and selection	This means that in our academy:
The academy or trust (for some senior posts) will pay full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. The academy or trust (for some senior posts) will undertake interviews and appropriate checks, including a disclosure & barring check, a barred list check and a prohibition check. Evidence of these checks must be recorded on our Single Central Record. All recruitment materials will include reference to the trust's commitment to safeguarding and promoting the wellbeing of pupils. We will always seek a reference from the employee's current or most recent headteacher if he or she is currently working in education. We will verify the identity of the person providing the reference. The reference will always ask the referee to report any safeguarding concerns or disciplinary investigations (see the trust's recruitment policy). We will undertake background checks, including online searches, as part of the recruitment process.	We will follow the procedures set out in the trust's recruitment policy. We keep a register of senior leaders who have received safer recruitment training. This includes most of the senior leaders in the central team. Every interview (selection) panel must include at least one person who has successfully completed safer recruitment training. Secure written confirmation of safer recruitment checks from alternative Provision providers. This confirmation MUST include an undertaking for the commissioning school to be updated with any future recruitment. Requires any person volunteering in a role involving teaching, training, instructing or supervising children on more than 3 days in a 30-day period, or overnight, to be in regulated activity regardless of supervision. Will carry out enhance DBS checks for any trip or foreign exchange that requires a child to reside with a host family.

11.1 Induction	Our staff induction process will cover:
All staff will be made aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.	• The Safeguarding & Child Protection policy; • The Behaviour Policy; • The Staff Code of Conduct Policy; • The safeguarding response to children who go missing from education or are persistently absent; and • The role of the DSL (including the identity of the DSL and any deputies). Copies of policies and a copy of part one of the KCSIE-2026 document is provided to staff at induction. All staff MUST sign part one of KCSIE-2026, to confirm they have read and understood it. Signed declarations must be returned to the DSL.

11.2 Staff support We recognise some DSLs may need additional time, particularly in the autumn term, to support staff and children regarding new safeguarding and welfare concerns. Regular safeguarding supervision will be offered to the Lead DSL within school usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school. DSLs will be supported to access training as appropriate including training in behaviour and mental health.	We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate. DSLs will be offered safeguarding supervision by the headteacher/ principal.

12.0 The use of reasonable force There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain **young people.** This can range from guiding a **young person** to safety by the arm, to more extreme circumstances such as breaking up a fight or where a **young person** needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for 'Use of Reasonable Force in Schools' is available **here**.	This means in our academy: We will plan positive and proactive behaviour support, to reduce the occurrence of challenging behaviour and the need to use reasonable force. We will write individual behaviour plans for our more vulnerable **young people** and agree them with parents and carers. We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students. When using reasonable force in response to risks presented by incidents involving **young people** including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully. We will record details of all cases where reasonable force has been used and contact parents. Staff using reasonable force must report it to the DSL and record details on CPOMS.

13.0 The academy's role in the prevention of abuse This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the academy, which should ensure that **students** are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Safeguarding issues, including online safety will be addressed through all areas of the curriculum including extra familial harm (multiple harms).	This means that in our academy: All staff will be made aware of our academy's unauthorised absence and children missing from education procedures. We will provide opportunities for **students** to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour and RSE will be inter-linked to ensure a whole school approach. We also recognise the particular vulnerability of children who have a social worker.

14.0 What we will do when we are concerned – Early Help response Where unmet needs have been identified for a **young person** but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response. The child/young person`s voice must remain paramount within a solution focused practice framework. The DSL will complete the Local Authority Early Help Multi-Agency Assessment. Should it be felt that a more urgent response is needed, the DSL will contact the **Duty & Advice.** The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.	This means that in our academy: All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing. Staff will report any disclosures of a safeguarding nature to the DSL as soon as is reasonably possible. They will understand that children may not be ready to disclose harm or may not recognise what they are experiencing as such. Staff should report any concerns they have to the DSL before disclosure. Safeguarding leads will assess, plan, deliver and review plans. DSLs should identify all children and families who may benefit from early help. These include those who are pregnant and/or are a parent themselves, have exhibited early signs of abusive, violent and/or harmful behaviours, have "been repeatedly removed from the classroom" or "is on a part-time timetable". Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff training. The DSL will generally lead on liaising with other agencies and setting up the Team Around the Family (TAF) Support Plan if required. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed. In our academy, although any member of staff can refer a situation to Early Help, it is expected that the majority are passed through the DSL team.

15.0 Safeguarding pupils/students who are vulnerable to radicalisation With effect from 1st July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.	This means that in our academy: We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. **Students** and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Our curriculum will promote fundamental British values and educate pupils about the risks posed by extremists.
15.1 Risk reduction Academy governors, the **Headteacher** and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments may include consideration of the academy's RSE curriculum; SEND pupils; approaches to the Personal, Health, Social and Emotional (PHSE) curriculum; the use of school premises by external agencies; integration of **students** by gender and SEN; the anti-bullying policy; and, other issues specific to the academy's profile, community and philosophy. Due diligence checks will be undertaken on all external speakers invited to our school. The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5. The school will monitor online activity within the school to ensure that inappropriate sites are not accessed by **students** or staff. The school has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).	This means that in our academy: We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty. All staff within our school will be alert to changes in a **young person's** behaviour or attitude which could indicate that they are in need of help or protection. We will use specialist online monitoring software, which in this school is called Smoothwall. Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

15.2 Channel Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to: • Establish an effective multi-agency referral and intervention process to identify vulnerable individuals; • Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and • Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability. Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on **The Prevent Duty**.	

16.0 Safeguarding pupils/students who are vulnerable to exploitation, trafficking, or so-called 'honour-based' abuse (including female genital mutilation and forced marriage) With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions. The teacher will also discuss the situation with the DSL who will consult with the Local Authority Duty and Advice team before a decision is made as to whether the mandatory reporting duty applies. Staff will inform the DSL if they have any concerns about forced marriage. The DSL will follow the government guidance on forced marriage and inform the Local Authority Duty and Advice Team. The legal age for marriage or to enter a civil partnership is 18 years old (it is no longer permissible 16 and 17 year olds even with parental consent).	This means that in our academy we ensure: Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible. All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around; • Forced marriage • FGM • Honour based abuse • Trafficking • Criminal exploitation and gang affiliation. Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.

17.0 Children who are absent from education A child going missing and or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future. Work around children missing/unexplainable/or persistently absent from education will be coordinated with safeguarding interventions. The school must notify the Local Authority of any pupil/student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries. The academy will also notify the Local Authority of any pupil/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments.	This means that in our academy we will: Hold two or more emergency contact numbers for each pupil. All our attendance workers will liaise closely with the DSL. We will adapt our attendance monitoring on an individual basis to ensure the safety of each **young person** at our academy. Our academy will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of **students** that would be considered 'absent'. We will work closely with the Local Authority Attendance & Student Support Service CME Team, School Admissions Service, Education Legal Intervention Team and the Elective Home Education Team. We will provide information to the local authority when removing a child from the school roll at standard and non-standard transition points. We will work with local authority children's services where school absence indicates safeguarding concerns.

18.0 Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), including gang involvement Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This type of abuse can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be manipulated, groomed and coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children may not fully understand the abuse they are experiencing. Children involved in criminal exploitation often commit crimes themselves and their vulnerability as victims may be missed. It is important we recognise children involved in criminal activity may be victims of exploitation. The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff must be aware that girls are at risk of criminal exploitation too. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Child Sexual Exploitation (CSE) is a form of child sexual abuse. Sexual abuse is described in more detail in appendix 1, section 4. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.	This means in our academy, we will: Ensure staff recognise the indicators of CCE and CSE (appendix 1, paragraph 6 of this policy). Know how to support children who make a disclosure of abuse (appendix 2). Report any concerns to the DSL. Record concerns on CPOMS. We will make pupils aware of the risks of being exploited and how to recognise the signs of abuse (at an age appropriate level). This will be through planned curriculum activities. Ensure our systems for reporting concerns are well-understood. Help pupils making a disclosure feel safe and supported. Our DSL will work with safeguarding partners, following the local guidance.

19.0 Child on child abuse including harassment and violence All staff should recognise that children are capable of abusing their peers (including online). All staff should be clear about their school's or college's policy and procedures with regard to child on child abuse. We operate a zero-tolerance approach to child on child abuse and staff must understand their responsibilities to report, reduce the risks and manage any incidents. We recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. Child on child abuse may be happening in or out of school or could be happening online. It could be taking place within established relationships. We have a responsibility to support victims tackle abuse and report it, wherever it may be taking place. We also have to support the abuser, if he or she is one of our pupils. it is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously. Appendix 1, paragraph 7 lists the most common types of child on child abuse and staff must be familiar with this list The trust's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.	This means that in our academy, we will: Not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We will recognise that "child on child abuse" can occur between and across different age ranges. Child on child abuse is a safeguarding issue for both the victim and perpetrator of child on child violence. We will minimise the risk of child on child abuse by: • Ensuring all staff follow the academy's **behaviour policy** at all times. • **Educate our students**, so they understand what is acceptable and when their behaviour could be abusive or when they should report concerns. • Make it easy to report concerns through a well-understood **anti-bullying policy** (which may be called an **anti-child abuse policy**). • Training staff to recognise the signs of child on child abuse and to know how to (a) support children reporting concerns (b) report concerns. Staff will be made aware of the indicators of child on child abuse, as described in appendix 1, paragraph 7. • Provide support for children reporting abuse and for those accused of abusing their peers. Staff must follow the guidance in appendix 2 if a pupil makes a disclosure of child on child on abuse. All incidents of child abuse (including harassment and violence) will be recorded on CPOMS. The DSL will assess each case and determine the next steps. The DSL will also offer support, which may include support from external or referrals to other agencies, meetings with parents or a school safety plan. Where appropriate, risk assessments will be put in place to support children. The headteacher of each school will analyse patterns of child on child abuse, to determine if any patterns

	exist, e.g. if pupils are more vulnerable in certain parts of the school. The headteacher will take steps to reduce risks if any patterns emerge. The DSL must check whether patterns of behaviour are emerging for particular pupils and put plans in place to address any concerns. We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools. We will also ensure we comply with the guidance on how to respond to cases of sending or posting images, including self generated intimate images or videos, including those generated using AI. Where a child poses a serious risk to other pupils/students within school. The academy completes a risk assessment plan (Appendix 8). DSLs will consider familial harm and the potential risk to other family members, such as siblings.
20.0 Serious Violence All staff should recognise that serious violence is a safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending.	This means that in our academy: Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). Where a child poses a serious risk to other pupils/students within school. The academy completes a risk assessment plan (Appendix 8). DSLs will organise early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge.

21.0 Online safety Children face risks from their activity online. This can be classified into four areas. • Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories. • Contact: being subjected to harmful online interaction with other users or AI generative applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes. • Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated by AI and online bullying; and • Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Cybercrime is criminal activity committed using computers and/or the internet. Young people across the UK may engage with illegal online activity, often without understanding the legal or ethical implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.	This means that in our academy we will: Follow the online safety and ICT policies. Ensure all our policies and procedures reflect the need to keep pupils safe online. Ensure all staff are aware of the risks pupils face online. Educate pupils about online safety at an age-appropriate level. Online safety sessions will be delivered as part of a planned curriculum. Ensure all staff understand and follow the ICT policy in school. Support parents by providing guidance about helping children stay safe online. Enforce the ban on the use of mobile phones in schools. Intervene if harmful hoaxes or challenges are circulating online. Ensure our ICT networks are as secure as possible, and filters are effective in keeping inappropriate content away from children. Provide clarity for all staff on roles and responsibilities on ICT filtering and monitoring and training on how to manage the filtered alerts (see online safety policy). Ensure that any use of generative artificial intelligence (AI) in filtering and monitoring systems are assured to be safe for users in educational settings. DSLs should act on any concerns around a child's potential or actual involvement in Cybercrime.

22.0 Third parties, including contractors and organisations hiring academy premises The trustees have a responsibility to check that all organisations using academy premises have appropriate safeguarding policies and procedures in place. A similar responsibility applies to contracts with a third party provider including Alternative Provision providers. Contractors will be required to liaise with the school regarding safeguarding matters. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.	In our trust, this means that: All lettings agreements will clearly state our requirements for effective safeguarding and child protection procedures to be in place. The organisation renting our facilities must provide a copy of their safeguarding (child protection) policy. Adults taking responsibility for children must have completed a full DBS check and be able to provide confirmation of this. Copies of the required documents will be taken by the member of staff accepting the booking. Copies will be sent to the trust's compliance officer and the academy's DSL, who will check the requirements have been met before the booking can be accepted. The DSL may conduct further checks to confirm the policies are effective. All contractors providing services will be required to sign our standard contract, which will specify our safeguarding requirements and arrangements. Our requirements will match those found in Keeping Children Safe in Education, paragraphs 272 to 277. Academies must complete checks on alternative provision providers which include: Knowing where their pupils are throughout school hours (i.e. the address where they are being educated). Ensuring the provision can cater well for pupils with complex needs (if applicable). Reviewing the Alternative Provision placement at least half termly to ensure children are attending, their needs are met and the setting is safe, with the potential that the placement is ended if any concerns are not addressed.

Modern Slavery Statement

SHARE MAT is dedicated to safeguarding and promoting the welfare of children and young people, which includes protecting them from risks associated with modern slavery and human trafficking. In accordance with the Modern Slavery Act 2015, we are committed to identifying and addressing any potential exploitation within our communities and supply chains. Our safeguarding policies and procedures ensure that staff are trained to recognise signs of modern slavery and take appropriate action. We work collaboratively with external agencies to uphold the highest standards of child protection, reinforcing our commitment to a safe and supportive environment for all.

Part 2: Key procedures

Responding to concerns about a child

In our academy ***<Insert name of academy>**

Our DSL(s) are ***<Insert names>**

Our safeguarding governor is ***<Insert name>**

CONCERN ABOUT A CHILD:
Speak to Designated Safeguarding Lead (DSL) if urgent.
Record on CPOMS

↓

DSL(s) review concerns and decide next steps, referring to the Local Authority Safeguarding Children Partnership procedures

- Consider discussing concerns with parent / carers and seek consent where appropriate.
- Consider completing Early Help Multi-Agency Assessment Form.

↓

At any point consider seeking advice:

The Local Authority Duty & Advice Team for Kirklees on 01484 414 960 or Calderdale on 01422 393336.
In case of emergency phone police on 999

23.0 Involving parents/carers

23.1 In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

23.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through **our academy website and prospectus.**

24.0 Multi-agency work

24.1 We work in partnership with other agencies to promote the best interests of our **young people** and keep them as a top priority in all decisions and actions that affect them. Our academy will, where necessary, liaise with these agencies to implement or contribute to an Early Support Multi-agency Assessment and Referral form (ESMAP) and 'Team around the family' (TAF) Support Plan and make requests for support from the Local Authority. These requests will be made by the DSL to the Local Authority Social Services Team. Where the **young person** already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

24.2 When invited the DSL will participate in a strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the **young person** are met.

24.3 We will co-operate with any child protection enquiries conducted by the Local Authority Social Services: the school will ensure representation at appropriate inter-agency meetings such as Team Around the Family, Children in Need, Initial and Review Child Protection Conferences.

24.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with the Local Authority Social Services at least 24 hours prior to the meeting.

24.5 Where a pupil/student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference meeting, the academy will contribute to the preparation, implementation and review of the plan as appropriate.

25.0 Our role in supporting children

25.1 Our staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.

25.2 A TAF or Early Help Support Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

24.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

25.4 We will ensure the academy works in partnership with parents/ carers and other agencies as appropriate.

26.0 Responding to an allegation about a member of staff (including trainee teachers)

See also West Yorkshire Consortium Safeguarding Children Procedures regarding allegations against staff and volunteers https://westyorkscb.proceduresonline.com

26.1 This procedure must be used in any case in which it is alleged that a member of staff, director or governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a **young person** or may have harmed a **young person**
- Possibly committed a criminal offence against or related to a **young person**; or
- Behaved in a way that indicates she/he/they may not be suitable to work with **young people**
- Behaved towards a child or children in a way that indicated she/he/they may pose a risk of harm to children.

26.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse **students.** In our school we also recognise that concerns may be apparent before an allegation is made.

26.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

26.3.1 Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the **Headteacher** who will liaise with the Local Authority Designated Officer (LADO) and the trust's HR Manager, who will decide on any action required.

26.3.2 If the concern relates to the **Headteacher or a member of the trust's central team**, it must be reported immediately to the CEO, who will liaise with the Chair of the Local Governing Body, the trust's HR team and the LA's Designated Officer (LADO) and they will decide on any action required.

26.3.3 If the concern relates to the **CEO** it must be reported immediately to the Chair of the Board Body, who will liaise with the Designated Officer (LADO) and they will decide on any action required.

26.3.4 If the safeguarding concern relates to a director then the concern must be raised with the Designated Officer (LADO) who will decide on any action required.

26.4 Leaders will share safeguarding responsibilities with third-party organisations when it comes to supply teachers, trainee teachers and contracted staff. This includes "gathering the facts and managing the safeguarding process", to support the relevant agency or business with any disciplinary action.

27.0 Children with protected characteristics or vulnerable children

27.1 Our academy recognises that all **students** have a right to be safe. Some **students** may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

27.2 When the academy is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct an additional risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body.

27.3 School leaders will follow statutory guidance and work with families and the children in cases where a child is gender questioning.

27.3.1 Schools and can lawfully separate children according to their biological sex for sport. In cases where a gender questioning child makes a request relating to how they participate,

if "there are no safety concerns", settings should consider "whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

27.3.2 Children must not be allowed into the spaces "designated for the opposite biological sex." In instances where a child does not want to use these spaces, "schools should consider whether they can provide an alternative." Schools must keep a record of any such situations and "ensure they are communicated appropriately" and regularly reviewed.

28.0 Children in specific circumstances

28.1 Private Fostering

28.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of the Local Authority Social Services) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

28.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

28.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

28.1.4 There is a mandatory duty on the academy to inform the Local Authority Duty and Advice Team if it becomes aware of a private fostering arrangement. The Local Authority then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

29.2 Young Carers

29.2.1

Leaders should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

28.0 Schedule of Amendment

Version No.	Date of Issue	Amendment

2.0	27.6.24	Changes to reflect key changes to KCSIE
2.1	27.3.25	Addition of Modern Slavery Statement
2.2	9.10.25	Changes to reflect KCSIE 2026. Removal of links within the policy and collated in Appendix 10, to include links to Calderdale Local Authority. Key individuals moved to the front of the policy. Change to titles at the beginning of the document.
3.0		

Part 3: Appendices

Appendix 1 - Definitions and indicators of abuse

This is not an exhaustive list. There are other forms of general abuse, e.g. witnessing harm to others, in the home or another setting.

A1.1 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers.

A1.2 Physical abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted

- Fear of medical help
- Fear of changing for PE or swimming
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers.

A1.3 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse e.g., criticism, belittling, name-calling. It may include not giving the child/young person 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 the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

A1.4 Sexual abuse

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 rape and/or penetration 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.

Trust staff should recognise the impact of sexual violence and the fact **young people** can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of 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: she/he/they intentionally penetrates the vagina, anus or mouth 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: she/he/they 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area.

A1.5 Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to the Local Authority Duty and Advice team. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology
- Having unexplained contact with hotels, taxi companies or fast food outlets
- Missing for periods of time (CSE and county lines).

A1.6 Child criminal and sexual exploitation

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

In addition, there are factors that increase the likelihood of children being involved in serious violence, such as being male, having been frequently absent from school or permanently excluded

from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A1.7 Child on child abuse

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi-nudes, including., including self generated intimate images or videos, including those generated using AI
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Understanding harmful sexual behaviour (HSB), sexual harassment and sexual violence

HSB can occur between two or more children of any age and sex, from primary through to secondary college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. It may also escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

Leaders should make it clear that:

- there is a zero-tolerance approach to sexual harassment and sexual violence;
- recognising, acknowledging, and understanding the scale of HSB, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported,
- recognising the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence,
- challenging behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them, and
- a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such

incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

A1.8 Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household
- Evidence of coercion and control.

A1.9 Disabled children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Inappropriate invasive procedures.

Appendix 2 - Dealing with a disclosure of abuse

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him/they you are pleased that she/he/they is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him/they that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him/they that you believe them. Children very rarely lie about abuse; but she/he/they may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his/their fault.
- Encourage the child to talk without asking leading questions or pressing for information. Use open-ended prompts such as "Tell me...", "Explain to me...", or "Describe to me..." — following the TED approach — to allow the child to share in their own words.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he/they/they have a right to be safe and protected.
- Do not tell the child that what she/he/they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what she/he/they have told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed written record of the conversation using the child's own language on CPOMs. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

NB - it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Staff should be aware that children may not be ready/know how to tell someone that they are being abused/neglected/exploited or may not recognise that they are at risk of harm. This should not prevent staff from speaking to the DSL if they have concerns about a child.

Writing effective CPOMS incident logs:

SHARE MAT academies record safeguarding concerns electronically on CPOMS.

All concerns of a safeguarding nature, should be recorded in writing on CPOMS as soon as possible after a disclosure/observation has been made. Effective CPOMs will include:

- A clear and comprehensive summary of the concerns, including the facts of the incident/observation.
- The time/date that the incident **and** disclosure/observation were made. These may be two different sets of times, if the disclosure relates to a historic incident.
- The location the incident/observation took place
- Ensure other linked students are tagged into the incident log
- Select the incident category related to the log
- Attach copies of documents such as statements to support the incident log

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to the Local Authority Duty and Advice Team without delay, by the **Headteacher**, DSL or in exceptional circumstances by the staff member who has raised the concern. A written record on CPOMS must be recorded. The Safeguarding team will record details of how the concern was followed up and resolved, along with details of any actions taken, decisions reached and the outcome.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a **young person** who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or **Headteacher**.

The DSL will reassure the child that the law is there to protect them. They will do so in a way that reduces the risk of the child being alarmed. All potential victims will be reassured they will be taken seriously and looked after, regardless of how long ago the alleged harm occurred.

Where there are concerns that a child is suffering/likely to suffer harm, an immediate referral to social care must be made.

Appendix 3 - Allegations about a member of staff, trustee, governor, contractor or volunteer

1. Where a member of staff, trustee, governor, visitor (including supply staff and contractors) or a volunteer has behaved or may have been behaved in such a way that:
    a. has harmed a child, or may have harmed a child and/or;
    b. possibly committed a criminal offence against or a crime related to a child has possibly been committed
    c. indicates he or she may pose a risk of harm to children;
    d. indicates they may not be suitable to work with children.

    The concern must be shared with the headteacher as soon as possible.

2. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
  For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
- **Emotional**
  For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
  For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
- **Neglect**
  For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- **Spiritual Abuse**
  For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

3. If a child makes an allegation about a member of staff, trustee/governor visitor or volunteer the **Headteacher** must be informed immediately. The **Headteacher** must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The **Headteacher** should not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.

4. The **Headteacher** should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns, the **Headteacher** will notify the Local Authority Designated Officer (LADO) and the trust's HR Manager. The LADO and HR Manager will liaise with the Headteacher/Principal and advise about action to be taken. The Headteacher/Principal should also consider the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil, the matter should be addressed through the trust's own internal procedures.
- If the **Headteacher** decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. <u>The allegation should be removed from personnel records.</u>

5. Where an allegation has been made against the **Headteacher**, then the CEO takes on the role of liaising with the LADO and HR Manager in determining the appropriate way forward. If the allegation has been made against the CEO then the Chair of Directors takes on the role of liaising with the LADO and HR Manager in determining the appropriate way forward. For details regarding allegations against staff and volunteers please refer to the trust Managing Allegations Against Staff Procedure. There is also information on the West Yorkshire Consortium Safeguarding Children Procedures regarding allegations against staff and volunteers https://westyorkscb.proceduresonline.com or LADOadmin@calderdale.gov.uk

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Low level concerns about a member of staff or other responsible adult

6. Other concerns, referred to as 'low level' in Keeping Children Safe in Education 2026, must also be reported to the headteacher as soon as reasonably possible. Low level concerns are defined as actions that cause a sense of unease or a 'nagging doubt'. They are actions that:
    - Are inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
    - Do not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

    Examples include but are not limited to:
    - being over friendly with children;
    - having favourites;
    - taking photographs of children on their mobile phone;
    - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
    - using inappropriate sexualised, intimidating or offensive language.

7. The headteacher will first decide whether the concerns are more serious and the normal process for managing safeguarding allegations should be followed. If it does not meet this threshold, the headteacher should:
    - Seek advice from Human Resources and the DSL.
    - Investigate the concerns to further to determine the facts.
    - Decide whether the concern is sufficiently serious for a disciplinary investigation and hearing.
    - If the concern does not meet the threshold of a disciplinary investigation but does match the low-level concern criteria, the head should meet with the member of staff to offer advice and training (if necessary). Formal management guidance should be issued and a copy of the letter should be kept on the person's file.

8. If there is any doubt about whether the conduct meets the threshold of being reported to the LADO, the headteacher should proceed with the referral.

9. Concerns will normally be recorded in writing and stored on the employee's file for the duration of his or her employment.

10. Headteachers and trust leaders, such as the HR Manager, should encourage staff to self-refer, if they believe their behaviour could be misinterpreted might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Although reassurances cannot be given about the consequences of any investigation or disclosure, headteachers and other leaders must reassure staff that any resulting action will be handled sensitively and fairly.

Appendix 4 - Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSIE-26 as:
   Is the process of a person legitimising support for, or use of, terrorist violence.

2. Extremism is defined by the government in the Prevent Strategy as:
   The vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

3. Extremism is defined by the Crown Prosecution Service as:
   The demonstration of unacceptable behaviour by using any means or medium to express views which:

   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. KCSIE-26 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

   There is no such thing as a "typical extremist". Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

   - **Identity crisis -** the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
   - **Personal crisis -** the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
   - **Personal circumstances -** migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
   - **Unmet aspirations -** the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
   - **Experiences of criminality -** which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
   - **Special educational need -** students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

    - Being in contact with extremist recruiters
    - Family members convicted of a terrorism act or subject to a Channel intervention
    - Accessing violent extremist websites, especially those with a social networking element
    - Possessing or accessing violent extremist literature
    - Using extremist narratives and a global ideology to explain personal disadvantage
    - Justifying the use of violence to solve societal issues
    - Joining or seeking to join extremist organisations
    - Significant changes to appearance and/or behaviour
    - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

9. Further information about preventing radicalisation in Kirklees/Calderdale can be found here: https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/keeping-children-safe/prevent/
   or prevent@calderdale.gov.uk

Appendix 5 - Preventing violent extremism

Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of **School** in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE and PSHE curriculum to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel[1] process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.
- Further details about making PREVENT / CHANNEL referrals in Kirklees/Calderdale can be found here:
  Making a Channel referral | Kirklees Council

  Prevent referral form | Calderdale Council

[1] The Kirklees Channel panel is chaired by Carol Gilchrist, Head of Safe and Cohesive Communities and meetings are held every six weeks. For more information on the Kirklees Channel Panel or to discuss a concern please call Kirklees Prevent on 01924 483747

Appendix 6 – Remote learning and safeguarding

There may be occasions when we have to ask pupils to stay at home and work online. This happened recently as part of the measures to reduce the spread of COVID-19. This guidance applies in such cases.

Online safety
All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the trust's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships, communication including the use of social media and IT Policy. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age-appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will ask to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the

most out of their digital world.

- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.
- Our subscription to **National Online Safety** provides advice and guidance, including short courses and information videos for parents.

Government has also provided:

- **Support for parents and carers to keep children safe from online harms**, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.

The department encourages schools and colleges to share this support with parents and carers.

Appendix 7 - Students who pose a serious risk to other pupils within school

Academy Risk Assessment: Assessing and managing foreseeable risks for children

Pupils who pose a significant risk to other pupils (child on child abuse) are thankfully few and far between, but it would be naive to assume that they do not exist. The aim of this brief guidance document is to support you and the whole school/setting in identifying the risk posed by these pupils; and in developing a safety plan so that they can receive their statutory education entitlement whilst keeping the victim, alleged perpetrator and wider school community safe.

The completion of the risk assessment follows the initial information gathering process that highlights areas that need to be considered further and clarifies the external controls and limits designed to help parents/carers manage potential risk situations within the school setting. It is not a risk assessment in and of itself and must be completed with the support of those agencies that can support the assessment of risk. This guidance should be read in conjunction with national guidance 'Sexual violence and sexual harassment between children in schools and colleges' (DfE Dec 2017).

Careful consideration should be given as to how to communicate the safety plan with the child/young person and how this can be incorporated in their own safety. It is important that the child/young person receive positive messages about the plan and that positive behaviour is supported.

Pupil name: **Year group:** **Staff lead:**

This Risk Assessment is written by **XXX** staff to keep _____ safe in school.

I confirm that Parent(s)/Carer(s) understands and have agreed that Positive Handling Strategies as detailed in PHPs may be used if necessary/appropriate to keep the children and everyone else safe and free from harm.

What health and safety hazards could arise?							
Potential trigger points (lessons, time of day risks may occur and any pattern to behaviour)							
Identified hazard/ behaviour	**Is the risk potential or actual?**	**Who could be affected by the risk?**	**Initial risk rating L/M/H**	**What kind of injuries/ harm could occur?**	**Interventions to prevent/manage risks**	**Reactive interventions to respond to adverse outcomes**	**Residual risk rating L/M/H**

Risk Rating Guidance: H= High M= Medium L= Low TBA = To Be Assessed - Assessment of the likelihood and or impact of injury and or damage. Initial assessment has been undertaken, complete the residual assessment based on your control measures/findings/additional actions etc.

Risk Assessment completed by:

Signature:

Date:

Planned review date:

Risk assessment review

Any changes or updates to the documents and/or measures in place:

Supportive Guidance

Potential measures:

- Issues between student(s) involved to continue and further physical
- Further issues of physical altercation from aggressor in the situation with other pupils altercation to occur
- Victim feeling worried, unsettled and impacting on their wellbeing and engagement with school
- Wider student body and parents feeling worried/concerned

Examples of control measures:

- Offers of restorative mediation for all parties
- Clear messages shared with pupil about consequences of further issues
- Work with external agencies where necessary Duty staff informed to be vigilant
- Clear messages on reintegration
- Keep Safe Plan to be considered around use of specific locations at specific times if necessary
- Referrals to internal SEMH support and outside agencies (School Nurse/CAMHS)
- Restorative mediation offered if required
- Parental meeting if required
- Referrals to internal SEMH support and outside agencies (School Nurse/CAMHS)
- Messages shared with wider student and parent body if necessary
- Duty staff and teachers to monitor and report any concerns of worry amongst groups to pastoral team and DSL/DDSL

Risk Rating Guidance

- Initial risk rating is without any control measures in place.
- Residual risk rating is when the control measures are in place.

Appendix 8 - Other trust and academy policies related to safeguarding

SHARE MAT Primary Academy Behaviour Policy & Procedure TEMPLATE

SHARE MAT Secondary Academy Behaviour Policy & Procedure TEMPLATE

SHARE MAT Complaints Policy & Procedure

SHARE MAT Disciplinary at Work Policy & Procedure

SHARE MAT Equality and Diversity Policy & Procedure

SHARE MAT GDPR Policy & Procedure

SHARE MAT Health & Safety Policy & Procedure TEMPLATE

SHARE MAT ICT Policy & Procedure

SHARE MAT Online Safety Policy

SHARE MAT Recruitment Policy & Procedure

SHARE MAT Remote Learning Policy & Procedure

SHARE MAT Staff Code of Conduct

SHARE MAT Whistleblowing Policy & Procedure

SHARE MAT Keeping Children Safe Online Policy & Procedure

SHARE MAT Mental Health & Wellbeing Policy & Procedure

SHARE MAT Sex & Relationships Policy & Procedure

SHARE MAT Managing Allegations Against Staff Procedure

Anti-Bullying Policy

Attendance Policy

Home School Partnership Agreement

School Attendance and Punctuality

Post 16 Behaviour Policy

Pupils with Medical Needs & Disability Policy

Single Equality Action Plan

SEND Policy

Appendix 9 – Useful contact information

SHARE MAT Human Resources

Central HR Team – 01484 955007 – share.hr@sharemat.co.uk

Local Authority Contacts

Local Authority Designated Officer (LADO)
Sam Saxby -Brown LADOadmin@calderdale.gov.uk 01422 394055

Local Authority Designated Officer (LADO) 01484 221126 / 07976 497654
LADO email address kirklees.LADO@kirklees.gcsx.gov.uk

For secure transfer of emails from academies use Anycomms - "child protection" in drop down menu

Calderdale Multi-Agency Screening Team MAST@calderdale.gov.uk 01422 393336

Report concerns – Safeguarding Calderdale

Calderdale Disabled Children's Team DisabledChildrensTeam@calderdale.gov.uk 01422 394091

Calderdale Emergency Duty Team(Outside office hours support) EDT@calderdale.gov.uk
01422 288000

Kirklees Duty Social Workers / Duty and Advice Team 01484 414960

For secure transfer of emails from academies use Anycomms – "Duty & Advice" in drop down menu

Out of Hours Emergency Duty Service 01484 414933

School Safeguarding Learning Service 01422 394185
Virtual School (Calderdale) Head teacher Parveen Akhtar 01484 221000
parveen.akhtar@calderdale.gov.uk
PCLA and Kinship Lead - Amber Sheehan 01422 394137
Amber.Sheehan@calderdale.gov.uk

Virtual School (Kirklees) Headteacher Louise Hallas 01484 225180

Calderdale Schools Safeguarding Adviser - Steve Barnes 07540 672735
steve.barnes@calderdale.gov.uk
Calderdale Senior Education Welfare Officer - Duncan Thorpe 01422266125
duncan.thorpe@calderdale.go.uk 07833049343
Kirklees Education Safeguarding Team
Service Manager 01484 221000
Safeguarding Officer (Schools & Learning) 01484 221000
academysafeguardingofficer@kirklees.gov.uk
Elective Home Education (EHE) attendance.pupilsupport@kirklees.gov.uk 01484 221919

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

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

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

Kirklees Families Together Partnership – Support for children, young people and families

Families Together - Support for children, young people and families | Kirklees Council 01484 456823

Stronger Families
https://www.kirklees.gov.uk/beta/working-with-children/stronger-families.asp
strongerfamilies@kirklees.gov.uk

Kirklees Prevent Hub 01924 483747

Prevent Co-ordinator / Channel co-ordinator prevent@kirklees.gov.uk 01484 221000
07890586045

For secure transfer of emails from academies use Anycomms – "Prevent Referral" in drop down menu

Child Protection Conferences & Review Unit 01484 225850

Early Help Access Team (Single Assessment part 1) 01484 456 823
earlyhelpaccessteam@kirklees.gov.uk

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

Whistleblowing helpline whistleblowing@kirklees.gov.uk 01484 225030

Training Materials:

KSCP Safeguarding Training courses
www.kirkleessafeguardingchildren.com

Whole School Basic Awareness in Child Safeguarding and 01484 221000
Designated Safeguarding Lead – Full Course and Refresher training:
Safeguarding Officer for Schools:
michelle.stephenson@kirklees.gov.uk and maxine.wood@kirklees.gov.uk
Safer Recruitment Training course – Kirklees Learning Service 01484 225828

Calderdale Safeguarding Training for Professionals
https://safeguarding.calderdale.gov.uk/professionals/training-and-development/
Lisa.Golding-Smith@calderdale.gov.uk

Safeguarding Governor Training

Prevent Training www.kirklees.gov.uk/beta/community-safety-partners/prevent-training.aspx 01924 483747

West Yorkshire Police

Child Safeguarding Unit – Kirklees 01924 431134

Appendices 10 - Links to statutory guidance and additional information about safeguarding issues and forms of abuse

Staff who work directly with children/young people, and their leadership team should refer to this information, which includes training resources

Guidance on children in specific circumstances found in Additional advice and support of KCSIE 2026 (from page 172), and additional resources as listed below:

Statutory and local guidance
The most recent version of Working Together to Safeguard Children (DfE) • Keeping children safe in education 2026 (comes into force from 1 September 2026) • The Education Act 2002 s175 • Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK • Safeguarding children and protecting professionals in early years settings: online safety considerations for managers - GOV.UK (www.gov.uk) • The Data Protection Act 2018 (Amendment of Schedule 2 Exemptions) Regulations 2024 (legislation.gov.uk) • Mental Health & Behaviour in Schools • Preventing and tackling bullying (publishing.service.gov.uk) • Safeguarding Calderdale – Safeguarding children and adults in Calderdale • Kirklees Safeguarding - Home - KSCP • West Yorkshire Criminal Exploitation of children and vulnerable adults: County Lines guidance • Multi-agency Statutory Guidance on Female Genital Mutilation, July 2020, HM Government • Protecting Children from Radicalisation: The Revised Prevent Duty for England and Wales, April 2021 • Teaching about relationships, sex and health - GOV.UK (www.gov.uk) • Relationships education, relationships and sex education (RSE) and health education • Voyeurism offences act 2019 • Children missing education • Government guidance on forced marriage • Suspension and Exclusion Guidance: https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-comes-into-force-from-26-July-2026.pdf

Issue	Guidance	Source
All	More detailed guidance on safeguarding: Schools, colleges and children's services : Safeguarding children - detailed information - GOV.UK (www.gov.uk)	DfE
Abuse	Different Types of Abuse - KSCP Supporting practice in tackling child sexual abuse - CSA Centre	Kirklees Safeguarding Children Partnership (KSCP) CSA Centre
Bullying	Bullying - KSCP Preventing and tackling bullying What does the law say about bullying?	KSCP DfE Anti-bullying alliance
Children and the Courts	Young witness booklet for 5 to 11 year olds - GOV.UK Young witness booklet for 12 to 17 year olds - GOV.UK	MoJ advice
Child Exploitation, including FGM and forced marriage	Preventing Child Sexual Exploitation | The Children's Society Ivison Trust - We support families affected by child exploitation. https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/different-types-of-abuse/child-sexual-abuse-csa/ Female Genital Mutilation - KSCP Forced Marriage - KSCP Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK https://www.gov.uk/government/news/legal-age-of-marriage-in-england-and-wales-rises-to-18#:~:text=The%20age%20of%2018%20is,and%20gains%20full%20citizenship%20rights	The Children's Society Ivison Trust KSCP KSCP KSCP
Child exploitation – County Lines	Criminal exploitation of children and vulnerable adults: county lines (accessible version) - GOV.UK https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/different-types-of-abuse/child-sexual-abuse-csa/ What Is County Lines? | The Children's Society	Home Office
Domestic Abuse and violence	Domestic Abuse - KSCP Home : Operation Encompass How to Protect Children From Domestic Abuse | NSPCC	KSCP Operation Encompass

	Home | Safelives Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)	NSPCC Safelives Home Office
Drugs & Substance Misuse	Young People Substance Misuse - KSCP Drugs: advice for schools - GOV.UK	KSCP DfE guidance
Family Members in Prison	NICCO Jigsaw Charity – Inside out project HOME | Jigsawcharity	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Gangs	Criminal exploitation and gangs | NSPCC	NSPCC
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing, including mental health	Children and Young People's Mental Health and Wellbeing - OHID (phe.org.uk) Mental health and behaviour in schools - GOV.UK https://www.youngminds.org.uk/ Openminds in Calderdale	Public Health England DfE DfE Calderdale Child Emotional Health and Wellbeing Support
Missing from Education, Home or Care	Missing - KSCP DfE Guidance for Local Authorities	KSCP DfE
Modern Slavery / Trafficking	Trafficking - KSCP Modern slavery - GOV.UK (www.gov.uk)	KSCP Home Office
Online	Online Safety - KSCP Professionals Online Safety Helpline - UK Safer Internet Centre	KSCP

	https://www.gov.uk/government/publications/teaching-online-safety-in-schools Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk) https://sites.google.com/lgfl.net/national-grid-for-learning/digisafe/online-safety-principles https://www.ncsc.gov.uk/ when-to-call-the-police--guidance-for-schools-and-colleges.pdf	UK Safer Internet Centre DfE DfE NCSC NSPCC
Online sexual abuse and harassment	Internet Watch Foundation IWF - Eliminating Child Sexual Abuse Online | IWF Report Remove | IWF Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK CEOP Education (thinkuknow.co.uk) Undressed (lgfl.net)	Internet Watch Foundation Internet Watch Foundation DfE CEOP LGfL
Child on child abuse, including sexual abuse	HSB framework and audit | NSPCC Learning Resources for education settings | CSA Centre Sexual development and behaviour in children | NSPCC Learning	NSPCC Centre of expertise on child sexual abuse
Private Fostering	Private Fostering - Looking after someone else's child? - KSCP	KSCP
Radicalisation	Prevent - KSCP	KSCP
Sexual thoughts and behaviours	Home - Shore	Lucy Faithfull Foundation

Violence, including serious violence	Preventing youth violence and gang involvement - Practical advice for schools and colleges Adolescent to Parent Violence and Abuse - KSCP Honour Based Violence - KSCP Layout 1 https://www.yorkshirementoring.org.uk/what-we-do-new Research to Prevent Youth Violence | Youth Endowment Fund	KSCP KSCP West Yorkshire Police Yorkshire Mentoring Youth Endowment Fund