

Governing Body Sub-Committee Responsible for Review: T&L

Governor Body Sub-Committee Approval Date: October 2015

Review Date: October 2016

Thornhill Community Academy Safeguarding Policy has been adopted from the Kirklees model Academy Safeguarding Policy issued September 2014.

Named personnel with designated responsibility for Safeguarding:

Academic year	Designated Senior person	Deputy Designated Senior person	Designated Governor	Chair of Governors
2015-16	Matthew Burton	Riona Redfearn/Jerry O'Hara	Sue Clarke	Brian Hagger
Dates of staff training and details of course title and training provider – see single central record / safeguarding audit.				

CONTENTS

Introduction

Section 1 Academy Commitment

Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

2.2 Safe Practice

2.3 Safeguarding Information for Students

2.4 Partnership with Parents

2.5 Partnership with Others

2.6 Academy Training and Staff Induction

2.7 Support, Advice and Guidance for Staff

2.8 Related Academy Policies; Children Missing from Education, Confidentiality

2.9 Student Information

2.10 Roles and Responsibilities; *Governing Body, Head teacher, Designated Safeguarding Lead, All Staff and Volunteers*

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

3.1 Definitions

3.2 Specific Safeguarding Issues

3.3 Child Sexual Exploitation

3.4 Female Genital Mutilation

3.5 Preventing Radicalisation and the Kirklees PREVENT Strategy

Section 4 Taking Action to ensure that Children are Safe at Academy and at Home

4.1 Concerns that staff must immediately report

4.2 Responding to disclosure

4.3 Action by the Designated Safeguarding Lead

4.4 Action following a child protection referral

4.5 Recording and monitoring

4.6 Supporting the child and partnership with parents

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

Appendix 1 – Contacts

Appendix 2 – Recommended websites, guidance documents, training materials

Introduction

The policy makes reference to, and is compliant with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Board website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorkscb/>)
- “Working Together to Safeguard Children” (2015)
- “What to do if you are worried a child is being abused” (2015)
- “Keeping Children Safe in Education” (2015)

Section I Academy Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the academy. ‘Everyone working in or for our academy service shares an objective to help keep children and young people safe by contributing to:

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

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

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Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection (please download guidance on DBS, Vetting and Barring)

The academy pays full regard to DfE guidance 'Keeping Children Safe in Education' March 2015. We ensure that all appropriate measures are applied in relation to everyone who works in the academy who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to our academy's workforce through staffing personnel and payroll, **(Please see guidance.)**
- this academy is committed to keep an up to date single central record detailing a range of checks carried out on our staff – a copy is also held at the Personnel and Payroll Unit, Kirklees Council but **(this is based upon information provided by the academy at appointment please see guidance)**

- all new appointments to our academy workforce who have lived outside the UK will be subject to additional checks as appropriate
- our academy ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our academy workforce before the appointment is made, in partnership with the LA

The table below identifies all staff who have undertaken Safer Recruitment in Education Training. All members of the senior Leadership have undertaken this training. A member of the Senior Leadership Team will be involved in all external appointments to the academy. A member of staff who has undertaken the training will be involved in all internal appointments within the academy. This includes, where appropriate, contracted services.

Name	Position	Date of Training
Lisa Audsley	Business Manager	06/05/2015
Matt Burton	Assistant Headteacher, DSL	06/05/2015
Sam Cabourn	SENDSCO	06/05/2015
Ross Caldow	Head of PE	06/05/2015
Gareth Collins	Seconded Assistant Head/Director of Science	06/05/2015
Gwyneth Hepworth	Advanced ETA	06/05/2015
Nicola Holmes	Safeguarding and Attendance Manager	06/05/2015
Debbie Howard	Director of Finance & Business	06/05/2015
Bev Matthews	Headteacher	06/05/2015
Jerry O'Hara	Deputy Headteacher	06/05/2015
Steve Pitcher	Temp Assistant Headteacher/Head of Languages	06/05/2015
Michelle Powell	Head of Maths	06/05/2015
Riona Redfearn	Assistant Headteacher	06/05/2015
Gemma Sinclair	Head of English	06/05/2015
Mike Steer	Deputy Headteacher	06/05/2015
Grainne Turner	Advanced ETA ASD Provision	06/05/2015
Jo Evans	Governor	06/05/2015
Brian Hagger	Chair of Governors	06/05/2015
Wade Hyde	Governor	06/05/2015
Kate Parkinson	Governor	06/05/2015

2.2 Safe Practice

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

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;

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

2.3 Safeguarding Information for students

All students in our academy are aware of a number of staff who they can talk to. The academy is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of academy, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and e-Safety awareness materials we use to help students learn how to keep safe are:

- Kirklees Secondary Education PSHCE toolkit
- PSHE Association approved resources
- Resources provided by CEOP, NSPCC and Childline

We make students aware of these arrangements by teaching about safeguarding through assemblies and PSHCE lessons. At the start of each year every student has an update on e-safety through PSHCE and is made aware of how to seek help both within school and outside of school. There is frequent signposting to local and national charities and organisations that can help support young people. Within Relationships and Sexual Health education students are taught about positive and healthy relationships and about consent. There is regular input from West Yorkshire Police on safety issues as well as regular safety messages delivered throughout all lessons where appropriate.

As part of the ICT curriculum, students explore a range of issues relating to digital citizenship and safety, such as cyberbullying, online relationships and protecting privacy online. Students are shown how to keep information private on social networks, how to access information and support from CEOP, Childline and NSPCC as well as internal safeguarding systems within the academy.

Students can also obtain information from the DSP, student wellbeing service, Heads of Year and academy nurse. This will include information on health, drugs, alcohol, smoking, e-safety etc. The academy's arrangements for consulting with and listening to students are with all members of staff, including the form tutor, through the Junior Leadership team. Support is also available through the relevant head of year with additional support and referral from the wellbeing team and the DSP. We make students aware of these arrangements through assemblies, form tutor time and notice boards.

2.4 Partnership with Parents

The Academy shares a purpose with parents to educate and keep children safe from harm. The Academy provides information on its website through links to CEOP, E-safety and a section on Child Protection which has a link to the Kirklees Safeguarding Children Board website. Parents may also contact the Kirklees Referral and Response Team on 01924 326093.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Thornhill Community Academy will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with Form Tutors, Year Leaders or the Designated Senior Person. We make parents aware of our policy through the prospectus, website, and parents are made aware that they can view this policy on request.

Thornhill Community Academy is committed to ensuring the welfare and safety of all children in the Academy. All Kirklees schools, including Thornhill Community Academy, follow the Kirklees Safeguarding Children Board procedures. The Academy will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the Academy will discuss concerns with Referral and Response Service and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). The Academy will, of course, always aim to maintain a positive relationship with all parents. The Academy's child protection policy is available on request.

2.5 Partnerships with others

Our academy recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Kirklees Safeguarding Children Board. The academy has developed effective partnerships with a range of agencies to ensure the protection and safeguarding of students at all time; Kirklees Local Authority, Referral and Response Team, Social Services, Barnardo's, Police, health services, drug support agencies, CAMHS, sexual health services, PREVET, CES team to name a few. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

2.6 Academy Training and Staff Induction

The academy's designated safeguarding lead with responsibility for child protection undertakes appropriate child abuse and neglect training and inter-agency working training (provided by the Kirklees Safeguarding Children Board) and refresher training at 2 yearly intervals (courses can be booked on line at www.kirkleessafeguardingchildren.co.uk).

The Headteacher and all other academy staff, including non-teaching staff, undertake appropriate

induction training to equip them to carry out their responsibilities for child protection effectively, which is updated regularly.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at www.kirkleessafeguardingchildren.co.uk. The whole academy Basic Awareness of Child abuse and neglect training can be booked via the Kirklees Safeguarding Children Board on 01484 225804.

All staff (including temporary staff and volunteers) are provided with the academy's child protection policy and informed of academy's child protection arrangements on induction.

2.7 Support, Advice and Guidance for Staff

Staff will be supported by [Thornhill Community Academy](#), Kirklees LA and other professional associations. The designated Safeguarding Lead for Child Protection will be supported by the Headteacher, Chair of Governors, Designated Governor and the wider safeguarding team.

Advice is available from Kirklees Referral and Response Team CP Unit and the Police Child Safeguarding Unit as well as from the Safeguarding Officer for Schools & Learning, Steve Barnes 01484 225804

2.8 Related Academy Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health, child sexual exploitation (CSE), bullying including cyberbullying, domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc. There may also be other safeguarding issues that are specific to the academy and/or local area. *Keeping Children Safe in Education (2015)*. - Is the latest government publication on Child Safeguarding in Schools and is referred to in all our policies.

This Safeguarding Policy is supported by a range of additional policies which clearly set out the academy's response to and provision for the issues highlighted above. These include; E-safety policy, anti-bullying policy, drugs policy, smoking policy, Equality Plan, Extremism and Radicalisation policy, Confidentiality Policy, Behaviour Policy and Admissions policy.

Children Missing from Education

www.gov.uk/government/publications/school-attendance

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

Thornhill Community Academy will inform the local authority of any student who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the student being deleted, so that the local authority can

identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

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

Contact: Children Missing from Education Team on: 01484 221919

Confidentiality

The Academy has regard to "Information Sharing: Practitioner's guide" HM Government, 2006 www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

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

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

- a) When information must be shared with police and Referral and Response where the child/young person is / may be at risk of significant harm
- b) When the student's and/or parent's confidentiality must not be breached
- c) That information is shared on a need to know basis

2.9 Student Information

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

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from academy (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The academy will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

2.10 Roles and Responsibilities

Our Governing Body will ensure that:

- the academy has a child protection policy and procedures in place that are in accordance

with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request (e.g. on Academy Website)

- The academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training (reviewed every 5 years)
- The academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- E-safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media.
- a senior member of the academy's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff including the Head teacher undertake appropriate child protection training which is updated regularly
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- Governors (Safeguarding Governors) to attend safeguarding training.

Our Head teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Designated Safeguarding Lead with Responsibility for Child Protection will:

Referrals:

- refer cases of suspected abuse or allegations to the relevant investigating agencies and liaise with other agencies
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training:

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how Kirklees Safeguarding Children Board operates, the conduct of a child protection conference and be able to attend and contribute to these and ongoing child protection plans
- ensure that all staff have access to and understand the academy's child safeguarding policy;
- ensure that all staff have safeguarding and e-Safety training as part of their induction;
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness:

- ensure the child protection policy is updated and reviewed annually and work with the Governing body regarding this;
- ensure parents are made aware of the child protection policy (copy on academy website) which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the academy/setting, ensure the child protection file is copied for the new establishment ASAP and transferred to the new academy separately from the main academy file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Attendance & Student Support Service.

Where the parents inform the academy that they wish to 'home educate' their child, the academy will contact the Student Referral Service Business Support for EHE – Kimberley Dyson 01484 221000 ext. 72491

The Attendance & Student Support Office (APSO) Service will endeavour to undertake a home visit to discuss this with the parents and the information is then passed to the Student Referral Service (PRS) – Clare Davies (Referrals Manager) and then allocated to the relevant staff within either the Primary Student Referral Service – Marilyn Islip – or to staff at the Key Stage 4 Service who monitor the Key Stage 3 & 4 Elective Home Educated (EHE) students. The PRS will undertake an initial visit and then monitor accordingly.

All staff and volunteers will:

- fully comply with the academy's policies and procedures
- attend appropriate training
- Complete refresher safeguarding training at least every 3 years.
- inform the designated safeguarding lead of any concerns (asap)

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

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

3.1 Definitions:

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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.

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

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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

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

3.2 Specific Safeguarding Issues

These include:

- bullying including cyberbullying www.gov.uk/government/publications/preventing-and-tackling-bullying
- domestic violence www.gov.uk/domestic-violence-and-abuse
- drugs www.gov.uk/government/publications/drugs-advice-for-schools
- fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
- faith abuse www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- forced marriage www.gov.uk/forced-marriage
- gangs and youth violence www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- gender based violence www.gov.uk/government/policies/violence-against-women-and-girls
- mental health www.gov.uk/government/publications/the-mental-health-strategy-for-england
- private fostering www.gov.uk/government/publications/children-act-1989-private-fostering
- sexting www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

- teenage relationship abuse www.gov.uk/government/collections/this-is-abuse-campaign
- trafficking www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

3.3 Child Sexual Exploitation (CSE) www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

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

3.4 Female Genital Mutilation (FGM) www.gov.uk/government/publications/female-genital-mutilation-guidelines

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 125,000 may already be living with the consequences

The main countries of origin where FGM is practiced include Africa and the Middle East.

FGM frequently involves young girls between the ages of infancy and 15 years of age.

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

Warning signs of Girls at Risk

Member of a community whose country of origin practises FGM and that is less integrated into UK society

A girl whose sister or other relatives have undergone FGM

A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present)

Families making preparations for an extended holiday, including arranging vaccinations in the country of origin.

Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.

You may hear reference to FGM in conversation, for example a girl may tell other children about it.

There is a **MANDATORY** reporting duty upon the academy to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 years.

3.5 Preventing Radicalisation www.gov.uk/government/publications/channel-guidance

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police.

Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education 2015 are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015. Kirklees has a Channel panel set up in their area.

Kirklees Prevent Strategy

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

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

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which

have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

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

1. Risk assessments

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

2. Staff training

- Assess the individual training needs of staff within their institution (including governors)
- Ensure key staff are trained using the Workshop to Raise Awareness of Prevent (WRAP) via the Kirklees Prevent Coordinator, Kirklees Children Safeguarding Board or North East Counter Terrorism Unit.
- Ensure that all or associate members of staff complete the e-learning general awareness course (if identified as not key and appropriate members of staff) http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Ensure that the Designated Safeguarding Lead within institutions cascades appropriate Prevent related information and guidance to staff.

3. Working in Partnership

- Use existing local arrangements such as the Kirklees Safeguarding Children's Board, Kirklees Prevent Coordinator, the Kirklees Learning Service and or North East Counter Terrorism Unit for Prevent related issues.
- Engage with parents and families, providing assistance and advice to these individuals and families where necessary.

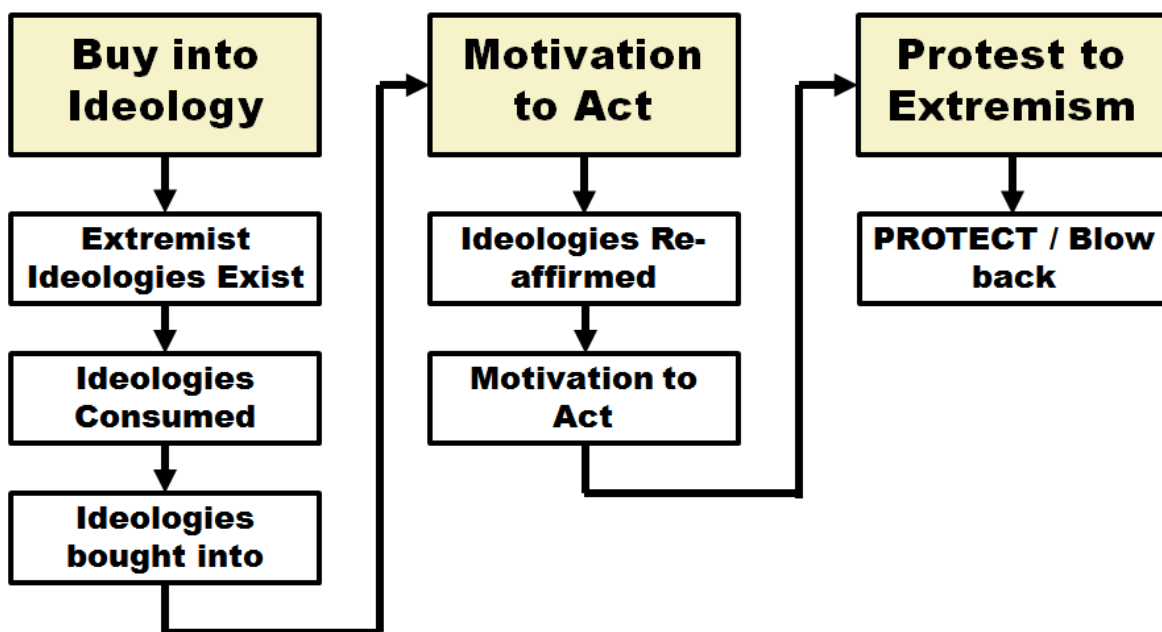
4. IT Policies

- Ensure they have suitable filtering policies in place (including the use of wifi)
- Conduct regular e-safety awareness sessions raising awareness of the online risks of harm (to parents, children and staff)

The National Prevent Strategy defines extremism as;

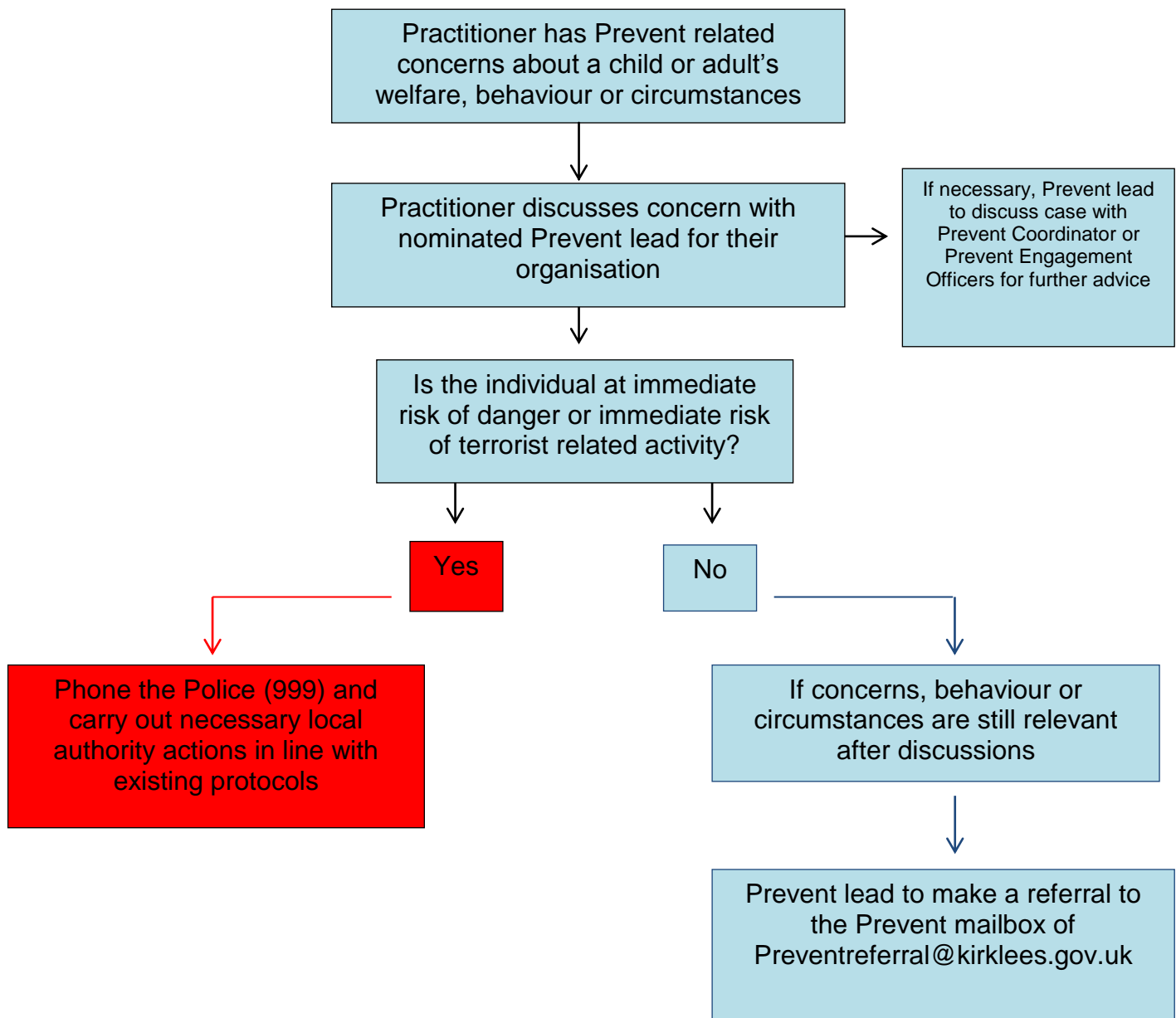
“the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs. We also include in our definition of extremism calls for death of members of our armed forces”.

The Kirklees Prevent Strategy recognises that extremism is often a process with opportunities to intervene and divert someone on the path to radicalisation. In Kirklees, the focus centres upon preventing radicalisation or identifying risk at the earliest possible stage and diverting people through appropriate support before the risk comes out at a more severe and harmful level.



Young people growing up will experience risk associated with the transition from childhood to adulthood and this can involve exploring alternative ideologies and engaging in risky behaviours therefore it is vital that the focus of Prevent work is targeted at preventing people exposing themselves to risk and providing early support to prevent further escalation of risk. Establishments working with children and young people can help with this work by building a strong curriculum that enables children and young people to think critically and build resilience along with providing positive supportive mechanisms within their establishments and local communities.

Kirklees Prevent referral pathway



Prevent contact details

Prevent Coordinator Kirklees Council

Lee Hamilton
Lee.hamilton@kirklees.gov.uk
01484 221 000
07528 988 798

Prevent Engagement Officers West Yorkshire Police

PC David Cockcroft
David.cockcroft@westyorkshire.pnn.police.uk
07515 200 472

PC Donna McDougal
Donna.mcdougal@westyorkshire.pnn.police.uk
01484 436 794
07595 011 780

PC Tim Hayes

Timothy.hayes@westyorkshire.pnn.police.uk
07921 882 690

PC Mo Aziz
Mohammed.aziz@westyorkshire.pnn.police.uk
07595 007 119

Prevent answerphone 01924 431 154

**Channel Coordinator
Counter Terrorism Unit (CTU)** DC Fran Ruttledge
frances.ruttledge@westyorkshire.pnn.police.uk
07595 006 652

**Community Contact Officer
Counter Terrorism Unit (CTU)** DC Tom Garnett
Thomas.garnett@westyorkshire.pnn.police.uk
07515 200 472

Useful links and resources

Kirklees Council
<https://www.kirklees.gov.uk/community/yourneighbourhood/crimeSafety/counterTerrorism.aspx>

Prevent duty guidance
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel General Awareness
http://course.ncalt.com/Channel_General_Awareness/01/index.html

UK Safer internet Centre <http://www.saferinternet.org.uk/>

Department for Education guidance
<http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf>

Prevent for Schools
<http://www.preventforschools.org/>

UK Safer internet Centre <http://www.saferinternet.org.uk/>

Working Together to Safeguard Children
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Section 4 Taking Action to ensure that Children are Safe at Academy and at Home

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2013' and 'What to do if you are worried a child is being abused'.

It is *not* the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of students will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.

4.1 Concerns that staff must immediately report:

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

4.2 Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. All disclosures or concerns should be written down on the Academy's peach Safeguarding Form and handed directly to the DSL or Designated Deputy.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead, make a contemporaneous record and contact Kirklees Referral and Response team on 01484 456848 for consultation. If a disclosure is made from a student with language or communication difficulties, either as a result of a Special Educational Need or English is not the first language, then the initial disclosure should be passed on to the DSL who will seek additional assistance from and appropriately qualified member of staff to help deal with the issue.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the

designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of academy staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

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

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a child protection plan by ringing Referral and Response service - 01484 456848.
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Referral and Response
- the child's wishes

Then decide:

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

OR

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Referral and Response Service will be followed up in writing within 24 hours.

4.4 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- *make regular contact with the social worker involved to stay informed*
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference.
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by Referral and Response e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 Resolving Professional Disagreements
- where a child subject to a child protection plan moves from the academy or goes missing, immediately inform Referral and Response on 01484 456848.

4.5 Recording and monitoring

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

All documents will be retained in a 'Child Protection' file, separate from the child's academy file. This will be locked away and only accessible to the head teacher and designated safeguarding lead. These records will be copied and transferred to any academy or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead for Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any child protection file should be copied and the copy sent to the Attendance & Student Support Service. Original copies will be retained until the child's 25th birthday.

4.6 Supporting the child and partnership with parents

Academy recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

- Working Together 2015 states; Children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.

Section 5 Allegations regarding Person(s) Working in or on behalf of Academy (including Volunteers)

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

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

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

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

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Office for Child Protection within 24 hours, in order to determine if it is appropriate for the allegation to be dealt with by the academy or if there needs to be a referral to Kirklees Referral and Response Service

and/or the police for investigation

- Consideration will be given throughout to the support and information needs of students, parents and staff
- The head teacher will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR (see contact sheet)

NB Social media is now commonly used to make allegations against academy staff. Advice can be obtained from Kirklees, Unions or nationally via the helpline <http://www.saferinternet.org.uk/helpline> on how to deal with these).

Appendix 1 - Contacts

Local Authority Designated Officer (LADO) Hein Grosskopf	01484 226 748
Safeguarding Officer (Schools & Learning) Steve Barnes	01484 225 804 07773 943873
Safeguarding Officers email	schools.safeguardingofficers@kirklees.gov.uk

Learning Service

E-safety ITCAS team	01484 225 724
Special Schools Simon Taylor	01484 225 807
Secondary Schools Helen Metcalfe	01484 225 208
Primary Schools Janet Bolton	01484 225 882
Children Missing Education/Child Employment	
Missing Children Education Team	01484
225 509	

Attendance and Student Support

Service Manager: Nick Bartholomew	01924 326 509
Deputy Service Managers: Alastair Megahy (North Kirklees)	01924 326 004
Linda King (South Kirklees)	01484 221 919

Stronger Families www.kirklees.gov.uk stronger.families@kirklees.gov.uk

Prevent Co-ordinator

Lee Hamilton	07528 988798
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Human Resources

Child Protection leads

Gary Scargill (Mon to Fri)	07976 497 848
Tracey Russell (Wed to Friday)	07976 497 850

Referral and Response Service

Duty Social Workers:	01484 456848
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If you need to contact the Referral and Response Service in a non-emergency you can email using chypsadminwestfields@kirklees.gov.uk. This email address can also be used to request a ring back.

Emergency Duty Team (Out of Hours)	01484 414933
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Child Protection & Review Unit	01484 225850
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e-Safety incidents	
INTECH helpdesk	01484 414714
National helpline	http://www.saferinternet.org.uk/helpline

Early Help Access Team
earlyhelpaccessteam@kirklees.gov.uk

01484 456823

Useful websites, guidance documents, training materials

Websites

Kirklees Safeguarding Children Board
www.kirkleessafeguardingchildren.com

(Safeguarding children procedures and training)

Children Missing from Education
maggie.featherstone@kirklees.gov.uk

CAPE (Child Protection in Education)

www.cape.org.uk

Keeping Children Safe

www.ceop.gov.uk

KS2/3

www.dotcomcf.org/

Bullying & child abuse

www.anti-bullyingalliance.org
www.kidscape.org.uk
www.childline.org.uk
www.nspcc.org.uk

Internet Safety

www.ceop.org.uk/thinkuknow
www.childnet-int.org

KS2/3

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

Forced Marriage

www.fco.gov.uk/forcedmarriage

The Female Genital Mutilation Helpline

fgmhelp@nspcc.org.uk
0800 028 3550

Safe Practice in Physical Education in Schools and School Sport 2012

www.afpe.org.uk/membership-services/health-a-safety/safe-practice

DfE (DCSF) Documents

Keeping Children Safe in Education (DfE 2015)

www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children (DfE 2015)

www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if you're worried a child is being abused (DfE 2015)

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

School Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings - 2009

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

Training Materials

Online Basic Awareness Training
www.kirkleessafeguardingchildren.com

Whole School Safeguarding Training

Steve Barnes - Safeguarding Officer for Schools & Learning	01484 225804
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Safer Recruitment Training - Traded Learning Service (class room based course)	01484 225828
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