

# Safeguarding Policy

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**Trustee Body Committee Responsible for Review:** Full Trustees

**Trustee Body Committee Approval Date:** December 2017

**Review Date:** October 2018

Thornhill Community Academy Safeguarding Policy has been adopted from the Kirklees model Academy Safeguarding Policy issued September 2017.

Named personnel with designated responsibility for Safeguarding:

|  |   |                        |
|--|---|------------------------|
| Designated Safeguarding Lead                             | - | Matthew Burton         |
| Student Services Manager (Deputy DSL)                    | - | Nicola Holmes          |
| Welfare Officer (Deputy DSL)                             | - | Amanda Griffiths       |
| Student Wellbeing LAC Officer (Deputy DSL)               | - | Mary Kennedy           |
| Teacher in Charge of Resourced Provision (Deputy DSL)    | - | Sarah Summersall-Frith |
| Alternative Provision (The Bridge) Manager (Deputy DSL)  | - | Claire Keen            |
| Educational Teaching Assistant (The Bridge) (Deputy DSL) | - | Ben Stephenson         |
| Designated Trustee                                       | - | Sahera Patel           |
| Chair of Trustees  | - | Margaret Campbell      |

Dates of staff training and details of course title and training provider – see single central record / safeguarding audit.

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## 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](http://www.kirkleessafeguardingchildren.co.uk) or go direct to the manual at: <http://www.proceduresonline.com/westyorksrb/>)
- “Working Together to Safeguard Children” (2015)
- “What to do if you are worried a child is being abused” (2015)
- “Keeping Children Safe in Education” (July 2016)

## 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 wellbeing 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.

**This policy applies to all adults, including volunteers, working in or on behalf of the Academy.**



## Section 2 Providing a Safe and Supportive Environment

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

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 Academy will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, and the date on

which each check was completed/certificate obtained apply:

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools, including free schools and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

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

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

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

## **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](http://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.

Academy staff having concerns about another member of staff:

- staff members having concerns about another member of staff will report these to the Headteacher.
- where staff members have concerns about the Headteacher, these will be reported to the Chair of Governors. Where the Headteacher is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

Academy staff having concerns about safeguarding practices:

- all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- appropriate whistleblowing procedures, are in place within the Academy and can be read in further detail by accessing the separate Academy whistleblowing policy.
- where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing) or alternatively [www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline](http://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline)

### **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. They are also aware that there is a safeguarding team of trained staff and know who they are. 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 Online 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 SMSC lessons. At the start of each year every student has an update on Online Safety through SMSC 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 Safeguarding Team, Student Wellbeing Service, Heads of Year and Welfare Officer. This will include information on health, drugs, alcohol, smoking, Online 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. 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, Online 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 456848.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' 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/carers 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/carers to discuss any concerns they may have with Form Tutors, Heads of Year or the Safeguarding Team. We make parents/carers aware of our policy through the prospectus, website, and parents/carers are made aware that they can view this policy on request. A hard copy will be provided on request to the Academy office.

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/carers 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/carers.

## **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 (MASH) Team, Social Services, Barnardo's, Police, health services, drug support agencies, CAMHS, sexual health services, Prevent, CSE 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 school's Designated Safeguarding Lead (DSL) with responsibility for child protection undertakes appropriate child safeguarding training and inter-agency working training (provided by the Kirklees Safeguarding Children Board)

The Safeguarding Team will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Headteacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated.

In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk)

The whole school Basic Awareness in Child Safeguarding training can be booked via the Kirklees Safeguarding Officer for Schools & Learning on 01484 221000

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school'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 will be supported by the Headteacher, Chair of Governors, Designated Governor and the wider Safeguarding Team.

Advice is available from Kirklees Multi-Agency Safeguarding Hub (MASH) and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as from the Safeguarding Officer for Schools & Learning - Steve Barnes 01484 221000

## **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 (2016)* 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; Online 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](http://www.gov.uk/government/publications/school-attendance)

For Local Kirklees CME guidance click: [HERE](#)

Children Missing Education in Kirklees is one of the statutory functions carried out by the Education Safeguarding Team which is situated within the Attendance & Pupil Support Service.

Section 436A of the Education Act 1996 imposes a legal duty on all local authorities to identify, as far as it is possible to do so, Children Missing Education (CME) and get them back into education.

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](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

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

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

- a) Information must be shared with Police and Social Care Referral and Response Service where the child/young person is / may be at risk of significant harm.
- b) When the student's and/or parent/carer'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 details 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 named governor, holding responsibility for safeguarding. Our named safeguarding governor is Sahera Patel. Contact can be made via the school office.
- The Academy has a child safeguarding 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 on the Academy website and to parents/carers on request
- 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.
- Online safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media.
- 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. This role will be specified in their job description and carry the title Designated Safeguarding Lead. This lead role will not be delegated; however the Designated Safeguarding Lead professional may be assisted by a number of deputies (the Safeguarding Team) all of whom will be trained to the same standard.
- 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 Headteacher.
- 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 will attend safeguarding training.
- The Governing body will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

*Our Headteacher will ensure that:*

- the policies and procedures adopted by the Governing Body 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 whistleblowing policies.
- A full working relationship is maintained with the Kirklees Virtual School Headteacher Janet Tolley in respect of all students at the school who are subject of 'looked after' status. (01484 221000)

*Designated Safeguarding Lead with Responsibility for Child Protection will:*

Referrals:

#### Manage referrals

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

Whilst the Academy may choose to have more than one deputy designated safeguarding leads, all deputies will be trained to the same standard as the Designated Safeguarding Lead.

Whilst activities of the Designated Safeguarding Lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the Designated Safeguarding Lead.

#### Work with others

- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and all Police investigations.
- As required, liaise with the “case manager” and the Local Area Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff)

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

#### Undertake Training:

- The Designated Safeguarding Lead and Safeguarding Team will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated every two years.
- The Designated Safeguarding Lead will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment process.
- 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 effectively when required to do so.
- Ensure each member of staff has access to and understands the Academy's child safeguarding policy and procedures, especially new and part time staff.
- Ensure that all staff have safeguarding and online safety training as part of their induction.
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns.
- Understand and support the Academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them.

#### Raising Awareness:

- The Designated Safeguarding Lead will ensure the Academy child safeguarding policy is known, understood and used appropriately
- Ensure the Academy safeguarding policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or proprietors regarding this.

- Ensure the child safeguarding policy is available publicly and that parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this to avoid conflict later.
- Link in with Kirklees Safeguarding Children Board to make sure staff are aware of training opportunities and the latest policies on safeguarding.

[www.kirklees.gov.uk/beta/schools/elective-home-education.aspx](http://www.kirklees.gov.uk/beta/schools/elective-home-education.aspx)

Where parents inform school that they wish to 'home educate' their child, the school will turn notify Kirklees Attendance and Pupil Support Service Tel 01484 221919

The Attendance & Pupil Support Service will endeavour to undertake a home visit to discuss this with the parents. This service will offer annual supportive visits.

### Availability

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

### ***All staff and volunteers will:***

- Fully comply with the Academy's policies and procedures.
- Inform the designated safeguarding lead of any concerns as soon as possible and will back up any verbally related concerns in writing.
- Identify children who would benefit from early help intervention in addressing needs/concerns from the outset at a lower level in order to prevent crisis situations arising in the future. Where such children are identified staff should bring these to the attention of the designated safeguarding lead who will follow the procedures laid down in section 4 of this policy.
- Use CPOMS (if they have access) to notify the Safeguarding Team of concerns as quickly as possible.
- Ensure that all written concern forms are delivered to the DSL or member of the Safeguarding Team by hand as quickly as possible.

Further detail can be found in section 4.

## **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/carers 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

#### Peer on Peer Abuse

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms peer on peer abuse can take, which may involve all the above 4 categories. Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and "sexting" is on the increase and should be positively dealt with. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse.

Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"

Staff becoming aware of peer on peer abuse will take appropriate action as detailed in section 4 of this policy.

Academy staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses

These include:

- bullying including cyberbullying  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- children missing from Education  
[www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)
- child missing from home or care  
[www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care](http://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)
- domestic violence  
[www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)
- drugs  
[www.gov.uk/government/publications/drugs-advice-for-schools](http://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](http://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](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)
- forced marriage  
[www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)
- gangs and youth violence  
[www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
- gender based violence  
[www.gov.uk/government/policies/violence-against-women-and-girls](http://www.gov.uk/government/policies/violence-against-women-and-girls)
- hate  
[www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- mental health  
[www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)
- missing children and adults strategy  
[www.gov.uk/government/publications/missing-children-and-adults-strategy](http://www.gov.uk/government/publications/missing-children-and-adults-strategy)
- private fostering  
[www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)
- sexting  
[www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/](http://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/)
- teenage relationship abuse  
[www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)
- trafficking  
[www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

Plus the following:

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

<https://www.gov.uk/CSE-definition-and-a-guide-for-practitioners>

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young



person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

The following signs may be indicators of sexual exploitation:

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

### **3.4 Female Genital Mutilation (FGM) and "honour based" violence**

[www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)

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

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

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in

this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 137,000 may already be living with the consequences

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

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

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

#### Warning signs of Girls at Risk

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

A girl whose sister or other relatives have undergone FGM

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

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

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

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

#### **Mandatory reporting of FGM - duty on schools:**

Section 74 of the Serious Crime Act 2015 places a **statutory duty** upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM has carried out on a girl under 18 years. Those failing to report such issues will face disciplinary sanctions. Further detail can be found at

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

#### **3.5 Preventing Radicalisation**

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST.

Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

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

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, 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) and ensure key staff have an awareness of Prevent and have attended the Workshop to Raise Awareness of Prevent (WRAP) and completed the home office or National College of Policing e-learning packages:  
<https://www.elearning.prevent.homeoffice.gov.uk/>  
[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)
- Ensure that key staff such as safeguarding and curriculum leads attend any enhanced Prevent training offered via the Kirklees Prevent Hub.

- Ensure that the designated safeguarding leads and Headteachers within institutions cascades appropriate Prevent related information and guidance to staff. Regular Prevent updates are circulated via 'Heads up' and One Hub.

### 3. Working in Partnership

- Use the Kirklees Prevent Hub to and or the Kirklees Referral and Response Service to raise Prevent issues and concerns.
- Engage with parents/carers and families, providing assistance and advice to these individuals and families where necessary.

### 4. IT Policies

- Ensure there are suitable IT filtering policies in place (including Wi-Fi)
- Conduct regular e-safety awareness raising awareness of the online risks of harm to parents/carers, children and staff.

## Prevent in Kirklees

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;

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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.

*Templates are available to support you with assessing your compliance with the Prevent Duty and to help you identify the risk within your school/ placement. These can be accessed via One Hub or by contacting the Kirklees Prevent Hub.*

## Prevent in Kirklees

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the “Protecting people from serious harm” theme within the Kirklees Community Safety Partnership Plan. The Kirklees Prevent Hub which is overseen by the Prevent Coordinator, is a partnership approach between West Yorkshire Police and Kirklees Council is your main point of contact for Prevent enquiries and concerns across Kirklees.

### **Channel and raising concerns**

Channel is a multi-agency safeguarding program run in every local authority in England and Wales. It works to support vulnerable people from being drawn into extremism and provides a range of support such as mentoring, counselling and assistance with education, employment and training. Channel focuses on early intervention to protect vulnerable people from being radicalised.

The role of the Kirklees Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into extremism based on an assessment of their vulnerability.

The Kirklees Channel panel is chaired by Carol Gilchrist, Head of Safe and Cohesive Communities and meetings are held on a monthly basis.

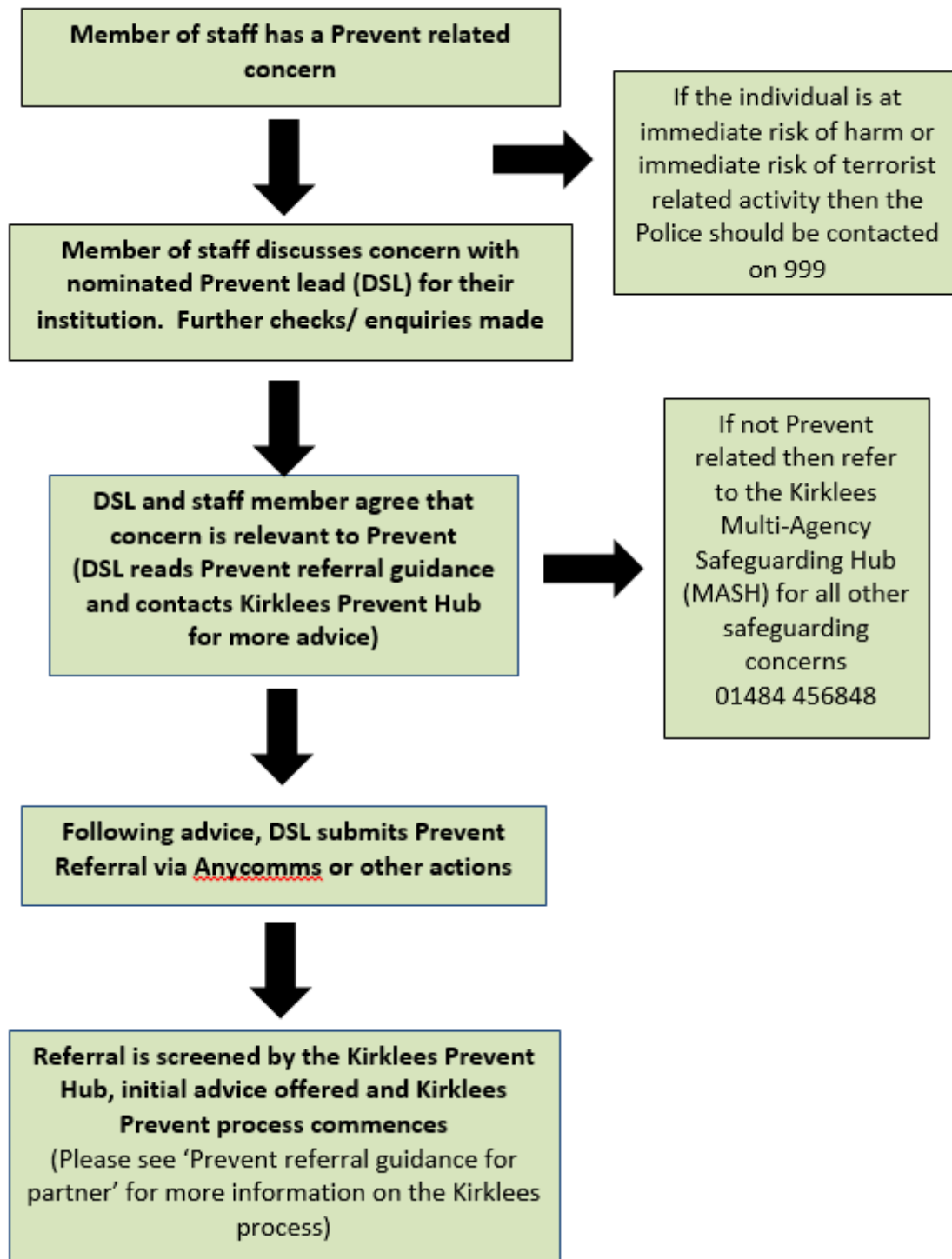
The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

Channel may be appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.

Referrals made to Channel should contain concerns based on a person’s vulnerability to radicalisation and should not be because of the persons faith or ethnic origin. Ideally, the person considering making the referral will be the designated safeguarding officer for their school/ placement and have a good understanding of safeguarding and Prevent.

## Kirklees Prevent Referral pathway



### Training and support

The Kirklees Prevent Hub offer training to organisations, community groups, education establishments and front line staff who engage with children, young people and individuals or groups who may be susceptible to being radicalised or drawn into extremist narratives.

This includes projects and resources that can be delivered as part of alternative curriculum days or embedded within the curriculum for students and young people across a number of key stages.

**For more information about Prevent in Kirklees, including referral forms and project**

examples please visit the Kirklees Prevent website [www.kirklees.gov.uk/prevent](http://www.kirklees.gov.uk/prevent) or contact the hub via 01924 483747/ Anycomms “Prevent Referral” or [Prevent@kirklees.gcsx.gov.uk](mailto:Prevent@kirklees.gcsx.gov.uk)

### **3.6 Online safety**

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

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

#### **Filters and monitoring**

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

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty (see para 3.4)

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

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

[www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring](http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring)

Further detailed information on the Academy response to online safety can be found in the separate Academy online safety policy and associated acceptable use policies in respect of information technology in use by staff and students.

### **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 (or a member of the Safeguarding Team in the absence of the DSL) prior to any discussion with parents/carers.

#### **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/carers or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. All disclosures or concerns should be recorded on CPOMS or written down on the Academy’s Safeguarding Form and handed directly to the DSL or member of the Safeguarding Team.

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 Multi-Agency Safeguarding Hub (MASH) 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 an 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. 'Tell me what happened?' rather than 'Did x hit you?'
- very young children often do not understand the concept of time so be careful if asking the question 'when did that happen'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- reassure and support the 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 member of the Safeguarding Team)**

Following any information raising concern, the DSL will consider:

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

Then decide:

- wherever possible, to talk to parents/carers, 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 Kirklees Multi-Agency Safeguarding Hub (MASH) 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 Multi-Agency Safeguarding Hub (MASH) will be followed up in writing within 24 hours.

#### **4.4 Action following a child protection referral**

The designated safeguarding lead or other member of the Safeguarding Team 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/carers prior to meetings
- where in disagreement with a decision made by Multi-Agency Safeguarding Hub (MASH) 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 keeping and monitoring**

##### Child Safeguarding Record

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.

Keeping children safe in education 2016 (p. 8) identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'. Therefore records included within a child's safeguarding file may include the following:

- All school/setting welfare concern forms
- Any notes initially recorded in the form of notebooks or diaries
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children / young people)
- Records of school/setting decision making, as well as action taken and appropriate justifications
- Professional consultations
- Letters sent and received
- Print outs of emails or other electronic communications sent and received
- Referral forms (both for external and education-based services)
- Minutes of meetings (copies for each child as appropriate)
- Formal plans linked to the child (e.g. Child Protection Plan)

Child safeguarding records must be kept separate from all other records relating to that child.

Child safeguarding records should be stored in a locked cabinet preferably within the DSL's office with access only to those with direct child safeguarding responsibility for children. It is essential to ensure that the school/settings Leadership Team know the arrangements for access to records in the absence of the DSLs.

If any electronic systems are used by the school/setting to store and transfer any child protection files, then this must always take place in accordance with the key principles of the Data Protection Act 1998.

All documents will be retained in a 'Child Safeguarding' file, separate from the child's school file. This will be locked away and only accessible to the head teacher and designated safeguarding lead. These records will be copied, with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.'

#### **4.6 Retention of records, data protection and disclosure to third parties**

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 Data Protection Act 1984.

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

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

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

#### **4.7 Transferring records to other school settings**

Child safeguarding files should always be kept by the current education setting which the child attends. Transferring schools/settings do not need to keep copies of child safeguarding files, but if they do they must be kept in accordance with data retention (see next para.). In cases where there may be ongoing involvement from transferring schools/settings, for example if any siblings still attend your school/setting, then DSLs may wish to take copies of chronologies etc. if appropriate.

It is the responsibility of the transferring school/setting to ensure that child safeguarding files are sent to the receiving school/setting. However DSLs in receiving schools/settings should always seek to proactively ensure that positive communications are in place with any feeder schools/settings at transition to check that child safeguarding files have been sent.

Current guidance from the Records Management Society is that when a child with a child safeguarding record reaches statutory school leaving age, the last school/setting attended should

keep the child safeguarding file until the child's 25th birthday. Following this, the file should then be shredded and a record should be kept of this having been done including the date, and why.

#### **4.8 Supporting the child and partnership with parents/carers**

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

- Whilst the Academy may, on occasion, need to make referrals without consultation with parents/carers, the Academy will make every effort to maintain a positive working relationship with them whilst fulfilling the duties to protect any child
- The Academy 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
- The Academy will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. 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/carers 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 the Academy (including Volunteers)**

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

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

The Academy will apply the same principles as in the rest of this document and 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 the Academy.

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

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Headteacher (or Chair of Governors if the allegation is about the Headteacher) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees Multi-Agency Safeguarding Hub (MASH). This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of students, parents/carers, staff and the employee the subject of the allegation. .
- The Headteacher will inform the Chair of Governors of any allegation against a member of Academy staff.
- If consideration needs to be given to the individuals employment and immediate management of risk, advice will be sought from either Kirklees Council HR (see contact sheet) or the HR advisor employed by the Academy.

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 I**

### **Contact Details**

Local Authority Designated Officer (LADO) - Sandra Shaw - 01484 221000 / 07875 297860

LADO email address [kirklees.LADO@kirklees.gcsx.gov.uk](mailto:kirklees.LADO@kirklees.gcsx.gov.uk)

LADO AnyComms address - “child protection” in drop down menu

### **Children’s Social Care**

#### **Assessment and Intervention Service**

Service Manager - Linda Patterson - 01484 221000

#### **Multi-Agency Safeguarding Hub (MASH)**

Service Manager - Sally Williams - 01484 221000

Duty Social Workers (MASH) 01484 456 848

If you need to contact Kirklees Multi-Agency Safeguarding Hub (MASH) in a non-emergency you can email using [MASH@kirklees.gcsx.gov.uk](mailto:MASH@kirklees.gcsx.gov.uk)

For secure transfer of emails from schools use Anycomms – address – “MASH” in drop down menu

Contact for practice concerns and compliments: [FSCPSeniormanagement@kirklees.gov.uk](mailto:FSCPSeniormanagement@kirklees.gov.uk)

#### **Out of Hours**

Emergency Duty Service 01484 414933

### **School Safeguarding**

#### **Learning Service**

Special Schools - Mandy Cameron - 01484 221000

Primary Schools - Bev Richards - 01484 221000

Secondary Schools - Helen Metcalfe - 01484 221000

Online Safety Lead - Fiona Denham - 01484 221000

Virtual School head teacher - Janet Tolley - 01484 225180

#### **Kirklees Education Safeguarding Team**

Service Manager - Maggie Featherstone - 01484 221000

Safeguarding Officer (Schools & Learning) - Steve Barnes - 01484 221000

Safeguarding Officers email [schoolsafeguardingofficer@kirklees.gov.uk](mailto:schoolsafeguardingofficer@kirklees.gov.uk)

Off Site Visits Adviser - Ian Kirby - 01484 221000 [ianm.kirby@kirklees.gov.uk](mailto:ianm.kirby@kirklees.gov.uk) 07969 918252

Elective Home Education (EHE) 01484 221919 [attendance.pupilsupport@kirklees.gov.uk](mailto:attendance.pupilsupport@kirklees.gov.uk)

Children Missing Education (CME) 01484 221919 [attendance.pupilsupport@kirklees.gov.uk](mailto:attendance.pupilsupport@kirklees.gov.uk)

Child Employment 01484 221919 [child.employment@kirklees.gov.uk](mailto:child.employment@kirklees.gov.uk)

Further information: [www.kirklees.gov.uk/beta/employment-information/children-and-employment.aspx](http://www.kirklees.gov.uk/beta/employment-information/children-and-employment.aspx)

**Stronger Families** [www.kirklees.gov.uk/strongerfamilies](http://www.kirklees.gov.uk/strongerfamilies) [stronger.families@kirklees.gov.uk](mailto:stronger.families@kirklees.gov.uk)

**Prevent Co-ordinator** Lee Hamilton 01484 221000

### **Kirklees Human Resources Safeguarding leads**

Joanne Hall – 07976 497857

Joanne Parker – 07976 497858

Gary Scargill – 07976 497848

Email: [hr@kirklees.gov.uk](mailto:hr@kirklees.gov.uk)

### **Child Protection Conferences**

Child Protection & Review Unit 01484 225850

### **Online Safety incidents**

National helpline [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### **West Yorkshire Police**

Child Safeguarding Unit – Kirklees - 01924 431134

### **Early Help Access Team (Single Assessment part 1)**

[earlyhelpaccessteam@kirklees.gov.uk](mailto:earlyhelpaccessteam@kirklees.gov.uk) 01484 456 823

### **FGM**

The Female Genital Mutilation Helpline [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk) 0800 028 3550

## Appendix 2

### **Useful websites, guidance documents, training materials**

Kirklees Safeguarding Children Board [www.kirkleessafeguardingchildren.com](http://www.kirkleessafeguardingchildren.com)

(Safeguarding children procedures and training)

Child Protection in Education (CAPE) [www.cape.org.uk](http://www.cape.org.uk)

Prevent [www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx](http://www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx)

### **Online Safety Support**

Keeping Children Safe Online

[www.ceop.gov.uk](http://www.ceop.gov.uk)

DotCom Childrens Foundation

[www.dotcomcf.org/](http://www.dotcomcf.org/)

Bullying & child abuse

[www.anti-bullyingalliance.org.uk/](http://www.anti-bullyingalliance.org.uk/)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

CSE Internet Safety

[www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

[www.childnet-int.org](http://www.childnet-int.org)

Kidsmart

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.yhgfl.net](http://www.yhgfl.net)

Safe Practice in Physical Education in Schools and School Sport [www.afpe.org.uk/](http://www.afpe.org.uk/)

### **HM Government (DfE) guidance documents**

Keeping Children Safe in Education (DfE 2016)

<https://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](http://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](http://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 – October 2015

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

### **Training Materials**

KSCB Safeguarding Training courses

[www.kirkleessafeguardingchildren.com](http://www.kirkleessafeguardingchildren.com)

Whole School Basic Awareness in Child Safeguarding and

Designated Safeguarding Lead – Full Course and Refresher training:

Safeguarding Officer for Schools: [steve.barnes@kirklees.gov.uk](mailto:steve.barnes@kirklees.gov.uk) 01484 221000

Safer Recruitment Training course – Kirklees Learning Service 01484 225828

Safeguarding Governor Training

Prevent Training [www.kirklees.gov.uk/beta/community-safety-partners/prevent-training.aspx](http://www.kirklees.gov.uk/beta/community-safety-partners/prevent-training.aspx)

01924 483747



## EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

| PROTECTED CHARACTERISTICS |                                | PLUS | NEUTRAL | MINUS | ACTION |
|---------------------------|--------------------------------|------|---------|-------|--------|
| <b>1</b>                  | Age                            |      | X       |       |        |
| <b>2</b>                  | Disability                     |      | X       |       |        |
| <b>3</b>                  | Gender Reassignment            |      | X       |       |        |
| <b>4</b>                  | Marriage and Civil Partnership |      | X       |       |        |
| <b>5</b>                  | Pregnancy and Maternity        |      | X       |       |        |
| <b>6</b>                  | Race                           |      | X       |       |        |
| <b>7</b>                  | Religion or Belief             |      | X       |       |        |
| <b>8</b>                  | Gender                         |      | X       |       |        |
| <b>9</b>                  | Sexual Orientation             |      | X       |       |        |
| Other                     |                                |      |         |       |        |