



Batley Multi Academy Trust Safeguarding and Child Protection Policy

2020/21 Academic Year

Approved by: Board of Trustees

Reviewed by: All DSL's across the Trust

Last reviewed on: September 2020

Next review due by: September 2021

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Trust name:	Batley Multi Academy Trust
Chief Executive Officer:	Julie Haigh
Vice Chief Executive Officer:	Samantha Vickers
Trustee lead for safeguarding:	Ellen Loughhead JP

For information on named personnel responsible for safeguarding across each school within the Trust, please see the following appendices:

- Appendix A - Batley Girls' High School
- Appendix B - Upper Batley High School
- Appendix C - Healey Junior, Infant and Nursery School
- Appendix D - Field Lane Junior, Infant and Nursery School
- Appendix E - Batley Grammar School

Dates of staff training and details of the course title and training provider can be found with our HR team.

Policy review dates (no later than one year following publication of the policy):

Review date	Changes made	By whom	Date shared
November 2018	New MAT-wide policy	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	March 2019
September 2019	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2019
September 2020	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2020

Please note: each school has produced its own Safeguarding and Child Protection addendum in response to the COVID-19 pandemic. These can be found on each school's website.

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Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

We comply with this guidance and the arrangements as outlined by the Kirklees Children Safeguarding Board (www.kirkleessafeguardingchildren.co.uk)

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our Funding Agreement and Articles of Association.

Section 1 - Batley Multi Academy Trust Commitment

This policy applies to all adults, the school workforce including volunteers, working in or on behalf of Batley Multi Academy Trust ('the Trust') and must be read in conjunction with the DfE's [Keeping Children Safe in Education \(2020\)](#) guidance.

We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018.

Everyone working for the Trust shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school settings.
- Identifying children and young people who are suffering or likely to suffer significant harm.
- Taking appropriate action with the aim of making sure children and young people are kept safe both at home and in our school setting.
- Being aware of their statutory responsibilities with respect to safeguarding.
- Ensuring they are properly trained in recognising and reporting safeguarding issues.

The Trust is committed to safeguarding and promoting the wellbeing of all its students. Each student's welfare is of paramount importance. We recognise that some children and young people *may* be especially vulnerable to abuse.

We also recognise that children and young people 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 school, behaviour may be challenging. We recognise that children and young people 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.

What is Safeguarding?

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Definitions

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

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

Development means physical, intellectual, emotional, social or behavioural development.

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

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

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Please see Appendix F for a more detailed definition of neglect.

Sexting: (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Policies and issues linked to Safeguarding



Section 2 - Providing a Safe and Supportive Environment

Safeguarding and child protection is **everyone's** responsibility.

Roles and Responsibilities

All staff

All staff will read and understand the DfE's statutory safeguarding guidance, [Keeping Children Safe in Education\(2020\)](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, the staff code of conduct, the role and identity of the Designated Safeguarding Lead (DSL) and Deputy, the Behaviour Policy and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

The Designated Safeguarding Lead (DSL)

The DSL is a member of the Senior Leadership Team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the Deputy will act as cover.

If the DSL and Deputy are not available, communication will be sent to all staff informing them who the point of contact is.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The DSL will also keep the Co-Heads/Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and Deputy are set out in their job description.

The Board of Trustees and Local Governing Body

The Board of Trustees will approve this policy at each review, ensure it complies with the law and hold the Co-Heads/Headteacher to account for its implementation.

The Trustees will appoint a fellow Trustee to monitor the effectiveness of this policy. This is always a different person from the DSL.

Each school's Local Governing Body will also appoint a Governor Safeguarding Lead specific to that school.

All Trustees and Governors will read and understand their duties listed within [Keeping Children Safe in Education \(2020\)](#) guidance.

The Board of Trustees/Governors will ensure the appointment of an appropriately trained designated teacher with responsibility for "promoting the education achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to Children who are Looked After (LAC).

The Co-Heads/Headteacher

The Co-Heads/Headteacher is/are responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.
- Liaising with Trustees and the LADO where necessary.

Information sharing

This guidance has been lifted from the [Keeping Children Safe in Education \(2020\)](#) document.

Information sharing is vital in identifying and tackling all forms of abuse and neglect.

As part of meeting a child's needs, it is important for Trustees, Governors and staff to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required.

All relevant staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

It is important that Trustees, Governors and staff are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Trustees and Governors should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Trustees and Governors should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Safer Recruitment

The below named key Trust individuals have undertaken Safer Recruitment in Education Training. One of the below, or another senior colleague within the Trust with the appropriate training will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Name	Position	Date
Julie Haigh	Chief Executive Officer	May 2019
Samantha Vickers	Vice Chief Executive Officer	April 2019
Ellen Loughhead JP	Trustee - Safeguarding Link	September 2017

We ensure that all appropriate measures are applied in relation to everyone who works within the Trust 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, a prohibition from teaching check and right to work in England checks.

In line with statutory changes, underpinned by regulations, the schools within the Trust will each maintain a Single Central Record (SCR). This document will cover the following people:

- All staff - 'the school workforce' (including supply staff, and teacher trainees on salaried routes) who work at the school.

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 and leadership 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.
- safe receipt of two references (1 x current/most recent employer).
- a check of professional qualifications.
- a check to establish the person's right to work in the United Kingdom.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

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

Where checks are carried out on volunteers, the schools 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/young person.

Trustees and Governors

All Trustees and Governors will have an enhanced DBS check with barred list information. The Chair of Trustees and Chair of Governors will have their DBS check countersigned by the Secretary of State.

All Members, Trustees and Governors will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).
- Identity check.
- Other checks deemed necessary if they have lived or worked outside the UK.

Home-stays (Exchange Visits)/Host Families and Private Fostering

Where children from overseas are staying with UK parents as part of an exchange organised by the schools within the Trust, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS.

Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

All Trust staff should adhere to the 'private fostering' section under the Children Act 1989, bearing in mind the suitability and safety of the child.

Safe Working Practice

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

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

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards regardless of sex, sexual orientation or disability.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Trust staff having concerns about another member of staff

- Staff members having concerns about another member of staff will report these to the Co-Heads/Headteacher, the latter ensuring the Board of Trustees are made aware as necessary.
- Where staff members have concerns about the Co-Head(s)/Headteacher these will be reported to the Board of Trustees and relevant Chair of Governors.
- Staff members will ensure referrals to the Local Authority Designated Officer (LADO) will follow the LA procedure as necessary.
- Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

Trust 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 each school's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team.
- Appropriate whistleblowing procedures are in place across the Trust and can be read in further detail by accessing the separate Trust 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 or

www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

Alternatively, staff can call 01484 225030 or email whistleblowing@kirklees.gov.uk. All messages on the answer machine or email will be heard and seen only by the council's corporate customer standards team.

Risk Assessments

- Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the work carried out within each school. Examples include regular premises and equipment safety audits. In addition each school within the Trust compiles detailed risk assessments of any trips or visits including consideration of transport etc. Each school also has a set of protocols around the vetting of visiting speakers. Where relevant, risk assessments are carried out for individual students and supported by action plans identifying how potential risks would be managed.
- Individual risk assessments are also used when deciding a response to a child or young person demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of child sexual exploitation.

Safeguarding Information for Students

All students in our Trust schools are aware of a number of staff who they can talk to. The schools are 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 there is a senior member of staff or the DSS in each school within the Trust who has responsibility for child protection and they know who this is and how to speak to them if they have a concern.

We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use a wide variety of materials to help students learn how to keep safe. This can be evidenced through our PSHE programmes within all schools.

Schools within our Trust will ensure that students are made aware of where additional support and information can be found on the useful contacts list at Appendix G.

Each school within the Trust make arrangements to consult and listen to students. These arrangements include school councils, surveys and peer support. Students are informed about these procedures through assemblies and PSHE programmes.

Partnership with Parents

Each school within the Trust shares a purpose with parents to educate and keep children safe from harm.

Information regarding safeguarding is published both on the Trust website and also on all individual school websites.

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.

All schools within the Trust will share with parents any concerns we may have about their child unless to do so may place a child/young person at risk of harm.

We encourage parents to discuss any concerns they may have with key members of staff as outlined in the individual school's appendix.

All schools within the Trust are committed to ensuring the welfare and safety of all children and young people. All schools within the Trust follow the Kirklees Safeguarding Children Board procedures. The schools will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when a school will discuss concerns with Duty and Advice and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

Partnerships with Others

The Trust recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Kirklees Safeguarding Children Board *for e.g. LA, Barnardo's, Police, Health, ChildLine in Partnership with schools, NSPCC, National Youth Advocacy Service, etc.)*

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

Training and Staff Induction

The DSL and Deputy DSL in each school with responsibility for child protection, undertake appropriate child safeguarding training and inter-agency working training (provided by the Kirklees Safeguarding Children Board) or other appropriate recognised and accredited training body.

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

In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSL's, 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 Co-Heads/Headteacher and all other staff in all of the schools within the Trust, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated.

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

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

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

All staff (including temporary staff and volunteers) are provided with the Trust's Safeguarding and Child Protection Policy and informed of school's child protection arrangements on induction.

Support, Advice and Guidance for Staff

Staff will be supported by the Trust, their individual school, the Local Authority (where appropriate) and professional associations.

The DSL's within each school will be supported by the Co-Heads/Headteacher, SLT and safeguarding teams. In addition, peer support will also be available across the Trust. All DSL's will be encouraged to attend and engage with Local Authority DSL network groups.

Advice is available from Kirklees - Duty and Advice Team on 01484 414960 or 456848 and the Police Child Safeguarding Unit as well as from the Safeguarding Officer for Schools & Learning – Michelle Wilkinson 01484 221000.

Alternative Provision

All schools within the Trust are committed to safeguarding our children and young people even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any alternative provision provider has acceptable safeguarding practices in place including; their response to concerns about a child/young person; safer recruitment processes; attendance and child missing in education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard students.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

For further information on this, please refer to our Data Protection policy.

Online Safety

The Trust is aware of its responsibility to safeguard its students when it comes to online safety. For more information on our processes please refer to the Trust's policy.

The Trust will ensure its students are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum.

For further guidance published by the DfE regarding online safety, please click [here](#).

Section 3 - Ensuring that children are safe at school and at home

All staff follow each school's Child Protection procedures which are consistent with '[Working Together to Safeguard Children 2018](#)' and the Kirklees Safeguarding Children Board guidance.

Student Information

In order to keep children safe and provide appropriate care for them, all schools within the Trust require accurate and up-to-date information regarding:

- Names, contact details and relationship to the child of any persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility.
- Any siblings that currently attend the same school or another school in the Kirklees area.
- A minimum of two emergency contacts, ensuring that if the person(s) with parental responsibility is not available school has an alternative person to contact.
- The opportunity to list additional authorised family members with whom school could contact.
- If the child is or has been subject to an Educational, Health and Care Plan.
- If the child is a Child Looked After (LAC).
- Name and contact details of the doctor's surgery the child is registered at.
- Any medical needs (allergies, repeat medication etc).
- The authorised mode of transport.
- Appropriate consent is sought for the taking and recording of photos and videos.

Each school 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.

Transfer of files

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

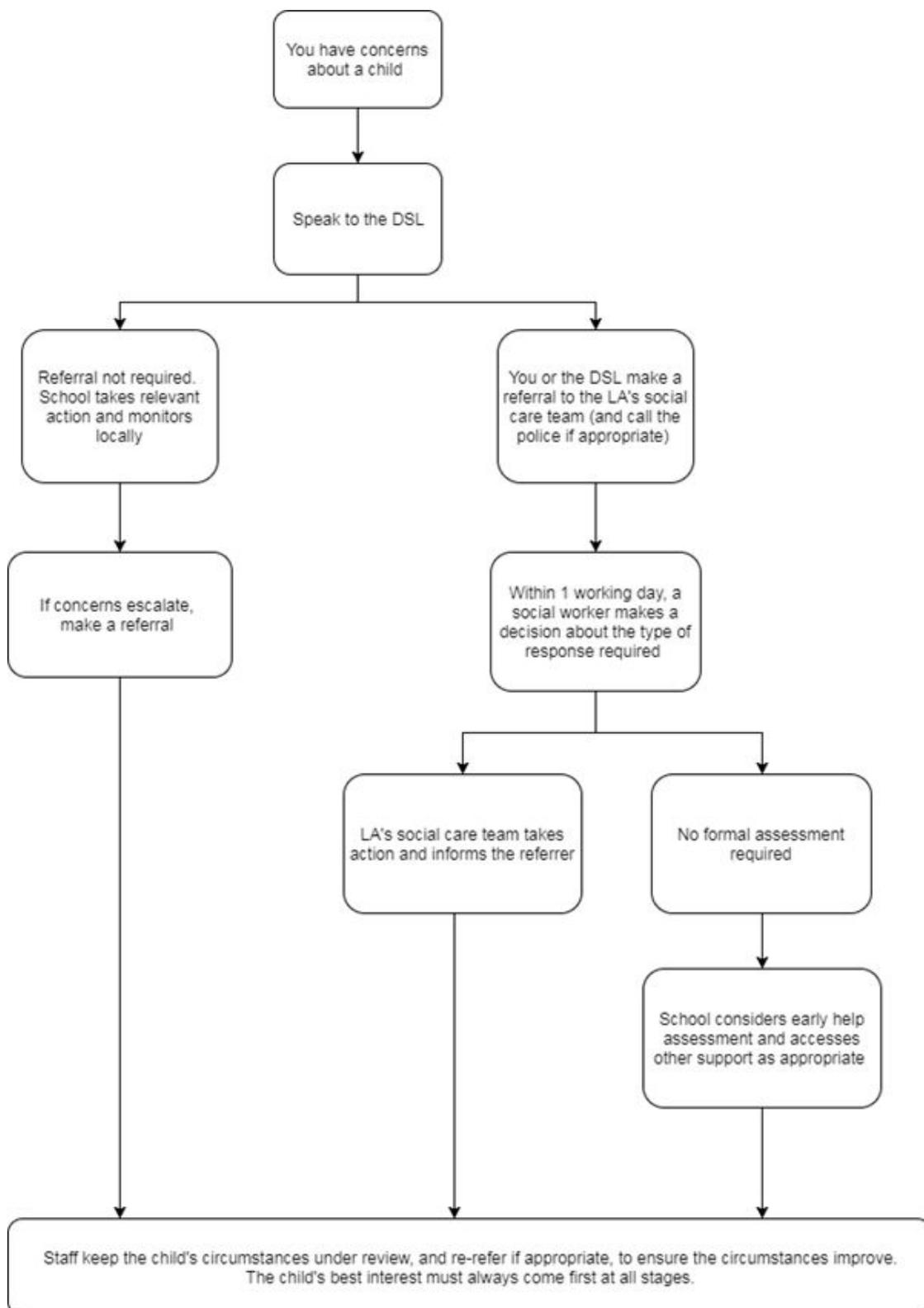
Other methods of safe transfer are used across primary and secondary schools, for e.g. via the use of Anycomms.

In addition to the child protection file, the DSL should also consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example,

information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The school retains a copy of the child file in line with the Trust's Retention Policy.

Staff are made aware of the procedure below that must be followed, in the event that a staff member is concerned about a child's welfare.



Child Protection Procedures

Teachers and other adults are well placed to observe any physical, emotional or behavioural signs which indicate that a child/young person 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 school staff being alerted to concerns.

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

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the DSL to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Kirklees framework for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention.

Supporting the Child and Partnership with Parents

School recognises that the child's welfare is paramount. However, good child protection practice and outcomes rely 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 to always preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL 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.

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, the Trust is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty, staff have received face-to-face training as well as regular updates to help them to identify children who may be vulnerable to radicalisation, and the schools are committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL.

The DSL, Deputy and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76.

The DSL will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

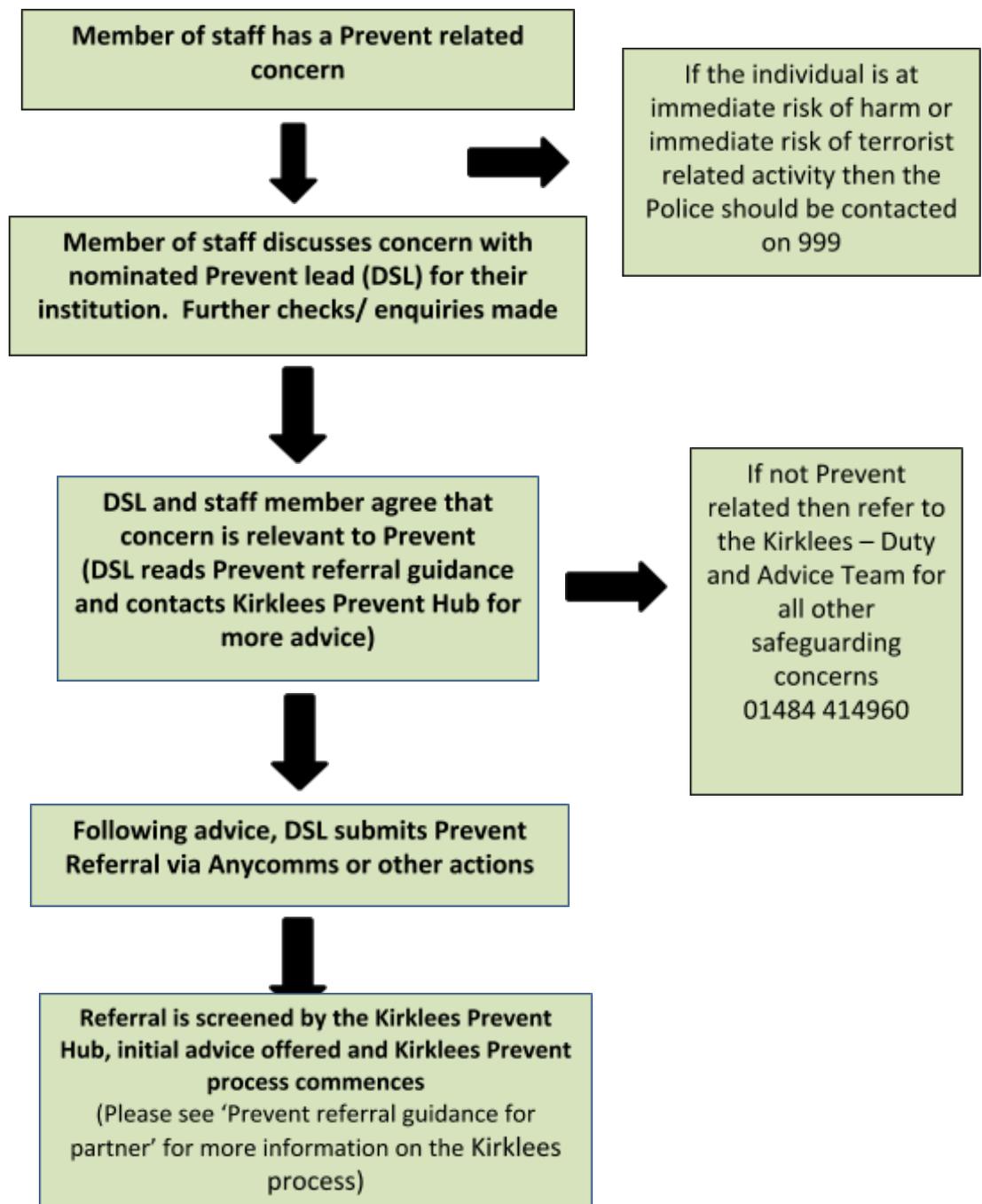
Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of the Trust's safeguarding approach.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or Deputy) making a referral to the Channel programme.

All schools within the Trust will also incorporate the promotion of fundamental and humanitarian British Values into the curriculum in order to develop critical thinking skills and build resilience. Each school has robust procedures to filter and monitor online usage.

For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website www.kirklees.gov.uk/prevent or contact the hub via 01924 483747/Anycomms "Prevent Referral" or Prevent@kirklees.gcsx.gov.uk

Kirklees Prevent Referral pathway



Section 4 - Recognising abuse and taking action

The school workforce must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer from harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Tell the DSL as soon as possible if you make a referral directly.

You might also want to report child abuse to the local council via the following [link](#).

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.

Female Genital Mutilation

All schools within the Trust understand that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences.

The Trust is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are made aware through training of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory duty.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and Deputy will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV is abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Child Sexual Exploitation and Child Criminal Exploitation

All schools within the Trust are aware that Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur 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 or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

It does not always involve physical contact; it can also occur through the use of technology.

[\(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(2017\)\)](#)

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

Staff have been made aware of some of the key indicators by training provided by the DSL in each school. In addition, all schools within the Trust appreciate that they have a role to play in the prevention of CSE and CCE within its PSHE curriculum e.g Healthy Relationships.

If staff do identify children for whom CSE and/or CCE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Kirklees Duty and Assessment Team. All schools within the Trust also appreciate that they have a role to play in sharing intelligence relevant to perpetrators of CSE and/or CCE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

Indicators of exploitation can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying inappropriate sexualised behaviour.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and/or alcohol.
- Going missing for periods of time, or regularly coming home late.
- Regularly missing school or education, or not taking part in education.

Domestic Abuse

The Trust understands that the cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children/young people for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Kirklees Duty and Advice Team. Where DV Notifications are received from the Domestic DAAT, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

All schools should be aware of and follow the Kirklees Joint Agency protocol for domestic violence and abuse - school notification, contact numbers for this must be kept updated by emailing informationsharing@kirklees.gov.uk.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff within the Trust understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the DSL.

Peer on Peer Abuse

Reworded below with new guidance:

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it.

- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent.
- Ensuring students know they can talk to staff confidentially.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people’s emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at our schools is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by our schools.

Staff are aware that some groups are potentially more at risk of sexual violence and sexual harassment. Evidence shows girls, children with SEND and LGBT children are at greater risk.

All schools within the Trust take such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however our schools will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the DSL. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the DSL professional at that school.

Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016).

Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible and you should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.
- Staff must not:
 - view, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
 - delete the imagery or ask the student to delete it.
 - ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
 - share information about the incident with other members of staff, the student(s) it involves or their or other, parents and/or carers.
 - say or do anything to blame or shame any young people involved.
- The DSL should hold an initial review meeting with appropriate school staff which will consider the initial evidence and aim to determine:
 - Whether there is an immediate risk to student(s).
 - If a referral needs to be made to the police and/or children's social care.
 - If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed).
 - What further information is required to decide on the best response.

- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the students involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the students involved (in most cases parents should be involved), unless there is good reason to believe that involving parents would put the young person at risk of harm.

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any student in the imagery is under 13.
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the Co-Heads/Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

We will also refer to The DfE guidance 2018 on [Searching Screening and Confiscation Advice for Schools](#).

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded.

For more information on how each school in the Trust addresses bullying, please refer to each school's Behaviour and/or Anti-Bullying policies.

Attendance and Children Missing from Education

All schools within the Trust understand that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns and thus ensures that information is shared in a timely fashion between key staff.

Likewise each school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus. The school will follow Kirklees internal guidance 'First Day Calling' procedures and 'Kirklees Guidance for Schools on the Monitoring and Reporting of Pupils who Absent themselves during the School day'.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

All schools within the Trust appreciate that the Local Authority has a statutory duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Our Trust will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a student from a school roll.

Our Trust understands that it is essential that our schools will contact the Local Authority Education Safeguarding Team on 01484 221919 to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence

Child Criminal Exploitation: County Lines

Our schools recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the [National Referral Mechanism \(NRM\)](#) should be undertaken in order to safeguard that child and/or other children.

Children at risk of involvement with serious violent crime can be linked to child criminal exploitation and county lines. County lines is where children are groomed by gangs and used to traffic drugs and money between large cities and other parts of the country often using coercion, intimidation, violence including sexual violence and weapons.

Indicators that a child may be at risk from or involved with serious violent crime include:

- increased absence.
- a change in friendships.
- significant decline in academic performance.
- signs of self harm or significant change in wellbeing.
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions.

Contextual Safeguarding

Our schools recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

Children with Family Members in Prison

Our schools understand that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

Carrying knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal Offence and immediate action will be taken by calling the police and following agreed LA protocols. The guidance on Searching, Screening and Confiscation for Headteachers, schools and Governors (January 2018) will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a student being involved in gang culture, this is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The student may be an exploited child and victim to which the school will offer support.

Children who may require Early Help

The Trust's workforce should be alert to the potential need for early help for children, for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in antisocial or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence.
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- Is misusing drugs or alcohol themselves.
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.
- Not in education, training or employment after the age of 16 (NEET).
- Is homeless and the impact of the student facing homelessness.
- May experience discrimination due to their race, religion, sex or sexual orientation.
- Has English as an additional language.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Is an asylum seeker.

These children are therefore more vulnerable. Each school within the Trust will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

When using reasonable force this is in line with national guidelines and takes into account individual student needs and risk management/care plans and in particular with regard to SEND or other vulnerable groups.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Looked After Children and previously Looked After Children

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

Each school within the Trust has its own designated staff member overseeing LAC.

Special Education Needs and Disabilities and Vulnerable Groups

We recognise that students with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Students being more prone to peer group isolation than others.
- The potential for students with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

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

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

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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

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 [here](#).

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 school.

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 Co-Heads/Headteacher and make a record.
- In the event that an allegation is made against the Co-Heads/Headteacher the matter will be reported to the Chair of Governors.
- We recognise that the Board of Trustees may need to be made aware in the event of any serious allegation towards a member of staff or in any event where the Trust may be subject to any legal action.
- The Co-Heads/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 Co-Heads/Headteacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Co-Heads/Headteacher (or appropriate person if the allegation is about a Co-Head/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 – Duty and Advice Team. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

- Consideration will be given throughout to the support and information needs of students, parents, staff and the employee the subject of the allegation.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from the Trust's HR team.

Appendix A - Batley Girls' High School

School name:	Batley Girls' High School
Co-Heads:	Julie Haigh and David Cooper

Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2020/21	Gillian Hughes	Joanna Seal	Jean May	Pam Pickles

Contact details of the Local Authority Designated Officer:

Name:	Sandra Shaw
Telephone number:	01484 221000
Email:	kirklees.LADO@kirklees.gcsx.gov.uk

Details of dates of staff training, details of the course title and training provider are held securely with our HR team.

Review date	Changes made	By whom	Date shared
November 2018	New MAT-wide policy	All DSL's across the MAT. Trustee lead for safeguarding. Compliance Manager	March 2019
September 2019	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2019
September 2020	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2020

Appendix B - Upper Batley High School

School name:	Upper Batley High School
Headteacher:	Samantha Vickers

Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2020/21	Curt Farrar	Jenny Fox	Alastair Megahy	Alastair Megahy

Contact details of the Local Authority Designated Officer:

Name:	Sandra Shaw
Telephone number:	01484 221000
Email:	kirklees.LADO@kirklees.gcsx.gov.uk

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September 2020	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2020

Appendix C - Healey Junior, Infant and Nursery School

School name:	Healey Junior, Infant and Nursery School
Headteacher:	Luisa Lang

Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governors	Chair of Governors
2020/21	Luisa Lang Kim Bradshaw	Joanne Garforth Michaela Widdop	Mohammed Mayet Alison Smith Nick Ayres	Ellen Loughhead

Contact details of the Local Authority Designated Officer:

Name:	Sandra Shaw
Telephone number:	01484 221000
Email:	kirklees.LADO@kirklees.gcsx.gov.uk

Details of dates of staff training, details of the course title and training provider are held securely with our HR team.

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September 2020	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2020

Appendix D - Field Lane Junior, Infant and Nursery School

School name:	Field Lane Junior, Infant and Nursery School
Headteacher:	Hilary Towers-Islam

Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2020/21	Hilary Towers-Islam	Asif Lorgat	Sanah Islam	Cat Macdonald

Contact details of the Local Authority Designated Officer:

Name:	Sandra Shaw
Telephone number:	01484 221000
Email:	kirklees.LADO@kirklees.gcsx.gov.uk

Details of dates of staff training, details of the course title and training provider are held securely with our HR team.

Review date	Changes made	By whom	Date shared
November 2018	New MAT-wide policy	All DSL's across the MAT. Trustee lead for safeguarding. Compliance Manager	March 2019
September 2019	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2019
September 2020	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2020

Appendix E - Batley Grammar School

School name:	Batley Grammar School
Headteacher:	Gary Kibble

Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2020/21	Nathan Foster	Gary Kibble John Hughes Paul Hampson Jane Jackson	Oliver Tiplady	Alistair Hartley

Contact details of the Local Authority Designated Officer:

Name:	Sandra Shaw
Telephone number:	01484 221000
Email:	kirklees.LADO@kirklees.gcsx.gov.uk

Details of dates of staff training, details of the course title and training provider are held securely with our HR team.

Review date	Changes made	By whom	Date shared
September 2020	To reflect new KCSIE updates	All DSLs across the MAT. Trustee lead for safeguarding. Compliance Manager.	October 2020

Appendix F - Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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.
- 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).
- Upskirting - this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.

- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

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

Appendix G - Useful Contacts within the local authority

- 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 \(2018\)](#)
- [Keeping Children Safe in Education \(2020\)](#)
- [Information Sharing \(2018\)](#)
- [What to do if a child is being abused \(2015\)](#)
- [Children Act 1989](#) and [Children Act 2004](#)
- [Education Act 2002](#)
- [Teaching Standards \(June 2013\)](#)
- [Guidance for Safer Working Practice for those working with Children and Young People in Education Settings \(SWP Consortium Oct 2015\)](#)
- [Sexting in Schools and Colleges. Responding to incidents and Safeguarding young people \(UK Council for Child Internet Safety – UKCCIS 2016\)](#)
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(May 2018\)](#)

Safeguarding is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children’s health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

We believe that:

- All schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

<u>Name</u>	<u>Organisation</u>	<u>Contact Details</u>
Sandra Shaw	Local Authority Designated Officer (LADO)	Tel: 01484 221000 Email: kirklees.LADO@kirklees.gcsx.gov.uk
Duty Social Workers	Duty and Advice Team	Tel: 01484 414960/456848 Email: DutyandAdvice@kirklees.gcsx.gov.uk
Practice Concerns and Compliments	Practice Concerns and Compliments Team	Email: FSCPSeniormanagement@kirklees.gov.uk
Out of Hours	Emergency Duty Service	Tel: 01484 414933
	Virtual School HeadTeacher	Tel: 01484 221000

Alison Clarkson	Prevent Education Officer	Tel: 01484 221000 Mob: 07973 801410 Email: AlisonZ.Clarkson@kirklees.gov.uk
Elective Home Education (EHE)		Tel: 01484 22191 Email: attendance.pupilsupport@kirklees.gov.uk
Children Missing Education		Tel: 01484 221919 Email: attendance.pupilsupport@kirklees.gov.uk
Child Employment		Tel: 01484 22191 Email: child.employment@kirklees.gov.uk
Stronger Families		Email: stronger.families@kirklees.gov.uk Website: www.kirklees.gov.uk/strongerfamilies
Child Protection and Review Unit		Tel: 01484 225850
Online Safety Incidents - National Helpline		Website: www.saferinternet.org.uk/helpline
West Yorkshire Police - Child Safeguarding Unit		Tel: 01924 431134
Early Help Access Team (Single Assessment Part 1)		Tel: 01484 456823 Website: earlyhelpaccessteam@kirklees.gov.uk
The Female Genital Mutilation Helpline		Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
<i>Learning Service</i>		
Mandy Cameron	Special Schools	Tel: 01484 221000
Bev Richards	Primary Schools	Tel: 01484 221000
Helen Metcalfe	Secondary Schools	Tel: 01484 221000
Fiona Denham	Online Safety Lead	Tel: 01484 221000
<i>Kirklees Education Safeguarding Team</i>		
Maggie Featherstone	Service Manager	Tel: 01484 221000
Michelle Wilkinson	Safeguarding Officer (Schools & Learning)	Tel: 01484 221000 Email: schoolsafeguardingofficer@kirklees.gov.uk
<i>Kirklees Human Resources - Safeguarding Leads</i>		
Joanne Hall		Mob: 07976 497857 Email: hr@kirklees.gov.uk
Joanne Parker		Mob: 07976 497858 Email: hr@kirklees.gov.uk

Gary Scargill		Mob: 07976 497848 Email: hr@kirklees.gov.uk
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Further information:

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

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

Whole School Basic Awareness in Child Safeguarding and Designated Safeguarding Lead Full Course and Refresher training

Tel: 01484 221000

Email: michelle.hodges@kirklees.gov.uk

Safer Recruitment Training course (Kirklees Learning Service)

Tel: 01484 225828

Prevent Training

Website: www.kirklees.gov.uk/beta/community-safety-partners/prevent-training

Tel: 01924 483747