

SCHOOL SAFEGUARDING POLICY

Updated September 2018

Designated Safeguarding Lead (DSL): Darryl Jones

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

Introduction

The policy makes reference to and is compliant with:

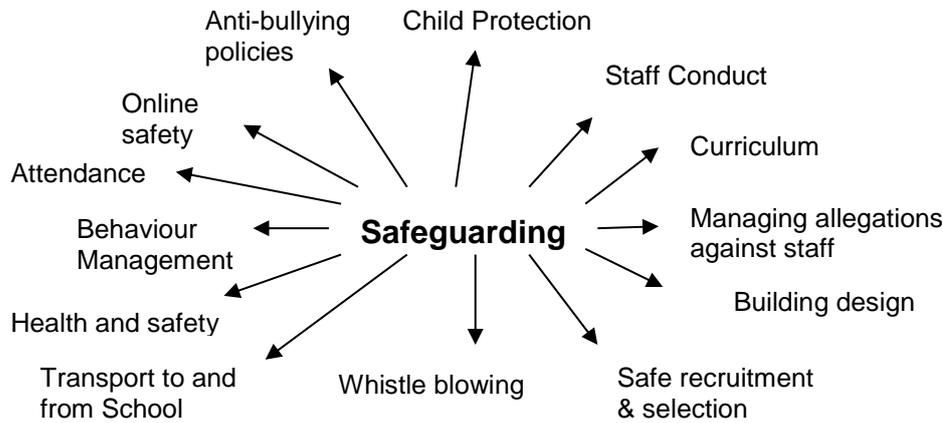
- West Yorkshire Consortium Safeguarding Children Procedures, which can be found at: www.kirkleessafeguardingchildren.co.uk and <http://www.proceduresonline.com/westyorksrb/>
- *Working Together to Safeguard Children* (July 2018)
- *What to do if you are worried a child is being abused* (2015)
- *Keeping Children Safe in Education* (September 2018)
- *Information sharing: Advice for practitioners providing safeguarding services to young people, children, parents and carers.* (July 2018)
- *The prevent duty departmental, advice for schools and child care providers.* (June 2015)

1.0 Our Commitment

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 in or for our school 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 school 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 school setting'

Joseph Norton Academy is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil'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 school, 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 pupils.



2.0 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education (2018)*.

We ensure that all appropriate measures are applied in relation to everyone who works in the school 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 school 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: this means those providing education to children; and
- 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.

Key members of staff including the Head Teacher, relevant Governors and Pastoral Manager have undertaken Safer Recruitment in Education Training. One of the above is involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

We recognise that where our school places a pupil we are responsible for the safeguarding of that pupil and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement.

We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges.

2.2 Safe Practice

Our school complies with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at www.kirkleessafeguardingchildren.com. Safe working practice ensures that pupils 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 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.

School staff who have concerns about another member of staff will:

- Report these to the head teacher/principal.

Where staff members have concerns about the Head Teacher, school staff will:

- Report these to the Chair of Governors
- Where the Head Teacher is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and should feel confident that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures, are in place within the school and can be read in further detail by accessing our 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, alternatively,
- www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

2.3 Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff to whom they can talk. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Safeguarding Lead (DSL) with responsibility for child protection and know who this is. We inform pupils 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 range of PSHCE and online safety awareness materials to help pupils learn how to keep themselves safe. There is an information and display board in all Key Stages

that is accessible to all pupils. The pupils are encouraged to discuss concerns/worries with the DSL and other key members of staff.

School's arrangements for consulting with and listening to pupils are through the school council, which is supported by staff but is predominantly the work of the pupils. We make pupils aware of these arrangements by the use of display boards and this is regularly reviewed by the pupils.

2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. Joseph Norton Academy works hard to form positive relationships with parents. This is a continual process, which begins at the point of the home visit admission. Parents are given safeguarding information as part of the home/school agreement and are given contact numbers for key staff in school and the Kirklees Referral and Response Team – 01484 456848.

We encourage parents to discuss any concerns they may have with their child's Pastoral Leader who they are introduced to on their first school visit. Regular telephone contact is maintained between school and home and parents/carers are updated on their child's progress with weekly reports. We make parents aware of our policy and parents are made aware that they can view this policy on our website.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with the Referral and Response Service and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures).

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners in the Kirklees Safeguarding Children Board. Joseph Norton has developed working relationships with other professional agencies and adopts a multi-agency approach to ensure best outcomes for young people. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

2.6 School 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.

The DSL and any deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated every year. 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 Head Teacher and all other school staff, including non-teaching staff, receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members 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 and Learning on 01484 221000 and should be completed every three years.

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

2.7 Support, Advice and Guidance for Staff

Staff are supported by Joseph Norton Academy, Kirklees Local Authority and professional associations. The DSL for Safeguarding/Child Protection is supported by the Head Teacher, nominated governor and a mentoring arrangement with an external DSL from the Trust.

Advice is available from Kirklees Duty and Advice Team on 01484 414960 or 456848 and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as from the Safeguarding Officer for Schools & Learning – Michelle Hodges on 01484 221000.

2.8 Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil 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 school and/or local area. *Keeping Children Safe in Education* (2018) is the latest government publication on child safeguarding in schools and is referred to in all our policies. All related policies with regard to admissions, confidentiality, exclusion, work experience, drugs and substances, anti-bullying and online safety are available on request.

2.9 Children Missing from Education (CME)

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

Local CME guidance also available here: <http://www.kirklees.gov.uk/beta/schools/elective-home-education.aspx>

Children Missing in 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 in Education and get them back into education.

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

Joseph Norton Academy will inform the relevant local authority of any pupil 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 pupil 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 school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Where parents inform school that they wish to 'home educate' their child, the school will in turn notify Kirklees Attendance and Pupil Support Service. The Attendance and Pupil Support Service will endeavour to undertake a home visit to discuss this with the parents. This service will offer annual supportive visits.

The school will follow Kirklees internal guidance 'First Day Calling' and 'Guidance for Schools on the Monitoring and Reporting of Pupils who are Absent themselves during the School day'.

Children Missing from Education Team and Attendance and pupil support service can both be reached on: 01484 221919

2.10 Confidentiality

The school has regard to *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (July 2018), which states that, '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'. www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

The School has a clear and explicit confidentiality policy. The school policy indicates:

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

2.11 Pupil Information

Our school endeavours to keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them including the following:

- 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 school (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 Orders, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

The school collates, stores and agrees access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements. Joseph Norton has a rigorous process with regard to storing such information both electronically and manually.

2.12 Roles and Responsibilities

Our Governing Body ensures that:

- The school has a named governor, holding responsibility for safeguarding. Our named safeguarding governor is Warwick Firmin. Contact can be made via the school office.
- The school has a child safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and that the policy is made available on the school website and to parents on request.
- The school 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 school 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 pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- A senior member of the school'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 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 Head Teacher.
- Where services or activities are provided on the school 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 school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- Governors (Safeguarding Governors) will attend safeguarding training.

- The Governing body/proprietor 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 Head Teacher ensures that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- 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 also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual School head teacher Janet Tolley (01484 221000) in respect of all pupils at the school who are subject of 'looked after' status.

Our Designated Safeguarding Lead with Responsibility for Child Protection will:

Manage referrals

- Refer cases of suspected abuse to Kirklees Duty and Advice team as required.
- Support staff that make referrals to Kirklees Duty and Advice team as required.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or has 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 school 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 Head Teacher to inform them 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 Authority 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 all deputies) 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 school'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 school 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 school may put in place to protect them.

Raising Awareness

- The Designated Safeguarding Lead will ensure the school safeguarding policy is known, understood and used appropriately.
- Ensure the school 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 are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school 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.

Child Safeguarding Files

- Where a child leaves the school, ensure the child's individual safeguarding file is copied and the original transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- If a child goes missing or leaves to be educated at home, then the child's safeguarding file will be copied and the copy forwarded to the Attendance & Pupil Support Service.

Availability

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

All staff and volunteers will:

- Fully comply with the school's policies and procedures.
- Inform the DSL 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.
- Ensure that all concerns are logged on school pod which will act as a single location co-ordination and onward transmission as appropriate to the designated safeguarding lead.

Further detail can be found in Section 4.

3.0 Identifying Children who are Suffering or Likely to suffer Significant Harm

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

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

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.

3.2 Children who may require Early Help

All Staff (Governors and Volunteers) working within the School 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 anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- 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 pupil facing homelessness

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed. When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and self-regulation plans.

3.3 Specific Safeguarding Issues

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- Peer on peer abuse
- Sexual violence and sexual harassment
- The sending of indecent images from one person to another through digital media devices

3.4 Peer on peer abuse (sexual violence and sexual harassment)

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 and adhering to the guidance- sexual violence and sexual harassment in schools to identify, report and respond to any issues/incidents raised. School and college 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

Children missing from Education 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

Domestic violence www.gov.uk/domestic-violence-and-abuse

Drugs www.gov.uk/government/publications/drugs-advice-for-schools

Fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

Faith abuse www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Forced marriage www.gov.uk/forced-marriage

Gangs and youth violence www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Gender based violence www.gov.uk/government/policies/violence-against-women-and-girls

Hate www.educateagainsthate.com/

Mental health 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

Private fostering www.gov.uk/government/publications/children-act-1989-private-fostering

Sexting www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

Teenage relationship abuse www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Trafficking www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

3.5 Child Sexual Exploitation (CSE) www.gov.uk/CSE-definition

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.

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

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

3.6 The Criminal exploitation of children: County Lines

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding

procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school/college will offer support to a victim.

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

3.7 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 informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, 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 pupil is involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to which the school will offer support.

3.8 Female Genital Mutilation (FGM) and “Honour Based” Violence 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, school staff will speak with the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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

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

The main countries of origin where FGM is practiced include Africa and the Middle East. FGM frequently involves young girls between the ages of infancy and 15 years of age. Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs of Girls at Risk

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

Mandatory reporting of FGM - duty on schools:

Section 74 of the Serious Crime Act 2015 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM has been 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

3.9 Preventing Radicalisation www.gov.uk/government/publications/prevent-duty-guidance

Prevent is one 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.

Joseph Norton Academy assesses its own compliance with the Prevent Duty in order to help identify potential risks within school by 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
- 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 Head Teachers within institutions cascade 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 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 online safety awareness raising awareness of the online risks of harm to parents, children and staff.

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.

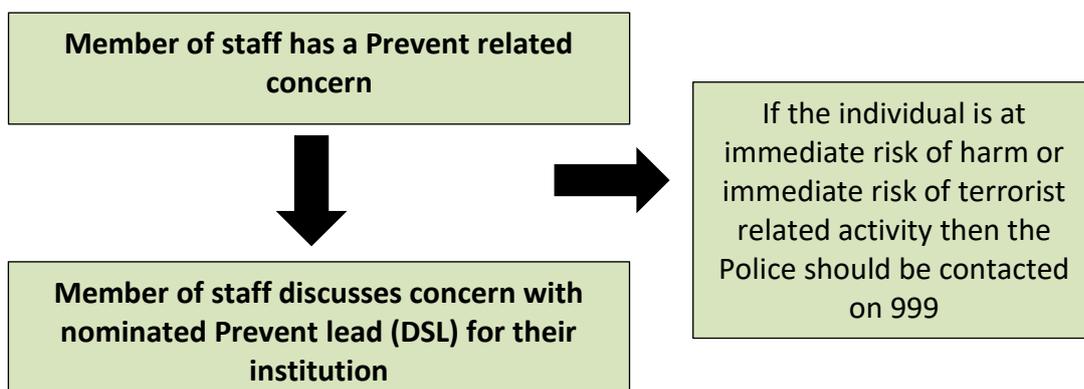
The Kirklees Channel panel is chaired by Carol Gilchrist, Head of Safe and Cohesive Communities and meetings are held on a monthly basis. The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

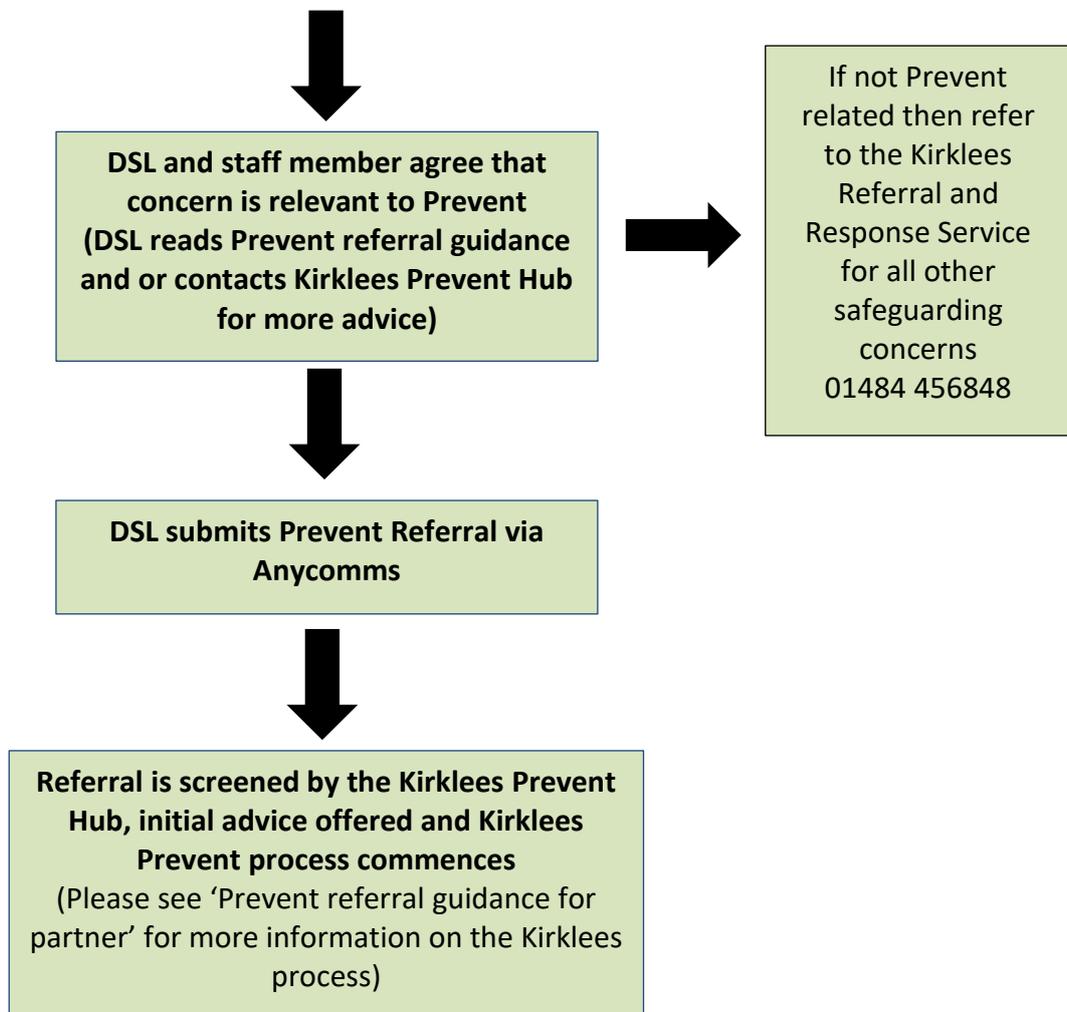
Channel may be appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

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 or contact the hub via 01924 483747/ Anycomms "Prevent Referral" or 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 school to protect and educate the whole school 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 school IT system. As part of this process, the governing body will ensure the school 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 and proprietors will consider the age range of the pupils, how often they access the school's IT system and the proportionality of costs vs 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

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

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

3.11 The sending of indecent images from one person to another through digital media devices

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

- The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

- “Sexting in Schools & Colleges: Responding to incidents & safeguarding young people” UK Council for child internet safety

4.0 Taking Action to ensure that Children are Safe at School and at Home

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures, which are consistent with *Working Together to Safeguard Children (2018)* and *What to do if you are worried a child is being abused*. It is *not* the responsibility of school 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. Accordingly, all concerns regarding the welfare of pupils are recorded and discussed with the DSL (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

4.1 Concerns that staff must immediately report include:

- 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 pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff must immediately communicate what they have been told to the DSL, make a contemporaneous record and contact Kirklees Duty and Advice Team on 01484 414960 01484 456848 for consultation. Staff will make individual arrangements for pupils with communication difficulties to ensure they are able to express themselves.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person 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 school staff
- Clarify the information
- Try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Tell me what happened?’ rather than ‘Did x hit you?’
- Very young children often do not understand the concept of time so be careful if asking the question ‘when did that happen’
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- Reassure and support the child as far as possible
- Explain that only those who ‘need to know’ will be told
- Explain what will happen next and that the person will be involved as appropriate

4.3 Action by the Designated Senior Lead (or other senior person in their absence)

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 DUTY AND ADVICE TEAM 01484 414960 or 01484 456848
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Safeguarding Officer and/or DUTY AND ADVICE TEAM
- The child's wishes

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e sexual abuse, forced marriage or fabricated illness)
- Whether to make a child protection referral to DUTY AND ADVICE TEAM 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 (e.g. EHA) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, are to be fully documented. All referrals to DUTY AND ADVICE TEAM are followed up in writing within 24 hours.

4.4 Action following a child protection referral

The DSL or other appropriate member of staff will:

- Make regular contact with the social worker involved to stay informed
- Wherever possible, contribute to the strategy discussion
- Provide a report for, attend and contribute to any subsequent child protection conference
- If the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- Where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision made by DUTY AND ADVICE TEAM e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 Resolving Professional Disagreements
- Where a child subject to a child protection plan moves from the school or goes missing, immediately inform DUTY AND ADVICE TEAM on 01484 414960 or 456848

4.5 Recording and monitoring

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

Keeping children safe in education (2018 p. 10) identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'. Therefore records included within a child's safeguarding file may include the following:

- All 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 General Data Protection Regulation (GDPR).

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

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child

- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person 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; Anyone working with children should see and speak to the child; listen to what they say, take their views seriously, and work collaboratively when deciding how to support their needs. A child centred approach is supported by; the Children Act 1989, the Equality Act 2010 and the United Nations Convention on the Rights of the Child.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child’s safety.

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

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

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child; or
- c. Behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children (as outlined in the DfE guidance ‘**Keeping Children Safe in Education**’).

We apply the same principles as in the rest of this document and always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at <http://westyorkscb.proceduresonline.com/> at Section 6 Safe Workforce.

Detailed records are made to include decisions, actions taken, and reasons for these. All records are retained securely. These will be kept securely by the Head Teacher in a locked cabinet. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Head Teacher and make a record
- In the event that an allegation is made against the Head Teacher the matter will be reported to the Chair of Governors who will proceed as the ‘Head Teacher’
- The Head Teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head Teacher may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage
- The Head Teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Office for Child Protection 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 pupils, parents, staff and the employee the subject of the allegation
- The Head Teacher will inform the Chair of Governors of any allegation against a member of school staff.
- If consideration needs to be given to the individual’s employment and immediate management of risk, advice will be sought from HR

Appendix 1

Contact Details

Local Authority Designated Officer (LADO) Ann Crossley 01484 221000
07976 497654
LADO email address 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

Duty and Advice Team

Service Manager Sally Williams 01484 221000

Duty Social Workers Duty and Advice Team 01484 456 848
If you need to contact Kirklees Duty and Advice Team
in a non-emergency you can email using MASH@kirklees.gcsx.gov.uk
For secure transfer of emails from schools use Anycomms
Contact for practice concerns and compliments: "MASH" in drop down menu
FSCPSeniormanagement@kirklees.gov.uk

Out of Hours

Emergency Duty Service 01484 414933

School Safeguarding

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 Michelle Hodges 01484 221000
Safeguarding Officers email schoolsafeguardingofficer@kirklees.gov.uk
Elective Home Education (EHE) 01484 221919
attendance.pupilsupport@kirklees.gov.uk
Children Missing Education 01484 221919
attendance.pupilsupport@kirklees.gov.uk
Child Employment 01484 221919
child.employment@kirklees.gov.uk
Further information: www.kirklees.gov.uk/beta/employment-information/children-and-employment.aspx
stronger.families@kirklees.gov.uk
Stronger Families
Prevent Co-ordinator Lee Hamilton 01484 221000
Kirklees Human Resources Joanne Hall 07976 497857
Joanne Parker 07976 497858

Child Protection Conferences

Child Protection & Review Unit 01484 225850

Online Safety incidents

National helpline www.saferinternet.org.uk/helpline

West Yorkshire Police

Child Safeguarding Unit Kirklees

01924 431134

Early Help Access Team (Single Assessment part 1)

earlyhelpaccesssteam@kirklees.gov.uk
01484 456 823

FGM

The Female Genital Mutilation Helpline

fgmhelp@nspcc.org.uk
0800 028 3550

Appendix 2

Useful websites, guidance documents, training materials

Websites

Kirklees Safeguarding Children Board
www.kirkleessafeguardingchildren.com

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

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

Online Safety Support

Keeping Children Safe Online
www.ceop.gov.uk

DotCom Childrens Foundation
www.dotcomcf.org/

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

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

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

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

HM Government (DfE) guidance documents

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

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

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

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:

michelle.hodges@kirklees.gov.uk

01484 221000

Safer Recruitment Training course – Kirklees Learning Service

01484 225828

Safeguarding Governor Training

01484 225828

Prevent Training

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

01924 483747

Name.....

Position/Post Held.....

I have read and understood my duties as outlined in Joseph Norton Academy's Safeguarding Policy

Signed

Date

Once completed, signed and dated, please return this form to the school office.