

SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY

Version	V1 2022	Review Cycle	Yearly
Date of Approval	July 2022	Approval Level	LGB

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1.0 Introduction

The Designated Safeguarding Leads (DSLs) at Joseph Norton Academy are **Darryl Jones** and **Michael Crinnion**.

This policy shall apply in its entirety to all activities provided by the school, governing body and under the direct management of school staff. Where the governing body hires out the school premises they will ensure that appropriate arrangements are in place to keep children safe. Where services are provided separately by another body, the governing body will seek assurance that the body concerned has appropriate safeguarding procedures in place; and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The safeguarding arrangements for any lettings will be set out in the hire agreement.

The aims of the procedures in this policy are to:

- Clarify roles and responsibilities of everyone within our school in relation to safeguarding
- Have clear procedures that are followed when a child is identified as needing more than universal services can provide

2.0 Our Commitment

We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by [Keeping Children Safe in Education](#) (2022) and [Working Together to Safeguard Children](#) (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.



3.0 Providing a Safe and Supportive Environment

3.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education* (2022).

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 and governors)
- Further checks on people who have lived or worked outside the UK
- A check of professional qualifications
- 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.

The school will endeavour to carry out reasonable online searches on shortlisted candidates.

Key members of staff including the Executive Principal, Head of School, 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).

Dan Foster, Acting Associate Executive Principal, is responsible for the line management and supervision of the Designated Safeguarding Lead. Dan maintains overall strategic responsibility for safeguarding and pupil welfare across the Special Provision Partnership.

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 do not engage in home-stays or exchange visits.

3.2 Safe Working Practice

Our school complies with the current Safe Practice guidance to be found in [Kirklees Safeguarding Procedures](#). 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 Executive Principal and/or Head of School.

Where staff members have concerns about the Executive Principal and/or Head of School, school staff will:

- Report these to the Chair of Governors
- Where the Executive Principal and/or Head of School 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, including emailing whistleblowing@kirklees.gov.uk or via the [NSPCC whistleblowing helpline](#) or calling NSPCC whistleblowing helpline on 0800 028 0285.

3.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as the use of premises and equipment, on-site and off-site activities and transport. Where relevant, risk assessments are carried out for individual pupils, 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 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.

3.4 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 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 PSHE 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.

3.5 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 Duty and Advice 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 Duty and Advice and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures).

3.6 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.

The three important safeguarding partners are:

- The Local Authority (LA)
- Clinical Commissioning Group
- Police

3.7 School Training and Staff Induction

The school's 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 Executive Principal and/or the Head of School 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 whole school Basic Awareness in Child Safeguarding training is completed annually by the DSL as best practice, however, the statutory requirement is once every three years. In addition to this, a carousel of safeguarding topics are delivered to all staff throughout each academic year.

All staff (including temporary staff and volunteers) are provided with the school's Safeguarding Policy, Code of Conduct and a copy of Keeping Children Safe in Education and are informed of the school's child protection arrangements on induction.

Our training deepens the understanding of our staff that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, meaning that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

3.8 Support, Advice and Guidance for Staff

Staff are supported by Joseph Norton Academy, Kirklees Local Authority and professional associations. The DSL is supported by the Associate Executive Principal and the Head of School, 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.

3.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including their response to concerns about a child; safer recruitment processes; attendance and child missing 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 pupils

4.0 Ensuring that Children are Safe at School and at Home (specific safeguarding issues)

4.1 Child Protection Procedures

All staff follow the schools Child Protection Procedures which are consistent with *Working Together to Safeguard Children* (2018) and the Kirklees Safeguarding Children Board guidance.

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 pupils will be recorded and discussed with the DSL 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.

4.2 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 always to 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.

4.3 Preventing Violent Extremism

Under section 26 of the Counter-Terrorism and Security Act 2015, Joseph Norton Academy 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 information and training to help them to identify children who may be vulnerable to radicalisation, and the school is 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 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.

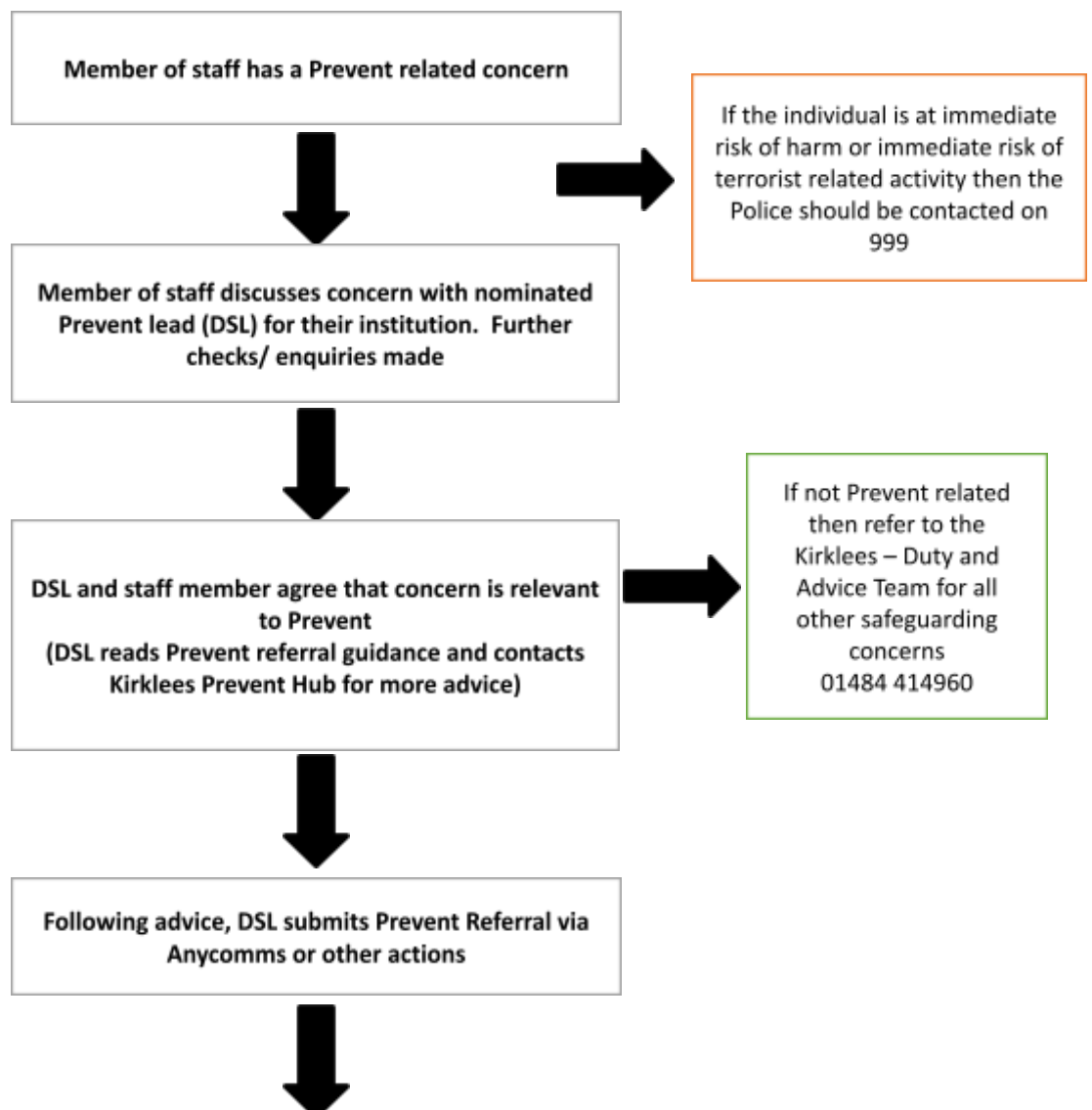
Joseph Norton Academy will also incorporate the promotion of fundamental British Values into the SEMH and PSHE in order to help build pupils' resilience and enable them to challenge extremist views. School will

provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

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



**Referral is screened by the Kirklees Prevent Hub,
initial advice offered and Kirklees Prevent process
commences**
(Please see 'Prevent referral guidance for partner' for
more information on the Kirklees process)

4.4 Child Sexual Exploitation (CSE)

Joseph Norton Academy is aware that 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.

Through training, staff have been made aware that 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

Joseph Norton Academy appreciates that it has a role to play in the prevention of CSE within its SEMH and PSHE curriculum.

If staff do identify children for whom CSE 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 Advice Team. Joseph Norton staff also appreciate that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

4.5 Female Genital Mutilation (FGM)

Joseph Norton Academy understands 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.

Staff are 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 aware 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 DSL. The DSL can then make appropriate referrals to Duty and Assessment and/or the Police as is their mandatory duty.

4.6 Domestic Abuse

Joseph Norton Academy 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. Children who witness domestic abuse are victims of domestic abuse and this can have a lasting impact. Domestic abuse can also occur in children's own relationships.

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 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. 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

The school is aware of and following the Kirklees Joint Agency Protocol for Domestic Violence and Abuse.

4.7 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. Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

Staff at Joseph Norton 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.

4.8 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence, sexual assaults, criminal and sexual exploitation, sexting and upskirting. Staff are clear that whilst these may be responded to through the school's behaviour policy there is also a need for this information to be shared with the DSL in order to address underlying safeguarding concerns. It should be noted that upskirting is now a criminal offence.

4.9 Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending nude or semi nude imagery or video, 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
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

We will also refer to: [Searching, Screening and Confiscation](#) (2018)

4.10 Attendance and Children Missing from Education

Joseph Norton Academy understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, including child criminal exploitation and involvement in county lines, and thus ensures that information is shared between agencies in line with the school's Attendance Policy. 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.

School appreciates 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. School 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 pupil from a school roll, from DfE statutory guidance 2016.

School understands that it is essential that staff contact the Local Authority Education Safeguarding Team on 01484 221919 to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

4.11 Child Criminal Exploitation (CCE): County Lines

School recognises 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.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing

episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. CCE can also include being forced to work in cannabis factories, being coerced into money as well as drugs and being forced to shoplift and pickpocket as well as threatening other young people. 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.

School recognises when children may be at risk from or involved with serious violent crime. The indicators that may signal children are at risk from, or are involved with, serious violent crime include:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

4.12 Contextual Safeguarding

School recognises 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.

4.13 Children with Family Members in Prison

School understands 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.

4.14 Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the school 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 the school.

School take all 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 the school 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.

The school maintains a zero-tolerance approach to abuse, and it will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

4.15 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal offence and immediate action will be taken by calling the police. The guidance on [Searching, Screening and Confiscation](#) (2018) will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil of 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 pupil may be an exploited child and victim to which the school will offer support.

4.16 Children who may require Early Help

All staff members, governors and volunteers working within the School should be alert to the potential need for early help for children or a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Has health conditions;
- 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; 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;
- 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 or the impact of the pupil facing homelessness;
- Is showing a mental health need;
- Has a family member in prison or is affected by parental offending;
- Is at risk of honour-based abuse such as female genital mutilation or forced marriage;
- Is persistently absent from education or at risk of exclusion.

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.

4.17 Children Looked After and previously looked after children

All staff recognise that Looked After Children, previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers are more vulnerable than other children, often having poorer educational outcomes. For this reason staff help to ensure their wellbeing, safety and welfare, helping them to reach their potential, which includes the

looked after child who is moving on. The school also ensures that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed. A full working relationship is maintained with the Kirklees Virtual School Headteacher (01484 221000) in respect of all pupils at the school who are subject to 'looked after' status.

The school has appointed a Designated Teacher and works with local authorities to promote the educational achievements of registered pupils who are looked after. Designated Teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales. The Designated Teacher has appropriate training and the relevant qualifications and experience.

4.18 Private Fostering

Private Fostering: is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. A connected person is defined as a 'relative, friend or other person connected with a child'. The latter is likely to include person(s) who have a pre-existing relationship with the child, for example, a teacher who knows the child in a professional capacity. If we become aware of a child in private fostering arrangement within Kirklees Council we will notify Duty and Advice by calling 01484 414960.

4.19 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

4.20 Online Safety

Children and young people are more at risk than ever of being abused or groomed via technology. It is imperative that our staff are trained and vigilant in recognising the signs for online abuse. Be aware that technology is a significant component in many safeguarding and wellbeing issues and that online abuse often occurs alongside face-to-face abuse.

5.0 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 the school 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; behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children we will apply the same principles as in the rest of this document and we will always follow the [West Yorkshire Consortium Safeguarding Children Procedures](#). 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 Executive Principal and/or the Head of School and make a record
- In the event that an allegation is made against the Executive Principal or the Head of School the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Executive Principal and/or the Head of School 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 Executive Principal and/or the Head of school may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The Executive Principal and/or the Head of School (or Chair of Governors if the allegation is about the Executive Principal or the Head of School) will consult with the Local Authority Designated Officer (LADO) 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 LADO 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 Executive Principal and/or he Head of School 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 the HR advisor employed by the school.

For allegations not meeting the threshold for LADO intervention the school's disciplinary policy will be followed where necessary.

The school will follow the above procedures for governors, agency and contractors and understands it will retain responsibility for the investigation.

The case manager of an allegations investigation that has not required LADO involvement will, at the conclusion of a case and where appropriate, review each case and explore any opportunities for learning lessons.

Any allegations of non-recent abuse will always be reported to the police.

Further detail can be found in the 'Allegations Against Adults in School Policy.'

6.0 Pupil Information

6.1 Pupil Details

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). The school requires all parents and carers to provide more than one emergency contact

- Details of any persons authorised to collect or receive 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
- If the child is or has been subject to an Early Support Assessment (EHA) or Child In Need (CIN) process
- If the child is a Child Looked After (CLA)
- 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. Please see our GDPR Policy for further guidance.

6.2 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 pupil file. This is usually done with a face-to face meeting unless the child moves out of area. If this is the case the file is transferred by recorded delivery and signed for, and is clearly marked confidential. These files should be delivered within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about pupil circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the DSL should also consider if 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 may retain a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

7.0 Roles and Responsibilities

7.1 Governing Body

Our Governing Body ensures that:

- The school has a named governor, holding responsibility for safeguarding
- The school has an effective Safeguarding Policy and Child Protection procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis
- The school has a staff code of conduct that is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- 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
- The school has appropriate 'Securly' electronic filtering and monitoring systems in place to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught. Anyone concerned about a pupil's internet use in school should raise a safeguarding concern with the DSL.
- A senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection
- The school has one or more deputy DSLs who are trained to the same standard as the lead DSL.
- Children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. The school is an early adopter of the new Relationships Education, Health and Sex Education (RSE) and Health Education curriculum. Teachers make reference to *Teaching online safety in school* (2019)
- Staff including the Executive Principal and Head of School undertake appropriate safeguarding training, which is updated annually
- 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 Executive Principal and/or Head of School
- 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
- Ensure the appointment of an appropriately trained Designated Teacher with responsibility for "promoting the educational 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 (CLA).

7.2 Executive Principal and Head of School

Our Executive Principal and Head of School 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
- The DSL is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school

7.3 Designated Safeguarding Lead

Our DSL as stated in KCSIE (2022) will ensure that they:

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. [NPCC- When to call the police](#) should help the understanding of when to consider calling the police and what to expect when working with the police.

Whilst the school may choose to have more than one deputy DSLs, all deputies will be trained to the same standard as the DSL. Whilst activities of the DSL may be delegated, the ultimate lead responsibility for child safeguarding remains with the DSL.

Work with others

- Liaise with the Executive Principal and the Head of School to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 (and 2004 amendment) 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.
- Promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children’s attendance, engagement and achievement at school.
- Ensure that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- Will provide supervision and support to the Deputy DSL’s to ensure that actions are appropriate to the case and met. They will also seek the appropriate supervision and support they need to carry out the role effectively as DSL.

Undertake Training

- The DSL (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 DSL 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 DSLs, 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.

Raise Awareness

- The DSL 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.
- ensure the school's child protection policies are known, understood and used appropriately;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- raise awareness of the lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing, so that this is understood by senior leaders and staff and reflected in relevant policies (for example, mental health and behaviour).
- Ensure the setting knows who is in need of social worker, understands their academic progress and maintains a culture of high aspirations
- Support teaching staff to feel confident to provide additional academic support/reasonable adjustments for children who need or have needed a social worker, recognising the lasting impact on educational outcomes

Availability

- During term time the DSL (or a deputy) will always be available (during normal school hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the DSL (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.
- There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

7.4 Staff and Volunteers

All staff and volunteers will:

- Read and sign to say that they understand and will fully comply with the school's policies and procedures
- Read and sign to say that they understand Part 1 and Annex B of *Keeping Children Safe in Education* (2022)
- Attend annual whole school training and other appropriate training identified
- Identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- Provide a safe environment in which children can learn
- Be aware that they may be asked to support a Social Worker to take decisions about individual children
- Inform the DSL of any concerns about a child immediately. Staff should not assume that another member of staff has passed this on. They should be mindful that early sharing of information is vital to keeping children safe and the allocation of the correct service, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan).
- Inform the Executive Principal and/or the Head of School of any concerns regarding an adult within school at the earliest opportunity
- Inform the Chair of Governors of any concerns regarding the Executive Principal or the Head of School at the earliest opportunity
- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously
- Be vigilant as multiple safeguarding issues will overlap with each other

8.0 Child Protection Procedures

8.1 Definitions

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.

Definitions (*Working Together 2018 and Keeping Children Safe in Education 2022*):

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;

Abuse: a form of maltreatment of a child. 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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.

All staff follow the school's Child Protection Procedures which are consistent with *Working Together to Safeguard Children* (2018) and the Kirklees Safeguarding Children Board guidance.

All staff have an awareness of specific safeguarding issues as referred to in this policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME). Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, upskirting and sexting. It also includes abuse in intimate personal relationships between peers. Peer on peer abuse will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"

Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse on how to record, investigate and deal with and how to support the victim.

It is *not* the responsibility of 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 pupils will be recorded and discussed with the DSL (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, the school will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our DSL and their counterpart within the Alternative Provision.

8.2 Concerns that Staff must act on immediately

Staff must act on and report the following concerns immediately:

- 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)
- Any potential indicators of CSE or CCE
- Any potential indicators of FGM
- Any potential indicators of Radicalisation
- Any potential indicators of living in a household with Domestic Abuse

8.3 Responding to Disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

The DSL will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

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. using TED technique – 'Tell me, explain to me, describe to me...'
- 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 DSL, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and who will be involved as appropriate
- Record details including what the child has said, in the child's words on a SchoolPod and record any visible signs, injuries or bruises on a Body Map
- Record the context and content of their involvement, and will distinguish between fact, opinion and hearsay
- Remain professionally curious and seek DSL advice where necessary
- Recognise when and why a child may not be ready or able to disclose information and seek DSL advice and support where necessary.

8.4 Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the DSL will consider:

- Any urgent medical needs of the child
- Whether the child is subject to a child protection plan
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Duty and Advice Team
- The child's wishes

Then decide:

- 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
- Whether to make a child protection referral to Children's Social Care-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 or if it would be appropriate to undertake an assessment (e.g. Early support Assessment) and/or make a referral to Children's Social Care- Duty and Advice Team.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Duty and Advice will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

All referrals and records of conversations made to external agencies must be signed, dated and the time the conversation/call took place and must have an outcome.

8.5 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 and concerns still remain with the child firstly:
 1. Talk in the first instance to the DSL

2. Check the referral included all the relevant information and clearly documented the concerns about the child
 3. Finally follow the dispute resolution policy shown on the KCSB website.
- Where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care - Duty and Advice team

8.6 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 state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record then this should be signed.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All actions will also show what action is being taken as a result of the concern and the outcomes of this action.

All documents will be retained in a virtual 'Child Protection file', separate from the child's school file on SchoolPod. It will be stored securely with appropriate levels of limited access. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL for Child Protection,' and a receipt of this transfer will be retained.

The chronology from the file and any key documents generated by the school will then be retained by the school until the child's 25th birthday.

9.0 Designated Safeguarding Lead supervision

Supervision provides an opportunity to reflect on practice, consider concerns and explore any potential actions. Safeguarding supervision is integral to providing a service which is child and adult centred.

Each member of the Pastoral Team, including DSL and deputy DSL's will undertake regular supervision sessions with an appropriate line manager so that pupil and staff welfare are regularly monitored and actioned in line with government guidance. Supervision sessions will be recorded on the schools "Schoolpod" system.

Appendix 1 Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map on SchoolPod should be used. Any concerns should be reported and recorded without delay to Duty and Advice or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required. Ensure First Aid is provided where required and then recorded appropriately. A copy of the body map is automatically saved on SchoolPod.

Appendix 2 Safeguarding Poster



ARE YOU CONCERNED?



If you are concerned about a child, please ask to speak to **Darryl Jones** or **Michael Crinnion**

Kate and Michael are our Designated Safeguarding Leads (DSL).

If Darryl or Michael are not available, please ask to speak to one of our Deputy Safeguarding Leads: **Cat Bott, Alex Belfitt** or **Eliza Drewery**



If you have a concern about a member of staff or an adult's behaviour towards a child, please ask to speak to the **Head of School (Todd Cheetham)** or the **Executive Principal (Sarah Wilson.)**

Remember, if you have any doubts about how your concern is being handled you can speak to **the Local Authority Designated Officer (LADO)** by calling: **01484 221000**

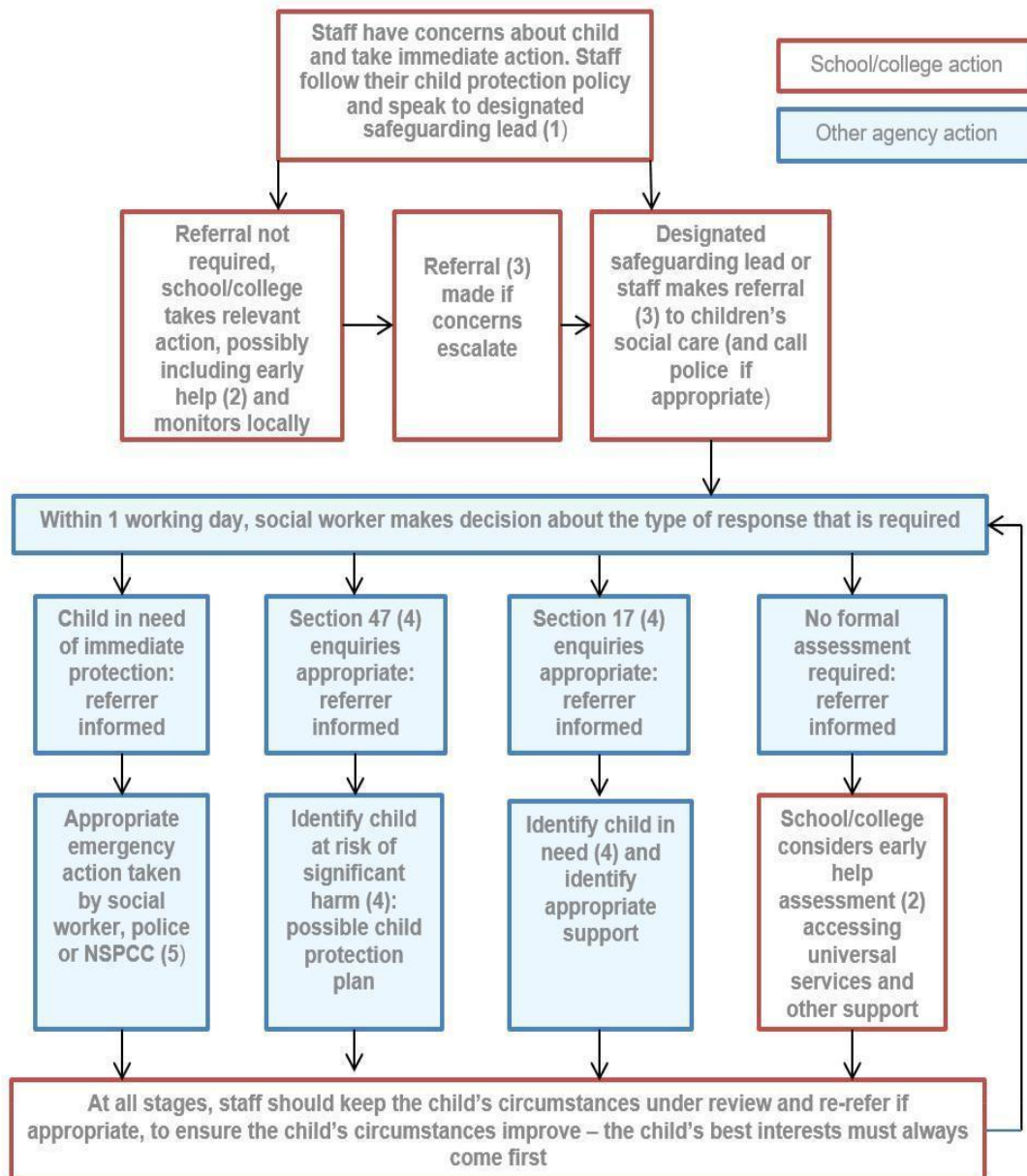


If you have a concern about the Head Teacher, please ask to speak with the **Chair of Governors (Julian Kennett).**



Appendix 3 Referral Flow Chart

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 4 Contact Details

Local Authority Designated Officer (LADO)

01484 221000/01484 221126
07976 497654

LADO email address

kirklees.LADO@kirklees.gcsx.gov.uk

LADO AnyComms address

“child protection” in drop down menu

Children’s Social Care

Duty Social Workers

Duty and Advice Team

01484 456 848 (public)

01484 414 960 (professionals)

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

“MASH” in drop down menu

Contact for practice concerns and compliments:

FSCPSeniormanagement@kirklees.gov.uk

Out of Hours

Emergency Duty Service

01484 414933

School Safeguarding

Special Schools

01484 221000

Primary Schools

01484 221000

Secondary Schools

01484 221000

Online safety Lead

01484 221000

Virtual School Headteacher

01484 225180

Kirklees Education Safeguarding Team

Service Manager

01484 221000

Safeguarding Officer

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

stronger.families@kirklees.gov.uk

Prevent Co-ordinator

01484 221000

Kirklees Human Resources

07976 497857

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 5 Useful Websites, Guidance Documents, Training Materials

The policy is in line with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Board website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorkscb/>)
- [Working Together to Safeguard Children \(2018\)](#)
- [Keeping Children Safe in Education \(2022\)](#)
- [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 \(December 2021\)](#)
- [Guidance for Safer Working Practice for those working with Children and Young People in Education Settings](#) (SWP Consortium February 2022)
- [Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people \(UK Council for Child Internet Safety – UKCCIS 2016\)](#)

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.