MODEL SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES

Academic Year 2026-2027

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Overview

This Safeguarding & Child Protection Policy is available on the Kirklees Business Solutions School

Safeguarding Officers page website and is reviewed and ratified annually.

Part 1 of this policy is for all staff, governors and safeguarding leads

Part 2 of this policy document has a suite of model Pro-forma for schools to adapt to support their in-house safeguarding arrangements is principally for use by designated safeguarding staff, lead governors, and senior leadership teams.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2026-2027	Mrs Jane Ncube	Mrs Jill E Holt	Dr Adekunle	Mr Steve Hodgson

Policy Review date	Date Ratified by governors	Date Shared with staff
14th September 2026 Note this supersedes the policy that was ratified on 28th August 2026 when Kirklees had released their Model Policy based on the draft KCSIE 2026 which then undertook some changes and Kirklees updated and published this on 9th September 2026. It further supersedes the 10th September policy as Kirklees went on to adopt the KCSIE flowchart in a further edit on 11th September	14th September 2026	14th September 2026

Child Protection and Safeguarding Advice

Contact List – September 2026

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL)	Mrs J Ncube	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
Deputy DSL	Mrs JE Holt	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
Other trained designated staff	Dr Debo Adekunle and Mrs A Firth (governors)	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
Governor with responsibility for Child Protection and Safeguarding	Dr Debo Adekunle	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
Chair Of Governors	Mr Steve Hodgson	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
Designated Teacher for Looked After and previously Looked After Children	Mrs JE Holt	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
SENDCo	Mrs JE Holt	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
PSHE Coordinator	Mrs J Ncube	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
Mental Health Lead	Mrs J Ncube	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
Online Safety Coordinator	Mr J Holt	School Land Line: 01924 452511 BCS Mobile: +44 7434 801074
KCSC Duty and Advice	Urgent Child Protection concerns / initial referral	Professionals – 01484 414960 Members of the public – 01484 456848
LA School Safeguarding Officers	Advice / Training / Safeguarding Audit	schoolsafeguardingofficer@kirklees.gov.uk
Local Authority Designated Officer	Allegations against adults in school	01484 221126 LADO.cases@kirklees.gov.uk
PREVENT Team	Prevent training/advice	01924 483747 prevent@kirklees.gov.uk

Aims

The school aims to ensure that:

- All our staff will be aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.

- Appropriate action is taken promptly to safeguard and promote children's welfare, ensuring concerns are identified, recorded and acted upon at the earliest opportunity.

- All staff are aware of their statutory responsibilities with respect to safeguarding, including recognising emerging safeguarding risks both online and offline, identifying children in need of early support, at risk of harm or those that have been harmed.

- Staff are properly trained in recognising and reporting safeguarding issues.

- A culture of vigilance is created and maintained to ensure that we will act in the best interests of children to protect them online and offline, including harm arising from emerging technologies, digital platforms and artificial intelligence.

- Systems for reporting abuse are well promoted, easily understood and easily accessible for children.

- Promote a whole-school safeguarding culture in which children are listened to, feel safe, know how to report concerns, and where all adults understand that safeguarding is everyone's responsibility.

- Foster a culture of professional curiosity, respectful challenge and effective information sharing to support early identification of need.

- The Governing Body and staff of The Branch Christian School (hereinafter referred to as "our school") take as our priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk, and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, respond to and support those children who are suffering harm and to keep them safe and secure whilst in our care.

- The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, third-party providers, commissioned services and alternative provision partners, volunteers, and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within Personal, Social and Health Education (PSHE) and the safety of the physical environment provided for the pupils.

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Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance, Keeping children safe in education - GOV.UK (www.gov.uk) and Working Together to Safeguard Children (WTTSC 2026) we comply with this guidance and the procedures set out by Kirklees Safeguarding Children partnership (KSCP)

- The policy conforms to locally agreed inter-agency procedures and has been developed by Kirklees Learning Service and Kirklees Safeguarding Children's Partnership. It is available to all interested parties on our website and by request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

- The Children Act 1989 (and 2004 amendment), provides a framework for the care and protection of children.

- General Data Protection Act (2019) https://www.gov.uk/data-protection.

- Data Protection Act http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted.

- Data (Use and Access Act) 2025 Data (Use and Access) Act 2025

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

- The Rehabilitation of Offenders Act 1974, outlines when people with criminal convictions can work with children.

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, defines what 'regulated activity' is about children.

- Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 for protecting people from the risk of radicalisation and extremism.

- Children and Social Work Act 2017 https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted

- Guidance for safer working practices for those working with children and young people in education settings https://www.saferrecruitmentconsortium.org/

- Kirklees Safeguarding Children Partnership Procedures https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/.

- Children Missing Education – Statutory guidance for local authorities (DfE September 2025)

- Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

- Information sharing advice for safeguarding practitioners - GOV.UK

- https://www.gov.uk/government/collections/online-safety-act

- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK

- https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools 2026

- Alternative Provision Guidance February 2025

- https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf

- Care Act 2014

- Working together to safeguard children 2026

- **Children's Wellbeing and Schools Act 2026**: policy summary. Information on the Children's Wellbeing and Schools Act 2026. https://www.gov.uk/government/publications/childrens-wellbeing-and-schools-act-2026-policy-summary

- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the Early years foundation stage for group and school based providers (DfE 2025)

3. Definitions

Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge.

- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes set out in the Children's Social Care National Framework
- Outcome 1: Children, young people and families stay together and get the help they need.
- Outcome 2: Children and young people are safe in and outside their homes.
- Outcome 3: Children and young people are supported by their family network.
- Outcome 4: Children in care and care leavers have stable, loving homes.
- **Child protection** is part of this definition and refers to activities undertaken to prevent children from suffering or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.
- **Children** include everyone under the age of 18. College students between the ages of 18 and 25 if they are considered at risk; for example, learners with learning disabilities, those in care or previously in care, those with an EHCP and those with mental health concerns are supported by adult services when reporting any Safeguarding concerns. Adult services can be contacted via the link below.

https://www.kirklees.gov.uk/beta/social-care/contact-adult-social-care-services.aspx

Equality Statement

Some pupils have an increased risk of abuse, and additional barriers can exist for some pupils for recognising or disclosing it. We are committed to anti-discriminatory practice and recognise pupils' diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face.

We give special consideration to pupils who:

- are disabled or have certain health conditions and have specific additional needs.

- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home or care.
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised or exploited.
- have a parent or carer in custody or is affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- are misusing alcohol and other drugs themselves.
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- are a privately fostered child.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are asylum seekers, refugees or migrants.

This school recognises that vulnerability is not always visible and that any child may be at risk of abuse or neglect. Staff will maintain an awareness of factors that may increase vulnerability and will consider the wider context in which children live, learn and socialise, including risks outside the family home and online.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by this school), volunteers, and governors in this school. Our policy and procedures also apply to extended school and off-site activities.

All staff

- All staff will read and understand part 1 and Annex A (where applicable) of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (KCSiE) and review this guidance at least annually.

All staff will be aware of:

- Our systems to support safeguarding, include Guidance for Safer Working Practice, the role of the designated safeguarding lead (DSL), the behaviour policy, child-on-child abuse procedures and the safeguarding response to pupils who go missing from education.
- The early support process includes identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. Staff should understand that early identification of concerns, including changes in behaviour, attendance, wellbeing or presentation, may indicate that a child requires additional support.
- The process for making referrals to Kirklees children's services duty and advice and for statutory assessments that may follow a referral, including the role they might be expected to play. (Fig 1 page 10) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL, or head teacher (in the absence of a DSL) first to agree on a course of action. In the absence of a DSL or head teacher being available, staff must not delay directly contacting the duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- Working in partnership with other agencies in the best interests of the children. Requests for service to children's social care duty and advice team should (wherever possible) be made by the designated safeguarding lead. Where a pupil already has a child protection social worker, we will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation. child-on-child abuse including sexual violence and sexual harassment and serious and violent crime. All staff will be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Staff should also

understand risks associated with online harm, including harmful content, online abuse, exploitation, coercion and inappropriate contact.

- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.
- What to do if they identify a safeguarding issue or a pupil tells them they are being abused or neglected, including specific issues such as child exploitation or female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing may be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The in-school procedures for recording any cause for concerns and passing information on to DSLs following the school's recording systems.
- That racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

Appendix 1 definitions of abuse.
Appendix 2 guidance to staff on how to handle disclosures.

The designated safeguarding lead (DSL) and deputy designated staff:

- Our DSL is Mrs Jane Ncube. The DSL takes the lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems in place) The DSL should understand the effectiveness of these systems and ensure safeguarding concerns arising from online activity are appropriately identified, recorded and responded to. Refer to D f E Guidance Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible a trained DSL or DDSL will be available to be contacted via phone or online video – for example when working from home.

- When the DSL is absent, the [deputy] – [Mrs JE Holt] – will act as cover.
- If the DSL and deputy are not available, Dr Debo Adekunle will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Respond to daily Operation Encompass notifications when required.

- Maintain oversight of safeguarding records, ensuring information is kept securely, is appropriately shared and that records demonstrate decision-making and actions taken.
- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of pupils.
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Disclosure and Barring Service, Teaching Regulation Agency, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified.
- Mrs Jane Ncube will ensure that all staff involved in direct case work of vulnerable pupils, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSL will also keep the Head teacher informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- We will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, Planning and Core Group meetings, as well as team around the family meetings (TAF).
- Provide reports as required for meetings. If we are unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours before the meeting.
- Where a pupil in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the designated safeguarding lead will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). When to call the Police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. The DSL should work closely with relevant colleagues, including the designated teacher (where applicable), SENDCO and attendance lead, to ensure safeguarding concerns and barriers to education are addressed. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Undertake a Prevent risk assessment which is shared with all staff

The full responsibilities of the DSL are set out in Annex B of Keeping Children Safe in Education (KCSiE) – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

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

The Governing Body

- Our governing body will approve this policy at each review and hold the head teacher to account for its implementation.

- Our governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. The DSL cannot also be the lead governor with responsibility for child protection.

- Our governing body will complete the LA safeguarding and child protection briefing on their strategic roles and responsibilities every three years including online safety training at induction. Our governing body will ensure that all policies, procedures and training are effective and comply with the law. Our governing body will ensure that all staff undergo safeguarding and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- Our governing body will appoint a lead governor to monitor the effectiveness of this and other related safeguarding policies (i.e. Online safety, whistleblowing, behaviour etc.) in conjunction with the full governing body. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training at induction.
- If an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'.

- Our governing body, along with this school's senior leadership team, are responsible for satisfying ourselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff.

- Our governing body will ensure that this school has robust IT filtering and monitoring systems in place, reviewed regularly and that appropriate action is taken where concerns are identified and will be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. Our governing body will consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.

- Our governing body will supply information as requested by the KSCP (including ensuring completion of the section 175 Annual Review Monitoring) and the Local Authority Learning Service
- Where this school places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will be satisfied that the placement meets the pupil's needs. The guidance set out in Arranging Alternative Provision February 2025 will be followed.

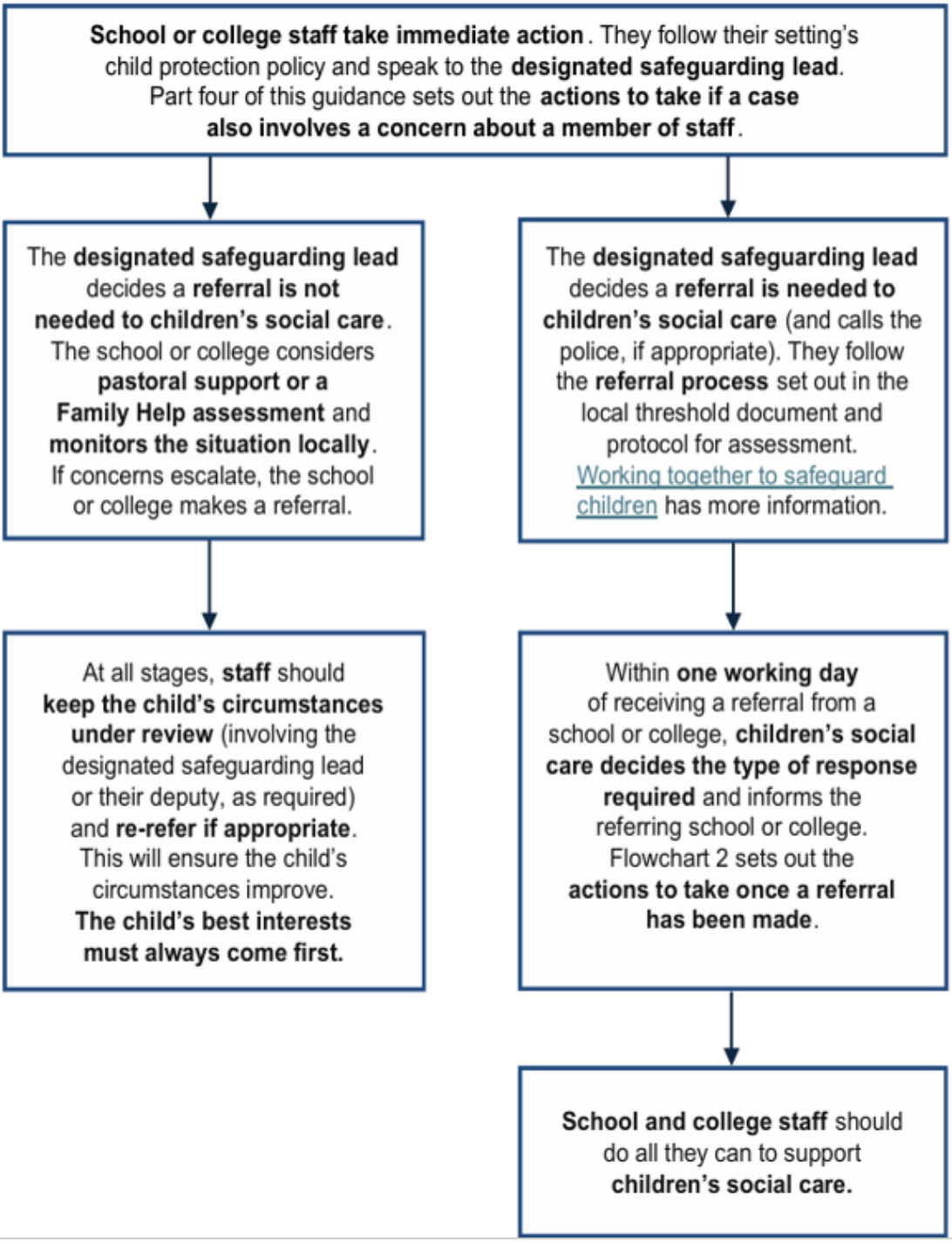
The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE to ensure that the school is fully compliant with its statutory safeguarding responsibilities.

The Head Teacher

The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex B of KCSiE, are reflected in their job description.
- Ensuring that safeguarding arrangements include effective systems for recording, reviewing and monitoring concerns, including those relating to online safety, attendance, exploitation and child-on-child abuse
- Ensuring that the designated safeguarding lead has appropriate authority time, training and resources to carry out this role effectively and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.
- Ensuring the relevant staffing ratios are met, where applicable.
- Make sure each child in the Early Years Foundation Stage is assigned a key person.

Flowchart 1: actions taken by a school or college when there are concerns about a child



6. Confidentiality

- Confidentiality is an issue that needs to be understood by all those working with pupils, particularly in the context of safeguarding.

- This School recognises that the only purpose of confidentiality in this respect is to benefit the pupil. Staff, volunteers, and visitors to the school should never promise a pupil that they will not tell anyone about an allegation or disclosure and must pass any cause for concern immediately to a designated safeguarding lead. Staff should understand that safeguarding information must be shared appropriately and proportionately where this is necessary to protect children and promote their welfare.

- Confidentiality is addressed throughout this policy for record-keeping (section 12), dealing with disclosure (Appendix 2), allegations of abuse against staff (section 11), information sharing and working with parents (section 6).

- The BCS confidentiality policy states that: ' If a student tells a member of staff that they are pregnant and they are under 16, their parents/carers will be informed, unless to do so would put the student at risk of harm.'

Record Keeping, Information sharing and GDPR

- Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2024). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. Information sharing decisions should be recorded where appropriate, including the rationale for sharing or not sharing information.

- All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing or electronically. Information will be kept confidential and stored securely. Records will include;

    1. A clear comprehensive summary of the concern.

    2. Details of how the concern was followed up and resolved.

    3. A note of any action taken, decisions reached and the outcome.

- The storing and processing of personal data are governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. This school will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential

information, those principles should apply. Data protection legislation is not a barrier to sharing information where there is a lawful basis to do so for safeguarding purposes.

- Staff may have access to special category personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

- Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of our children.

- In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate. Information shared should be relevant, proportionate and limited to those who need it to support the child's welfare and educational outcomes.

- If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal. Where queries relate specifically to data protection requirements, staff may also seek advice from the Data Protection Officer (DPO). Safeguarding concerns should always be prioritised and advice should not delay action where a child may be at risk of harm.

Working with parents and other agencies to protect children

- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill-treatment or neglect, or other forms of harm, staff have no alternative but to follow the Kirklees Safeguarding Children's Partnership procedures and contact the duty and advice team to discuss their concerns.

- In keeping with Keeping Children Safe in Education (KCSiE) and Children missing education: statutory guidance for local authorities. we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

- **In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency**. Appropriate staff will approach parents/carers after consultation with the designated safeguarding lead. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the pupil.

- Parents/carers are informed about our safeguarding policy through the school prospectus, website, newsletters etc.

Multi-agency work

- We will co-operate with childrens social care duty and advice (DAAT) by following the requirements of the Children Act and allowing access to pupil and child protection records for them to conduct section 17 or section 47 assessments.

- In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7. Our role in the prevention of abuse

- This school/ college plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment, discrimination and prejudice linked to fundamental values.

- We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

- We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

- This school promotes a culture of respect and inclusion and takes a zero-tolerance approach to sexism, misogyny, misandry, racism, prejudice-based behaviour, derogatory language, harassment, violence and abuse. Through the curriculum, pupils will be supported to recognise, challenge and report harmful attitudes and behaviours.

- As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum with reflect the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2025). Relevant issues identified will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships. Additional consideration will be given to emerging online risks, including harmful content, online exploitation, artificial intelligence, misinformation and the impact of technology on relationships and wellbeing.

- This school will have regard to the Department for Education guidance relating to mobile phones in schools and will set clear expectations for the safe and appropriate use of mobile devices

The curriculum

This school understands the importance of delivering an effective safeguarding curriculum which includes:

1. Healthy and respectful relationships.

2. Boundaries and consent.

3. Stereotyping, prejudice, and equality.

4. Body confidence and self-esteem, wellbeing and resilience.

5. How to recognise an abusive relationship, including coercive and controlling behaviour.

6. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support.

7. What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, Art and assemblies.

Online Safety

This School is committed to meeting the requirement to keep pupils safe when using technology. Our named designated safeguarding lead in page 3 of this document takes responsibility for ensuring that this schools filtering and monitoring systems remain effective by overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The system/process is checked and reviewed at least annually to ensure this school meets the DFE guidance 'Meeting digital and technology standards for schools and colleges. We believe the whole school community can benefit from the opportunities provided by the internet and other technologies used in everyday life. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

1. **Content**: being exposed to illegal, inappropriate, or harmful content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

2. **Contact:** being subjected to harmful online interaction with other users; for example, child to child pressure, commercial advertising and adults posing as children or young adults to groom or exploit them for sexual, criminal, financial, or other purposes.

3. **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying.

4. **Commerce**: risks such as online gambling, inappropriate advertising, phishing, and/or financial scams. If we feel our pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (https://apwg.org/)

The school's online safety policy is aligned to the school behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The school will ensure that online safety education reflects current and emerging technologies and risks, including the use of artificial intelligence and changes in how children communicate and access online information.
Our schools' expectations for responsible and appropriate conduct are set out in the school's online safety policy and acceptable use policies (AUP) which includes the use of 3/4/5G devices on school site which we expect all staff, visitors and pupils to follow

This policy should also be read in conjunction with this schools Online Safety Policy. All schools with EYFS provision must include in this section or in their Online Safety Policy how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting

Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Other areas of work

- All our policies that address issues of power and potential harm, e.g., Anti- Bullying, Equal Opportunities, Positive Handling, and Behaviour, will be linked to ensure a whole school approach.

- Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which ensures that children are treated with respect and dignity, feel safe, and are listened to. Children will be supported to understand how to raise concerns and will be encouraged to seek support from trusted adults both within and outside school.

- Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and can occur between pupils outside the school or college. All staff, but especially the designated safeguarding lead and deputy designated safeguarding lead will consider the context within which such incidents and 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 welfare.

8. Our role in supporting children

- We will offer appropriate support to individual children who have experienced abuse or who have abused others. In cases where pupils have experienced abuse/abused others, the designated safeguarding lead will ensure that appropriate support is offered. An individual support plan will be devised, implemented, and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record Support plans will be reviewed regularly and, where appropriate, developed in partnership with parents/carers and relevant external agencies to ensure the child's needs and risks are appropriately managed.

- Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. This school will determine how best to build trusted relationships with children and young people which facilitate communication.

- Our staff will recognise that children may experience prejudice based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

- For children who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or have used a weapon, or have threatened the use of a weapon information will be passed to the designated safeguarding lead as soon as possible and the appropriate referrals and risk assessments will be actioned. Any weapons or items which are evidence of a suspected offence will be passed to the police as soon as possible. This school will consider the wider circumstances and safeguarding context when responding to these incidents, including potential exploitation, peer influence, vulnerability and links to serious violence.

- For children who have or may have sexually harmed peers, where appropriate a Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning. This school recognises that children who display harmful sexual behaviours may themselves have experienced vulnerability, harm or abuse and will ensure responses are focused on safeguarding, risk management and education rather than solely punitive measures.

- All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. Staff will understand that changes in behaviour, attendance, presentation

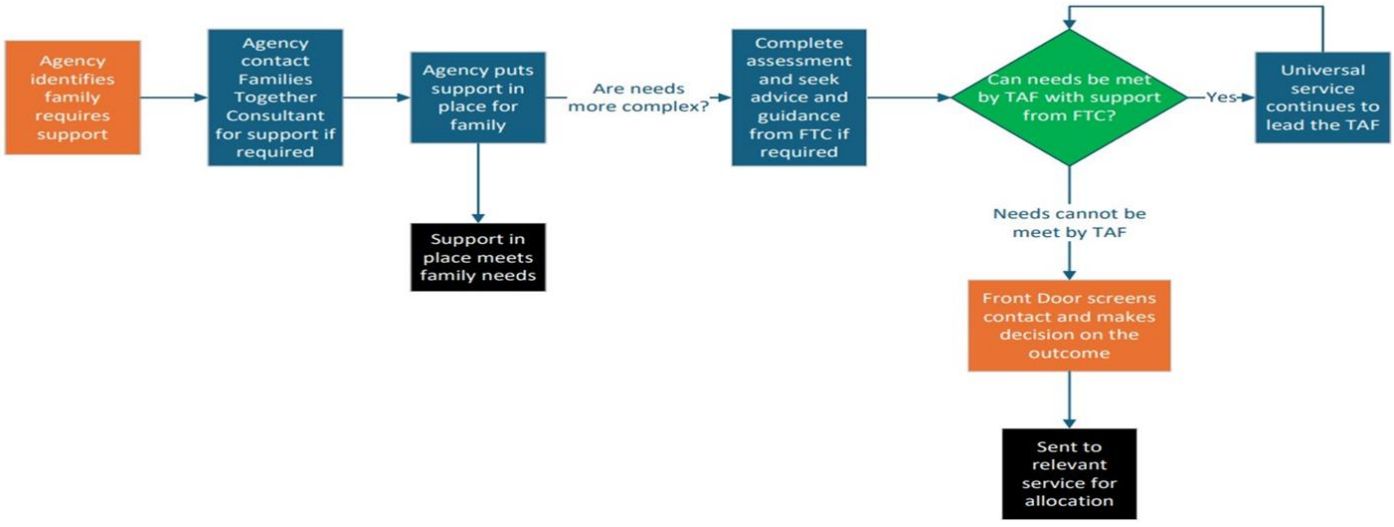
or emotional wellbeing may be indicators of safeguarding concerns including abuse, neglect or exploitation.

- Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangements so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students.

- Staff should recognise that self-harm, eating disorders, suicidal thoughts, disclosures about ending their own life, or concerns that a child may be planning to take their own life require immediate consideration. promote positive emotional wellbeing, support early identification of concerns and coordinate appropriate support and referrals where required. Where staff believe a child may be at imminent risk of serious harm, emergency services should be contacted without delay and appropriate medical assistance sought.

Early Support

If we identify where a family requires support we will contact our linked Families Together Consultant for additional support if required. Where the needs of the family are more complex and needs cannot be met through a TAF (Team Around the Family) consent must be obtained to contact Duty and Advice to share referral information. Duty and Advice will screen the information, decide on an appropriate outcome and send to the relevant service for allocation



Children in Specific Circumstances that may need support before statutory intervention

We recognise that all children can be at risk of abuse however we acknowledge that some groups are more vulnerable, this can include:

- the experience of abuse within their family.
- young people in care.
- children who identify as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.
- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child

This school follows the Kirklees Safeguarding Children Partnership (https://www.kirkleessafeguardingchildren.co.uk/) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of Keeping Children Safe in Education (KCSiE).

Remote Learning and Remote Welfare

- If children are being asked to learn online at home, we will follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022) https://www.saferrecruitmentconsortium.org/. This school will ensure that online learning arrangements continue to reflect safeguarding expectations, including appropriate staff conduct, online safety, supervision and reporting arrangements.

- Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. The communication plans will include remote contact, phone contact, home visits. Other individualised contact methods will be considered and recorded. Details of this plan will be recorded, as should a record of contact made.

- We recognise that school is a protective factor for children, and extended periods of closure can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

Female Genital Mutilation (FGM) the Mandatory Reporting Duty

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs."

- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation.'

- **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** will immediately (in consultation with the designated safeguarding lead) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine pupils.

- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** will speak to the designated safeguarding lead and follow our local safeguarding procedures.

- **Any member of staff** who suspects a pupil is *at risk* of FGM or has concerns that a child may be affected by FGM will speak to the DSL and follow our local safeguarding children's partnership procedures.

Honour-based abuse (including forced marriage)

This School recognise that Honour-based abuse (HBA) encompasses incidents that have been committed to protect or defend the honour of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our school have a concern regarding a pupil that might be at risk of HBA or who has suffered from HBA they will immediately speak to the designated safeguarding lead who will follow the school safeguarding procedures. For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Some victims have very restricted movements and are under constant supervision having little contact with the outside world

Crimes committed may include:

- false imprisonment or kidnap
- Domestic Servitude
- ABH or GBH
- threats to kill
- harassment and stalking
- sexual assault
- rape
- female genital mutilation
- forced to commit suicide
- Forced Marriage (since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages)
- murder

Further information and resources can be found via the links below:

https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/different-types-of-abuse/honour-based-violence/

Preventing Radicalisation

Children may be susceptible to extremist ideology and radicalisation.

Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach in line with the statutory Prevent Duty Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

- For further information on this subject please refer to page 149 of Keeping Children Safe in Education (2024) or the UK Counter Terrorism Strategy Counter-terrorism strategy (CONTEST) 2023 - GOV.UK (www.gov.uk)

Responding to concerns about radicalisation

- If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will follow the NOTICE, CHECK, SHARE principles and seek advice appropriately with the designated safeguarding lead who will contact The Prevent Hub–01924 483747 or prevent@kirklees.gov.uk for further advice (appendix 8).

- The Prevent team can offer support, training, information and guidance regarding the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means supporting settings to demonstrate both a general understanding of the risks affecting pupils in the area and a specific understanding of how to identify individual pupils who may be at risk of radicalisation and what to do to support them, including local referral pathways. This school will recognise that children may be vulnerable to radicalisation through a range of influences, including online environments, peer groups, personal circumstances and wider community factors.

- Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for pupils and what support may be available. Our school will ensure that as far as possible all staff

will undertake Prevent awareness training as informed through the Prevent Duty Guidance and our training will satisfy that of the statutory Prevent Duty Prevent Duty Guidance. Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk). Training accessed will include information on the National and Local (Kirklees) context, Extremist signs and symbols, propaganda and upskill staff in identifying and responding to Prevent concerns in line with the NOTICE, CHECK, SHARE principles.https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/awareness-course/introducing-notice-check-share-procedure

- 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 or via email prevent@kirklees.gov.uk.

Child-on-child abuse: Sexual violence and sexual harassment between children in schools and colleges

- We recognise that pupils can abuse their peers and that child-on-child abuse can manifest in many ways, This can present as serious physical assault and harm, or the threat of harm with a weapon including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or causing the victim humiliation, distress or alarm) and abuse within intimate partner relationships. This school recognises that child on child abuse may occur between children of any age or gender and may involve a range of behaviours, including those that occur online. It is very clear that this abuse should always be treated seriously, and never just as banter, having a laugh or part of growing up. This School has a zero-tolerance approach to sexual violence and sexual harassment as it is never acceptable, it will not be tolerated and will always be challenged. We recognise that even if there are no reports in our school it does not mean it is not happening therefore school will promote an ongoing culture of vigilance to create a safe place for children. **Any concerns around child-on-child abuse must be reported and recorded in line with the child protection procedures outlined in this policy and reported to the designated safeguarding lead or deputy as soon as possible.** The designated safeguarding lead is responsible for responding to such concerns in keeping with Kirklees Safeguarding Children Partnership protocols. The designated safeguarding lead is responsible for providing support to all victims, and the perpetrators.

- We recognise that abuse can often go unreported or be reported latterly. Children may not always recognise that what they are experiencing is abuse or feel able to disclose concerns immediately. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. Responses will consider the safeguarding needs of all children involved, including those who may have caused harm, those affected by the behaviour and any wider risks or vulnerabilities. This school recognises that sexual harassment and sexual violence exist on a continuum and may be part of a wider pattern of behaviour. All reports will be considered within the context of the child's circumstances and wider safeguarding information.

- Where pupils have exhibited inappropriate/harmful sexualised behaviour and/ exhibited inappropriate harmful sexualised behaviours towards others, **the KSCP Harmful Sexual Response**

Checklist and The Hackett Harmful Sexual Behaviour Framework will be used, and contact made with duty and advice, police, or early support if appropriate (Appendix 7). School may choose to manage the incident or concern internally if a crime hasn't been committed and depending on the nature and the child/children involved through the behaviour policy and pastoral support. In all cases, the decisions and reasons for decisions will be recorded. This school recognises that children who display harmful sexual behaviours may also have experienced vulnerability, abuse or exploitation and will ensure appropriate support and intervention is considered

- The school will ensure that **all** victims including those who have experienced harm and those who may have caused harm are reassured that they will be taken seriously regardless of how long it has taken them to come forward and that they will be supported and kept safe. All staff will be trained to manage reports of Harmful Sexual Behaviour.

  In the event of a disclosure or report school will:

  1. Listen carefully, reflecting using the child's language.
  2. Reassure the child that this will be taken seriously.
  3. Ask open-ended questions.
  4. Not promise confidentiality.
  5. Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report.
  6. A written record of the facts will be made.
  7. The school will consider whether electronic devices will need to be confiscated at this point.
  8. The school will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with school safeguarding arrangements.

- The school will ensure that the needs of pupils who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s). A coordinated multi-agency approach will take place through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice, police (where appropriate), children's social work service, and health which will be kept under review.

Furter information and guidance can be found in our school's standalone Child-on-child abuse policy which all school staff are expected to follow (delete if not adopted).

Harmful Sexual Behaviour (HSB) - KSCP (kirkleessafeguardingchildren.co.uk)

Mental Health

- We will ensure that we have clear systems and processes in place for identifying children in need of extra mental health support, this will include working with external agencies. All staff will be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. All staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. This school is aware of how these children's experiences, can impact their mental health, behaviour, education and progress at school.

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

- if a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which our staff are well placed to recognise. These could include:

  • significant changes in behaviour.

  • ongoing difficulty sleeping.

  • withdrawing from social situations.

  • not wanting to do things they usually like.

  • physical signs of self-harm or neglecting themselves.

  Additional guidance

  Mental health and behaviour in schools - GOV.UK

Child Sexual Exploitation (CSE) and Child Criminal Exploitation: (CCE):

- Both child sexual exploitation and criminal exploitation are forms of Abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantages (such as increased status) of the perpetrator or facilitator in

exchange for something the victim needs or wants and/or will be for the financial advantage or increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups of males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

- It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

- This school will recognise that CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing

- Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems. Staff should recognise that exploitation may occur through face-to-face or online contact and may involve individuals or groups outside the child's family.

- Staff will be aware that exploitation may include financial exploitation, where children may be coerced or manipulated into holding, moving or transferring money using bank accounts or facilitating financial crime on behalf of others.

- We will ensure this school, works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested. Where appropriate, the child's wishes and feelings will be considered when planning support and interventions.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders, and decision-makers working to protect children from child sexual exploitation* (https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection.

- The designated safeguarding lead will complete the Child Exploitation Partnership Assessment and Decision-making Tool (Appendix 6) and refer to the table at the end of the tool to decide

how to proceed. A copy of the completed tool will be kept in the child's child protection records for future reference.

- If the child /young person already has an allocated social worker, the designated safeguarding lead will contact them (or their team manager) to discuss any concerns about exploitation.

A copy of the Child Exploitation Partnership Assessment and Decision-making Tool can be obtained from the KSCP Website: Child Exploitation - KSCP (kirkleessafeguardingchildren.co.uk).

We will ensure that this school will work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return-to-home interviews as requested.

Indicators to look out for are:

1. Appear with unexplained gifts, money, or new possessions.
2. Associate with other children involved in exploitation.
3. Suffer from changes in emotional well-being.
4. Misuse of drugs and alcohol.
5. Go missing for periods or regularly come home late.
6. Regularly miss school or do not take part in education.

Specific indicators that may be present in CSE are children who:

1. Have older boyfriends.
2. Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Young people who are victims of CCE include those who are:

1. Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs.
2. Coerced into the supply, transporting, and dealing of class A drugs. They may be doing this within their local area; however, they are often crossing one or more police force or local authority boundaries.
3. Coerced into carrying drugs, weapons, and money to assist in the trade and movement of drugs.

CCE often occurs without the child's immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them by their age, gender, intellect, and physical strength. Violence, coercion and intimidation are common, and involvement of exploitive relationships is characterised in the main by the child/young person's availability of choice resulting from their social/economic and/or emotional vulnerability. The experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same, however, we are aware that girls are at risk of criminal exploitation too. We also recognise that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff will report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead will then assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

School recognises when children may be at risk from/or involved with a serious violent crime by identifying the indicators such as:

1. Increased absence from school and disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending.
2. A change in friendship or relationships with older individuals or groups.
3. A decline in performance.
4. Signs of self-harm or a significant change in wellbeing.
5. Signs of assault or unexplained injuries.
6. Unexplained gifts or new possessions.

- School recognises the risk factors which increase the likelihood of involvement in serious violence such as:

1. Being male.
2. Having been frequently absent or permanently excluded from school.
3. Having experienced child maltreatment.
4. Having been involved in offending, such as theft or robbery.

County lines: criminal exploitation of children and vulnerable

Preventing youth violence and gang involvement - GOV.UK

Private Fostering

- Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half-blood or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives.

- The law requires us to notify the authorities if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the pupil and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family and maintaining cultural identity. if we become aware of a child in a private fostering arrangement within Kirklees Council, we will notify Duty and Advice by calling **01484 414960.**

https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/keeping-children-safe/private-fostering/

Children looked after and previously looked after Children and children with a social worker

- All our staff recognise that children looked after, previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order), care leavers and children with a social worker are more vulnerable than other children. These children often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which also includes the looked after child who is moving on is paramount. The school/college 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 in respect of all pupils at the school who are subject of 'looked after' status or have a social worker. The Virtual School team can be contacted at kirklees.virtualschool@kirklees.gov.uk or by calling 01484 225180.

- Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work 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. (Children and Social work Act 2017). The designated teacher will have appropriate training and the relevant qualifications, and experience.

Children potentially at greater risk of harm

- School recognises that while all pupils have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse e.g., those with a disability or special educational needs, those living with domestic abuse or drug/alcohol abusing parents.

- Provisions within the Equality Act allows this school/college to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need.

Children who are lesbian, gay, bi, or trans (LGBTQ+)

- The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In this school, we, therefore, endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a trusted adult.

Children who need a social worker (child in need and child protection plans)

- Children may need a social worker due to safeguarding or welfare needs; we recognise that children may need help due to absence, neglect, and complex family circumstances. This school will work in partnership with Kirklees Council where children have been allocated a social worker, the DSL will hold this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where we have children on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services**).**

Children with Special educational needs, disabilities, or physical health issues

This school recognises that children with (SEN) and disabilities can face additional safeguarding challenges these can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood, and injury are related to the child's disability without further exploration.

2. These children are more prone to peer group isolation or bullying (including prejudice-based bullying and online abuse) than other children.

3. The potential for SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

4. Communication barriers and difficulties in managing or reporting these challenges.

5. 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

This school has a duty to make reasonable adjustments for disabled children therefore to address these additional challenges, we will consider extra pastoral support for children with SEND and disabilities.

9. Responding to Domestic Abuse

This school understands that the cross-government definition of domestic abuse 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, or emotional harm.

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

- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish, or frighten their victim if this school does identify children for whom domestic abuse may be a concern, they will apply the usual referral process and child protection procedures and pass this information to the designated safeguarding lead (DSL). The DSL can then refer cases relevant to Kirklees duty and advice team (DAAT). Where DV Notifications are received from DAAT, this information will be added to a pupil's chronology and child protection record to ensure that appropriate support can be provided where necessary.

- This school works in partnership with West Yorkshire Police as Section 49a of the Domestic Abuse Act 2021 places a legal requirement on police forces to share Operation Encompass Notifications with schools and other educational establishments.

Home : Operation Encompass

10. Access to Education

Children who are absent from Education

- Our school recognises that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including abuse and neglect,child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, radicalisation, mental health concerns and involvement in county lines activity. Staff will be alert to the fact that repeated absence or patterns of absence may be an indicator of safeguarding need and should consider whether children face additional risks or barriers to seeking help, including due to age, developmental stage, SEND, health needs, communication needs or other vulnerabilities, thus ensures that information is shared between Mr Holt who has responsibility for monitoring attendance and Mrs J Ncube, our DSL. Likewise, this 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, we will follow Kirklees Councils' guidance 'First Day Calling' procedures.

- Pupils who abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Our staff members will follow the Kirklees Council's guidance for schools where pupils absent themselves during the school day and school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future. (Appendix 9)

- This school recognises that children who are absent from education may not be visible to professionals and that repeated , persistent or unexplained absence may be an indicator of safeguarding need and may increase a child's vulnerability to harm. Any concerns regarding attendance that may indicate a safeguarding risk will be considered through a safeguarding lens and, where appropriate, discussed with the Designated Safeguarding Lead and relevant partner agencies. Staff should be aware that some children may be at greater risk of harm and may face additional barriers to attendance, engagement and disclosure. This may include, but is not limited to, children with SEND, children with a social worker, young carers, children experiencing mental health difficulties, children living in challenging family circumstances and those experiencing multiple vulnerabilities. Such factors should be considered when assessing the significance of absence and determining the appropriate response.

- If we have further concerns about your child's truancy, we will follow the West Yorkshire Police Truancy Policy.

All the above documents can be viewed by clicking on the link below:

School Safeguarding Officers | Kirklees Business Solutions

- Our School appreciates that Kirklees Council has a statutory duty to ensure that all pupils of compulsory school age receive a suitable and appropriate education. We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE August 2024). There are specific duties in respect of Children who are absent from education and there are strict guidelines in respect of both the definition of absent from education and the legalities of deleting a pupil from a school roll. A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. A pupil's name must not be removed for any other reason and doing so could constitute off-rolling (Working together to improve school attendance (applies from 19 August 2024)

- If a school attendance order is in place for the pupil, and the name of the school has not been replaced by the relevant local authority with that of another school, their name must not be deleted from the admission register.

  Kirklees Children Missing Education (CME) team can be contacted via the email below:

  CME@kirklees.gov.uk

The DfE statutory guidance on school attendance Working toether to improve school attendance will be followed and this school will work with local authority children's services where school absence indicates safeguarding concerns.

Aternative Provision

- Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite.
- This school will remain responsible for the safeguarding of pupils placed in alternative off site provision by:

1. Satisfying ourselves that the provision can meet the needs of the pupil
2. Obtaining written confirmation that staff safeguarding checks have been completed by the provider
3. The provider must notify school of any staff changes or risks
4. Keep accurate records of where the child is, including all sites attended
5. Review placements at least every half term to ensure safety and suitability
6. Immediately review or end placements if safeguarding concerns arise

https://www.gov.uk/government/publications/alternative-provision

Elective Home Education (EHE)

Elective home education is often referred to as 'education otherwise' in Section 7 of the Education Act 1996 which states: “It shall be the duty of the parent of every child of compulsory school age to cause her or him to receive efficient full-time education suitable to their age, aptitude and ability (and to any special educational needs they may have) either by attendance at school or otherwise”. This means that parents/carers have a legal responsibility to ensure that their child is educated but this does not have to be in school. This school will follow the Department for Education (DFE) guidance and Kirklees local policy should you as a parent decide to educate your children/child at home. If you are subject to a court order in relation to your child’s education, you may not remove your child from school without permission from the Magistrates’ Court and your Supervising Officer or Responsible Officer. Where a child has an Education, Health and Care plan the local authority will need to review the plan, working closely with parents and carers.

https://kirkleesbusinesssolutions.uk/Page/13204

EHETeam@kirklees.gov.uk

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker. The school must consider whether removal from school may present additional safeguarding risks and ensure appropriate information is shared with relevant agencies where required.

Child Employment

- Child Employment - Properly structured and regulated work can help develop and prepare young people for full-time working life. A young person working part-time between the age of 13 and 16 years old, must request that the employer applies to Kirklees Council for a permit. There is no charge for a work permit. Employers have the ultimate responsibility to ensure that children of compulsory school age are registered with the Local Authority and have a work permit. Parents can also face prosecution if they allow their child to work illegally. Please note that it is against the law to employ children under the age of 13 before 7 am or after 7pm. As a school, we will work in partnership with Kirklees council concerning child employment by completing the Child Employment Referral Form as and when necessary.

Supporting information and documents can be found by clicking on the link below

Access to Education Service Resources | Kirklees Business Solutions

Part Time Timetables

- A part-time timetable will not be used to manage a pupil's behaviour and will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision. There will also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents. In agreeing to a part-time timetable, this school has agreed to a pupil being absent from school for part of the week or day and will treat the absence as authorised.

- Our School is aware that they must follow the Kirklees Part Time Timetable Guidance and inform the Kirklees Learning Service if a part time timetable arrangement has been agreed.

Supporting information and documents can be found by clicking on the link below

Inclusion | Kirklees Business Solutions

Suspensions and Exclusions

- When this school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement, who is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. We will speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed. We will seek advice in the Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026 In situations that a looked after child is at risk of exclusion the we will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment will be completed prior to convening a meeting of the governing body.

Supporting information and documents can be found by clicking on the link below

Inclusion | Kirklees Business Solutions

11. A Safer School Culture

This school will ensure that all staff understand that safeguarding is everyone's responsibility and that all staff have a responsibility to maintain an attitude of "it could happen here" when considering safeguarding concerns. Staff should feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously and addressed appropriately. The school promotes an open and transparent safeguarding culture in which all concerns about adults working in or on behalf of the school, including low-level concerns, can be raised, recorded, shared and addressed appropriately. All staff should understand the difference between a concern that meets the harm threshold and a low-level concern and know how to report both.

Our Governors have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- School's procedures for managing children who are missing education.
- Safeguarding and child protection policy
- Online Safety and Acceptable Use Policies.
- School behaviour policy.
- Staff code of conduct.

Our school will comply with the guidance for safer working practices for those working with children and young people in educations settings in February 2022

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

- Are responsible for their 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.

https://c-cluster-110.uploads.documents.cimpress.iov1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital

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 premises and equipment, on-site activities, off-site activities, venues used, 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 Exploitation.

Training, knowledge and skills

- All staff members will be aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the schools or college's safeguarding child protection policy; the school's safer working practice document and the school's whistleblowing procedures.
- Designated safeguarding leads will have a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

Designated safeguarding leads in this school will attend:

1. Roles & Responsibilities of the designated safeguarding lead (DSL)

2. Multi-agency Working Together to Safeguard Children and Young People

3. A Positive contribution to case conferences and core groups

- They will attend DSL refresher training every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting pupils from the risk of radicalisation.

- The school will ensure all staff including temporary and volunteers receive induction and training appropriate to their roles and responsibilities, especially staff new to the school. All staff will complete basic awareness refresher training at least every three years (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), and regular safeguarding and child protection updates via email, e-bulletins, and staff meetings as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the LA School Safeguarding Officers and the Kirklees Safeguarding Children Partnership.

- The head teacher will attend appropriate safeguarding training at least every three years.

- The Governing body/proprietor will complete appropriate safeguarding and child protection (including online) training at induction and update every three years.

Providing support to staff

Our school designated safeguarding leads will:

- Ensure that staff are supported during the referral process.

- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Training and support can be accessed through Kirklees Schools Safeguarding Officers by emailing

schoolsafeguardingofficer@kirklees.gov.uk

Any training accessed through third party/independent providers will reflect the Kirklees Safeguarding Children Partnership protocols this training will be recorded by the school. It is the responsibility of our head teacher to quality assure any training that is delivered to staff in this school.

Safer Recruitment

- This school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE.

- We will maintain a Single Central Record in accordance with Part 3 of KCSIE. The record will contain details of all required pre-employment and safeguarding checks undertaken for staff, governors/trustees, supply staff, teacher trainees, volunteers and contractors where applicable. The record will evidence the date on which checks were completed and will be regularly monitored to ensure compliance with statutory requirements.

- Written risk assessments will be undertaken whenever safeguarding circumstances require this, including where information is disclosed on a DBS certificate, where checks are delayed, where individuals commence work pending receipt of required checks where legally permissible, or where alternative safeguarding arrangements are required. Risk assessments will be proportionate, recorded and reviewed as appropriate.

- Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period, or take part in any overnight stay between 2am and 6am, are now in regulated activity. School ensures that these volunteers have an enhanced DBS check that includes children's barred list information.

- The school will undertake a written risk assessment for volunteers where required to determine the appropriate level of supervision and vetting checks, taking account of whether the volunteer is engaged in regulated activity

- The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.

- This school is subject to the EYFS framework, staff or volunteers will not be permitted to begin working within the setting covered by the EYFS framework until we have received the enhanced DBS certificate, including barred list information.

- Section 175 of the Education Act 2002 requires this school to make arrangements to ensure that functions are carried out to safeguard and promote the welfare of children (maintained schools, academies and local authorities).

- Regulations made under Section 157 of that Act state that we must make arrangements to safeguard and promote the welfare of pupils (independent schools).

- This school will create a culture that safeguards and promotes the welfare of children in this school. As part of this culture, we **will** adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment.

- The safer recruitment of individuals to work in this school not only includes directly employed staff (or volunteers), but also includes contractors, self-employed, agency, and third-party staff groups. We will set out our safeguarding and safer recruitment requirements in the contract clearly between the organisation(s) and school.

- Safer Recruitment is a vital factor in keeping children safe within the education environment. Our school when selecting our Safer Recruitment provider will clarify the accreditation / re-accreditation period. We will always ensure a re-accreditation period for Safeguarding training.

- We will also follow legislation governing those persons in a 'regulated activity' (see below) or within 'regulated establishments and the requirements to carry out criminal records and barred list checks.

Purpose of this schools Safer Recruitment Policy

- This school will consider the legislation highlighted above when we employ staff or engage volunteers, contractors, self-employed, agency and third-party staff groups to work with children to adopt a consistent and rigorous approach in their recruitment and selection processes to ensure that those recruited are suitable.

- The intention of our Safer Recruitment policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the school.

  Deter. from the beginning of the recruitment process, – this school has a rigorous recruitment process and does not tolerate any form of abuse. The wording in adverts and recruitment information will aim to deter potential abusers.

  Identify and reject. It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information will assist in finding out who is suitable for the role and who is not.

  Prevent and reject. There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and developing and maintaining a safe culture within the school will all help to prevent abuse or identify potential abusers.

Letters of Assurance Parameters:

An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed, and provided by the relevant authorised person on behalf of the individual concerned, for example by the agency on behalf of an agency worker.

The letter will include a statement of assurance that all the checks we specified in our contract for services have been undertaken, the date on which they were completed, and that they are satisfactory.

This school will set out our safeguarding and safer recruitment requirements in any contract clearly between the organization(s) and this school, as part of our school's commitment to providing a safer environment. Our school expects our providers to have in place are the necessary safer recruitment processes and checks that we would otherwise perform as an employer. Our school will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). All providers will provide a Letter of Assurance (LOA) confirming safer recruitment and checks are in place, this LOA will be held with the school SCR.

12. Safeguarding concern or allegations made about a person who is in a position of trust (paid or unpaid) with children, in any setting.

All staff should follow the school whistle blowing policy if they have concerns in relation to a colleague

Kirklees Local Authority Designated Officer (LADO) Service is available for this school to contact where we have /or have been made aware of a safeguarding concern or an allegation concerning any individual who is in a position of trust with children within any setting.
The definition of being in a position of trust with children, working or volunteering with children is as follows:

The definition of being in a position of trust with children, working or volunteering with children is as follows: *An adult who is working or volunteering with children (anyone under the age of 18-year-old) or coming into contact with children through work or volunteering would be seen as being in a position of trust over them. In addition, this would also apply to someone under 18 in the same position e.g. a 17-year-old teaching or instructing a group of children, and/or someone occupying a position of authority, higher position or supervisory duties, over an individual(s) within an organisation.*

All safeguarding concerns and allegations relating to harm of a child or young person by any adult in a position of trust with children, will be taken seriously. Such safeguarding concerns and allegations can cover a wide range of circumstances and may arise from a different source, for instance; a report from a child or young person; a concern raised by another adult in the organisation; and/ or a complaint by a parent. Any safeguarding concern or allegation raised in the context of the adult's personal life.

The LADO will be informed within 1 working day (or the next working day) when a safeguarding concern or allegation is made; our initial actions will be to collate a fact find, however we will not undertake any investigations prior to contacting the LADO service for an initial conversation.

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff- and trainee teachers), governor, visiting professional or volunteer has met the harm test, this includes where an adult has

- Behaved in a way which 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 which indicates that they may pose a risk to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This can relate to his/her employment or voluntary activity, in relation to a person's private life for instance, where there is transferable risk.

- Childrens Social Care are involved with the adult's own child or children or,
- Concerns arise about a person's behaviour about their own children or children for which they have a caring role or others roles where they are in a position of trust with children.
- Concerns arise about the behaviour of a partner, member of the family or other household member.
- Have behaved in a way that raises safeguarding concerns, these concerns do not have to directly relate to a child. Examples of possible concerns may be criminal acts, misuse of substances or alcohol, sexual assaults, unwanted sexual behaviour, violence against a person(s) or social media / internet misconduct. This list is not exhaustive.
- Where other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children.

All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice and/or school code of conduct, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. These include those that, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and which does not meet the harm threshold.

Examples of such behaviour include:
• Being over familiar with children
• Having favourites
• Taking photographs of children on their mobile phone
• Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
• Humiliating pupils

- In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

- In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses

may be compromised and/or the allegations and so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy. Suspension should be considered only where there is no reasonable alternative and after careful consideration of the facts and circumstances of the case.

- Where appropriate, consideration will also be given to referral to relevant professional bodies, including the Teaching Regulation Agency.

Kirklees LADO Guidance and how to contact Kirklees LADO can be found by clicking the link below.

Local Authority Designated Officer (LADO) | Kirklees Council

Child Protection Records

- Child protection and safeguarding records will be held securely, with access being restricted to the designated safeguarding lead and their deputies, head teacher and in cases of Early Support, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see Early Support Assessments Early Support - The Kirklees Early Support Partnership - KSCP (kirkleessafeguardingchildren.co.uk) The following information must be kept securely with restricted access, whether paper or electronic:

1. Chronology (summary of significant events and the actions and involvement of the school/college) (Appendix 3).
2. All completed child protection cause for concern records (Appendix 4).
3. Any child protection information received from the child's previous educational establishment.
4. Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
5. Professional consultations.
6. Letters and emails sent and received relating to child protection matters.
7. Referral forms sent to Duty and Advice, other external agencies or education-based services.
8. Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., are copied to the file of each child in the family, as appropriate.
9. Formal plans for, or linked to, the child e.g., Child Protection Plans, Early Support risk assessments etc.
10. A copy of any support plan for the pupil concerned (Appendix 5).

- When a pupil leaves this school, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational

establishment (where this is known) as soon as possible, and within 5 days of an in-year transfer or the first 5 days of the start of a new term.

- When there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e., self-harming or harmful sexualised behaviour), this information will be shared with the destination provision before the pupil starts so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The designated safeguarding lead will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme. When a child leaves school before the statutory school leaving age, the child protection file will be transferred to the new school or college. There is no need for this school to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where a young person moves from a school to a post-16 or Further Education provision, the DSL will ensure that relevant safeguarding information is shared securely and in a timely manner with the receiving establishment in order to support the young person's safety and wellbeing. Consideration will be given to the young person's wishes and feelings regarding the sharing of information; however, where safeguarding information is necessary to protect the young person or enable appropriate support to be provided, relevant information will be shared in accordance with safeguarding and data protection legislation.

- The FE Safeguarding Information Sharing Form (Appendix 10) should be used to support the transfer process. The DSL should ensure that the receiving provider has sufficient information to understand any current safeguarding concerns, risks, protective factors and support arrangements.

- When the destination school is not known *(the original records should be retained by the school).*

- When the child has not attended the nominated school *(the original records should be retained by the school).*

- There is any on-going legal action *(the original file should be retained by the school and a copy sent).*

- Pupil records will be transferred securely, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to will be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, delivery and read receipt of the transfer will be retained for audit purposes.

- If a pupil moves from our school, child protection records will be forwarded to the named designated safeguarding lead at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover between

designated staff, or a verbal conversation is had over the telephone if a face-to-face handover is not possible. A signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering school.

- When sending by post, pupil's records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

- For audit purposes, a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records (https://www.legislation.gov.uk/uksi/2005/1437/contents/made)

- When a designated safeguarding lead member of staff resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the headteacher to ensure that the new post holder is fully conversant with all procedures and case files.

- All designated safeguarding leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material.

- All receipts confirming file transfers will be kept in accordance with the recommended school retention periods. For further information refer to the archiving section.

Archiving

- The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. Child protection records should be retained until the child's 26th birthday, after which point the file will be destroyed confidentially/deleted from our school electronic system. The decision of how and where to store child protection files must be made by our school via our governing body. Due to the sensitivity of the information, the records should continue to be held in a secure area with limited access e.g., designated officer or head teacher. The DSL is responsible for ensuring that all child protection files are archived in accordance with the timescales referenced above. The designated safeguarding lead is responsible for ensuring that

the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

Child and parent access to child protection files

- Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed professionally. (https://www.gov.uk/data-protection)

- Any pupil who has a child protection file has a right to request access to it. However, neither the pupil nor the parent has an automatic right to see all the information held in child protection records Information can be withheld if the disclosure:

1. Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person.

2. Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child.

3. Is likely to prejudice an ongoing criminal investigation.

4. Information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

- This school will follow best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Local Authority.

- The establishment's report to the child protection conference will be shared with the child, if old enough, and the parent at least two days before the conference**.**

If an application is made to see the record, advice will be sought from our data protection lead.

Safe destruction of the pupil record

- Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records that have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation, or they will contain information that is confidential to our school or the

Local Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes, this school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Appendix 1

Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (2026). See also Keeping Children Safe in Education Part one and Annex A

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Kirklees safeguarding children's partnership (KSCP) has developed in collaboration with a wide range of partners a toolkit to support anyone working with children, young people, parents and families to identify, assess and reduce child neglect Neglect - KSCP (kirkleessafeguardingchildren.co.uk)

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

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

Examples which may indicate neglect (not designed to be used as a checklist)

- Hunger.

- Tiredness or listlessness.
- Child dirty or unkempt.
- Poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention-seeking behaviour.
- Untreated illnesses/injuries.
- Pallid complexion.
- Stealing or scavenging compulsively.
- Failure to achieve developmental milestones, for example, growth, and weight.
- Failure to develop intellectually or socially.
- Neurotic behaviour.

Physical abuse: 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.

Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred.
- Finger, hand, or nail marks, black eyes.
- Bite marks.
- Round burn marks, burns, and scalds.
- Lacerations.
- Fractures.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.

- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for sports activities.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non-contact activities, such as involving 9 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. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of our school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity involving a child under 16 is an offence, regardless of whether they agreed to that activity.

Examples which may indicate sexual abuse (not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains.
- Eating disorders, for example, Anorexia Nervosa and Bulimia.
- Attention-seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour includes sexual harassment or molestation.
- Unusually compliant.

- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for sports activities or swimming.
- Bruises and scratches in the genital area.

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as causing 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 as far as they meet the needs of another person. It may include verbal abuse such as persistent criticism, belittling or name calling. 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 from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.
Examples which may indicate emotional abuse (not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation.
- Delayed physical, mental, and emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away / going missing.
- Compulsive stealing.
- Masturbation, appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Research and experience indicate that the following responses from parents may suggest a cause for concern:

- An unexpected delay in seeking treatment is needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations are offered, and several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request the removal of the child from home.
- Violence between adults in the household.

Children with Special Educational Needs and Disabilities

- When working with children with disabilities school staff will be aware that they may not understand what is happening to them is abuse, they may receive intimate care or they may be isolated from others. Additional possible indicators of abuse and/or neglect may also include:
- A bruise in a site that might not be of concern to an ambulant child such as the shin, might be of concern to a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

Appendix 2

Dealing with a disclosure of abuse

When a child tells me about abuse, they have suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people to do this state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse, but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB, It is not the school staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Appendix 3

Chronology of key events

Strictly Confidential

Guidance Notes: Briefly summarise decisions reached, the services offered and/or provided to the child (ren) and family, and other action taken.

Name of child……Class / Tutor group……

Date	Event – Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action

Appendix 4

Cause for Concern Form

Page 1 of 2

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated safeguarding lead.

Name of child……. Class / Tutor group……

Name of staff member completing form……

Nature of incident / concern including relevant background (Record child's word verbatim and any wishes and feelings expressed)

Day……. Date……. Time……. Place…… …

(Of observed behaviour / discussion / disclosure)

Signed: _____

Action/passed to: _____

Page 2 of 2

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time_____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		

Contact parents Please tick Telephone Call ___ Meeting: ___ Email: ____		
Refer as appropriate (i.e. D&A, Early Support etc.)		
Other (Please specify)		

Did this concern involve the use of force? Y/N Signed: _____

Note: As outlined in the regulations, an incident of restraint may occur with or without direct physical contact (page 16 of April 2026 Restrictive interventions, including use of reasonable force, in schools).

Record relating to the Restrictive interventions, including use of reasonable force, in schools guidance April 2026 recording and reporting duties:

Name(s) of staff member involved	
Name(s) of student(s) involved	
Date of the incident	
Time/duration of incident	
Location where the incident started	
Room student was taken to with a staff member	
Which member of staff stayed with the student	

Any relevant needs or circumstances of the pupil, including whether the student involved has an identified special educational need or disability and their SEN status code	
Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.	
Brief account of why the use of force was assessed as necessary in that instance	
Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts	
Is there an account from the student's point of view attached to this?	
Names of any students who have given witness statements which are attached	
When were parents** notified?	
How were parents** notified – it must be done in writing no later than the same day	
Has there been a follow up meeting with parents and if Yes please state the date and time that this took place	
What follow up has taken place?	
Has this needed to be reported under section 93A of the Education and Inspections Act 2006?***	

**A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

*** In circumstances where a restraint incident also constitutes a significant use of force, schools only need to follow the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined above. The same information does not need to be reported twice. However, if a restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be reported under the procedures outlined in this section.

Appendix 5

Specific, Measurable, Attainable, Realistic, Timely (SMART) Plan

Example: Overview of Pupil Support/SMART Plan

Child Protection Pupil Support Plan Information	Name of Pupil:		
Current Care/living arrangements			
Support needs identified			
	Support/Intervention		
Type of support/intervention	Provider	Start Date	End Date
	Agencies Involved		
Name of professional	Agency	Email	Telephone

Appendix 6

Exploitation PARTNERSHIP Checklist

Assessment and Decision Making Tool

The tool is designed to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE). It can be used by any professional working with a person under 18.

When to use the tool - This tool is to help you make an initial assessment relating to a child's vulnerability to, and/or risk of exploitation, and what actions are required; it is not intended to be a referral form.

When you have completed the tool, please refer to the section **'What Next'** to inform a conversation with your manager/safeguarding lead regarding how to proceed. If on completion you contact the Children's Social Care (CSC) Duty and Advice Team, an electronic copy of the completed tool will be needed, to inform discussion.

The different sections are indicators of exploitation in order to inform your assessment, but they are not exhaustive. You may have other concerns; please highlight these in the other information box. Additionally, the prompts against each indictor are not exhaustive.

Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, or alternatively this might be an indication of other concerns which require addressing.

It is important that you:

- Provide a narrative and evidence to support your concerns.
- Avoid sweeping statements or blaming language.
- Distinguish between fact and opinion.
- Provide any known information relating to people who may pose a risk to the young person.
- Highlight if concerns raised and/or the information provided is current or historic.
- Consider the young person's use of social media throughout.

A referral to Duty and Advice must always be made when:

- There are sexual exploitation concerns and the **child is under 13 years old.**

- There are concerns of exploitation and the child has **learning difficulties or a disability.**

• CHILD, PARENT AND PROFESSIONAL DETAILS

CHILD						
NAME			**DOB**		**AGE**	
GENDER		**RELIGION**			**ETHNICITY**	
ADDRESS					**CONTACT NUMBER**	
CHILD PATICIPATED?	**Y**		**COMMENTS**			
	N					

•

PRIMARY CARER						
NAME			**CONTACT NUMBER**		**RELATIONSHIP TO CHILD**	
ADDRESS						
CARER CONTRIBUTED?	**Y**		**COMMENTS**			
	N					

PROFESSIONAL				
PERSON COMPLETING THE ASSESSMENT			**JOB ROLE AND ORGANISATION**	
CONTACT DETAILS			**SIGNED**	
CONSENT TO SHARE WITH SOCIAL CARE *(WHERE APPLICABLE)	**Y**		**COMMENTS**	
	N			

• ASSESSMENT OF RISK AND VULNERABILITY

- **NO RISK:** *While there may be concerns for the welfare of the child, there are no current concerns relating to exploitation, above static vulnerability.*
-
- **LOW RISK:** *The information and assessment raises some concerns relating to risk of exploitation, but there are protective factors in the young person's life.*
-
- **MEDIUM RISK:** *The information on the assessment indicates that the child is at risk of exploitation. This requires a plan for intervention but isn't an urgent safeguarding concern.*
-

- **HIGH RISK:** *The child is currently experiencing exploitation, which requires urgent intervention (they may not recognise this).*

1. Friends and Family
POINTERS/EXAMPLES ❖ Reduced contact with family/friends which is of concern ❖ New friends who are not known to parents/carers ❖ Unexplained change in presentation from the child ❖ Relationship(s) breakdown ❖ Suspected abuse in family (emotional, neglect, physical or sexual) ❖ A lack of warmth/understanding/attachment and/or trust from parent/carer ❖ Carers do not implement age appropriate boundaries (including use around social media) ❖ Failure to report missing episodes ❖ Abusive/bullying friendships ❖ Friends/family are involved in gang activity/known to the criminal justice system/Neighbourhood Police/ASB teams.
INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

2. Accommodation
POINTERS/EXAMPLES ❖ Child or young person and or their family reside in unsuitable/unstable/temporary/overcrowded accommodation ❖ Concerns about location (neighbourhood, ASB, gang activity) ❖ Concerns about isolation/safety ❖ Is unhappy with accommodation (although it meets physical need) ❖ Often stays elsewhere ❖ Is homeless and or sofa surfing ❖ Resides independently in unsupported accommodation. ❖ Accommodation is being accessed/used by adults/peers of concern or who pose a risk to the young person.
INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

3. Education, Training, Employment (ETE)
POINTERS/EXAMPLES ❖ Is not being engaged in education ❖ Excluded and/or does not have an education offer ❖ Whereabouts often unknown ❖ Frequently late/leaves early/leaves site, incidents of absence without permission ❖ Change in presentation towards learning/employment ❖ Regular breakdown of school/training placements due to behaviour ❖ Friendships/peer groups either within or outside the education setting are with others at risk of criminal and/or sexual exploitation ❖ Is socially isolated in the setting, and/or experiences bullying, abuse/violence/harassment

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

4. Emotional Wellbeing

POINTERS/EXAMPLES

- Fatigue
- Poor self-image
- Low mood
- Self-harm - Cutting
- Overdosing
- Eating disorder
- Suicide attempts
- Perceived 'risk taking' (substance misuse, sexual, offending)
- Low self-esteem/self-confidence
- Bullying/threatening behaviour
- Displaying aggression/violent outbursts
- Increased substance misuse
- Expressions around invincibility or not caring about what happens to them
- Fear and scare of reprisal or violence from other young people and/or adults

5. Experience of Abuse and Violence

POINTERS/EXAMPLES

- Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, partners
- Physical injuries
- Disclosure/evidence of physical/sexual assault
- Evidence of coercion/control
- Use of sexualised language and/or violence
- Low self-esteem/self-confidence/self-harm
- Displaying bullying/threatening behaviour, aggression, violent outbursts
- Limited or no recognition of abusive/exploitative behaviour or understanding of abusive/exploitative behaviour but unable to apply this to their own situation

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

6. Missing From Home or Care

POINTERS/EXAMPLES

- Stays out late or overnight without permission/explanation
- Whereabouts unknown and young person secretive about where and who they spend time with
- Repeated episodes of running away/going missing/away from home/accommodation (Including short periods)
- Reported missing with other young people assessed to be at risk of exploitation
- Known to spend time when away/missing with peers or adults assessed to be of concern
- Returns looking well cared for/not hungry/with new belongings
- Found/known to have been outside of their local of area or in locations of concern
- No known means self-support or travelling
- Known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation

INFORMATION RELATING TO THIS YOUNG PERSON								
RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

7. Associations and Locations

POINTERS/EXAMPLES

- Extensive use of phone/secret use/calls and contact with unknown others
- Has use of more than one mobile phone
- Spends time at addresses and places not know to parent/carer
- Goes or is taken to places they or their family have no connections with
- Friendships/associations with others at risk of exploitation
- Gang association through relatives/peers/neighbourhood/intimate relationships
- Information suggests that they are at risk of or involved in County Lines (grooming/exploitation, drug dealing, moving money/goods and/or organised crime)
- Use of social media/mobile phone to share sexualised images
- Has arranged to meet up with unknown others via social media contact
- Use of social media/mobile phones for sharing gang related material/activities

INFORMATION RELATING TO THIS YOUNG PERSON								
RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

8. Substance Misuse

POINTERS/EXAMPLES

- Evidence of regular or heavy substance use (including alcohol)
- Professional/parent/carer concern relating to use
- Concern regarding how substance misuse is being accessed/funded/supplied
- Is believed to owe money/be in debited to others related to substance misuse
- Has previously been cautioned/arrested/charged for possession of drugs/dealing drugs
- Offending behaviour related to substance misuse

INFORMATION RELATING TO THIS YOUNG PERSON								
RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

9. Coercion and Control

POINTERS/EXAMPLES

- Limited, reduced or no significant contact with family/friends, significant adults and/or services
- Appears to be 'controlled' or negatively influenced by others
- Concerns about significant relationships and domestic abuse/coercion/control
- Is known to be associating with adults/peers of concern
- Abduction or forced imprisonment
- Gang association
- Sharing of intimate pictures or information online when asked to
- Secrecy regarding relationships
- Presents as being scared
- Picked up/dropped off from appointments by unknown person
- Phone calls that have to be answered and lead to them 'needing' to be elsewhere
- Professional concern relating to modern day slavery/child trafficking

INFORMATION RELATING TO THIS YOUNG PERSON								
RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

10. Rewards

POINTERS/EXAMPLES

- Concern about unaccounted for money or goods (new clothes, jewellery mobile phone, mobile phone top – ups etc)
- Concern regarding the funding of drugs/alcohol/use of tobacco, cigarettes, entry into clubs, trips away from home, through unknown sources
- Has use of more than one mobile phone
- Secrecy about ability to get around without known mode of transport or funds

INFORMATION RELATING TO THIS YOUNG PERSON								
RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

11. Sexual Relationships

POINTERS/EXAMPLES

- Young person is sexually active but not practising safe sex/is not accessing or willing to access sexual health services
- Disclosure from young person regarding feeling pressured to have sex or to perform sexual acts in 'exchange' for status, protection, possessions, substances or affection
- Evidence of having (previously or currently) a sexually transmitted disease
- Concerns about untreated STi's
- Pregnancy/miscarriage/termination
- Physical symptoms suggestive of sexual assault
- Is in a sexual relationship with an adult or where there is a wide age gap
- Is under 13 and sexually active
- Concerns about ability to consent due to intoxication/substance misuse/learning difficulty/disability

INFORMATION RELATING TO THIS YOUNG PERSON								
RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

12. Risk to Others

POINTERS/EXAMPLES

- Can display violence/bullying and threatening behaviour and/or angry outbursts
- Encourages or coerces others to engage in 'risky' situations
- Introduces others to 'risky' people or places, via friendships, associations, venues
- Sexualised bullying, including via the internet/social media sites
- Offending behaviour
- Gang association through relatives, peers or intimate relationships
- Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence
- Sells/distributes/shares drugs
- Displays harmful sexual behaviours

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

13. Engagement with Services

POINTERS/EXAMPLES

- Reduced level of engagement or no meaningful engagement
- Secretive about friendships/associations/behaviours
- Sporadic contact, and/or missed appointments with limited explanation
- Professional concern re their ability to engage with the young person
- Distracted when attends
- Presents as nervous or keen to be elsewhere

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

14. Wider Child and Family Factors

POINTERS/EXAMPLES

Family factors

- Known abuse or neglect in the family.
- Family substance misuse
- Parental mental health
- Adult sex work
- Deprivation
- Social isolation
- Parental experiences of exploitation

Child factors

- Learning disabilities or difficulties (including suspected)
- Financially unsupported
- Unaccompanied migrant/refugee/asylum seeker
- Recent bereavement or loss
- Unsure about sexual orientation or unable to disclose sexual orientation
- Young carer
- Unmet need (social, emotional, physical)

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

Identified Protective Factors

Any Other Relevant Information (such as places and people of concern)

Young Person's Views

Parent/Carer's Views

OVERALL LEVEL OF RISK (PLEASE TICK)			
NO RISK	**LOW**	**MEDIUM**	**HIGH**
While there may be concerns for the welfare of the child, there are no current concerns relating to exploitation, above static vulnerability.	The information and assessment raises some concerns relating to risk of exploitation, but there are protective factors in the young person's life.	The information on the assessment indicates that the child is at risk of exploitation. This requires a plan for intervention but isn't an urgent safeguarding concern.	The assessment indicates that the child is currently experiencing exploitation, which requires urgent intervention (they may not recognise this).
Please provide a summary of the key points to support your indicated level of concern.			

WHAT NEXT

- Where the young person already has an allocated social worker, you must contact them to share this tool.If there is no allocated social worker and your agency has agreed that further oversight and support is required, please contact the Duty & Advice team in Kirklees Children's Services to discuss and agree next steps, by calling **01484 414960.**

- Keep a copy in your agency records and use it to inform decisions around any identified vulnerability, risk or need, as well as for planning intervention or support that the child and their family may require.

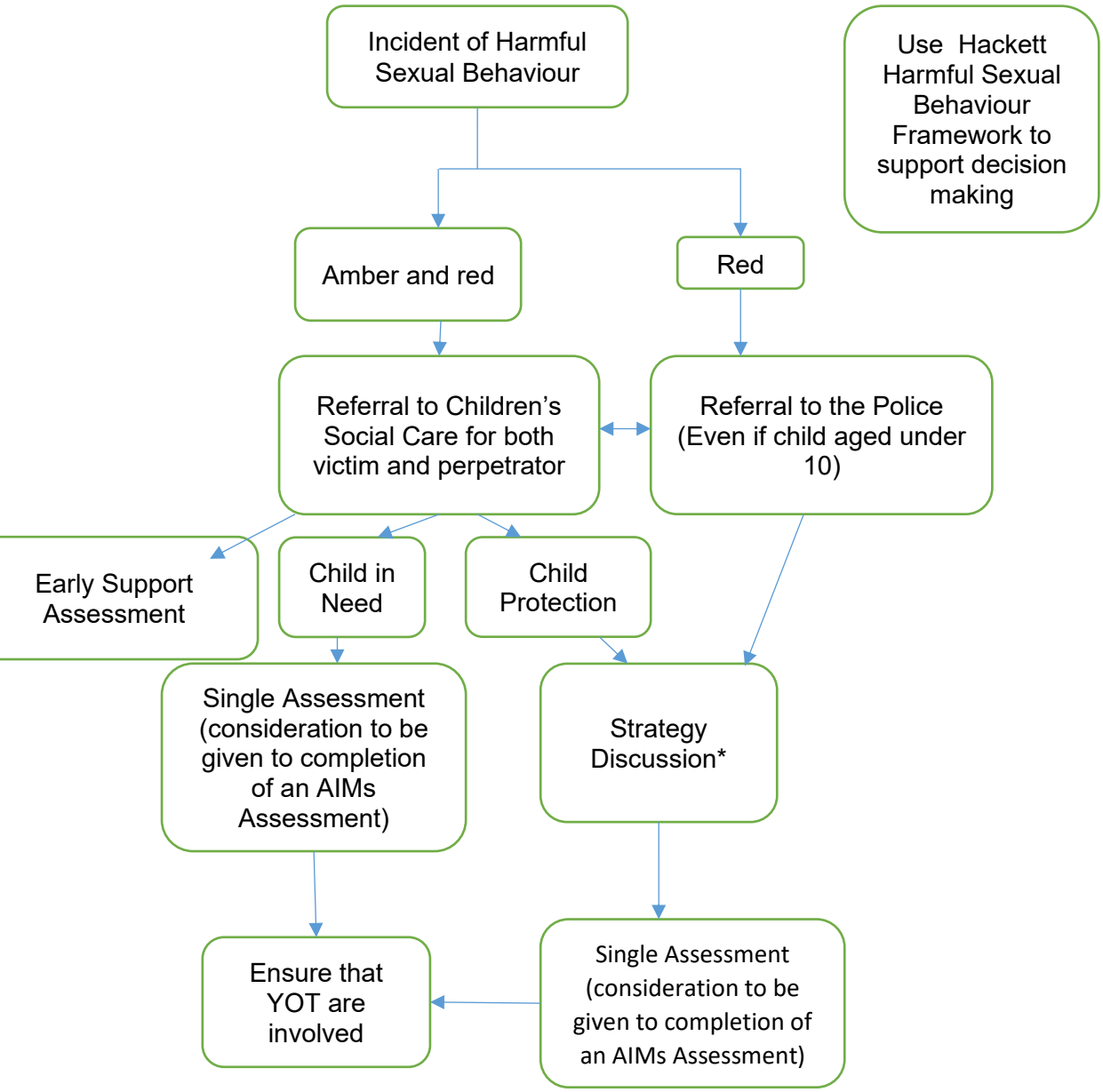
The referral may progress to the **Exploitation Screening Panel**, run by the **Youth Engagement Team:**

- The Exploitation Screening Panel is held every Thursday 11:00-13:00 on Microsoft Teams, in 20 minute time slots per child
- The referrer and the child's education provision (if separate) will receive an invite the week prior to panel.
- The panel includes representatives from YET, West Yorkshire Police, The Base, Sexual Health, Education Safeguarding, Early Support, Careers, Housing and others.
- The panel discuss the information provided on this checklist, share their own agency information, agree on a risk level and decide on further actions.

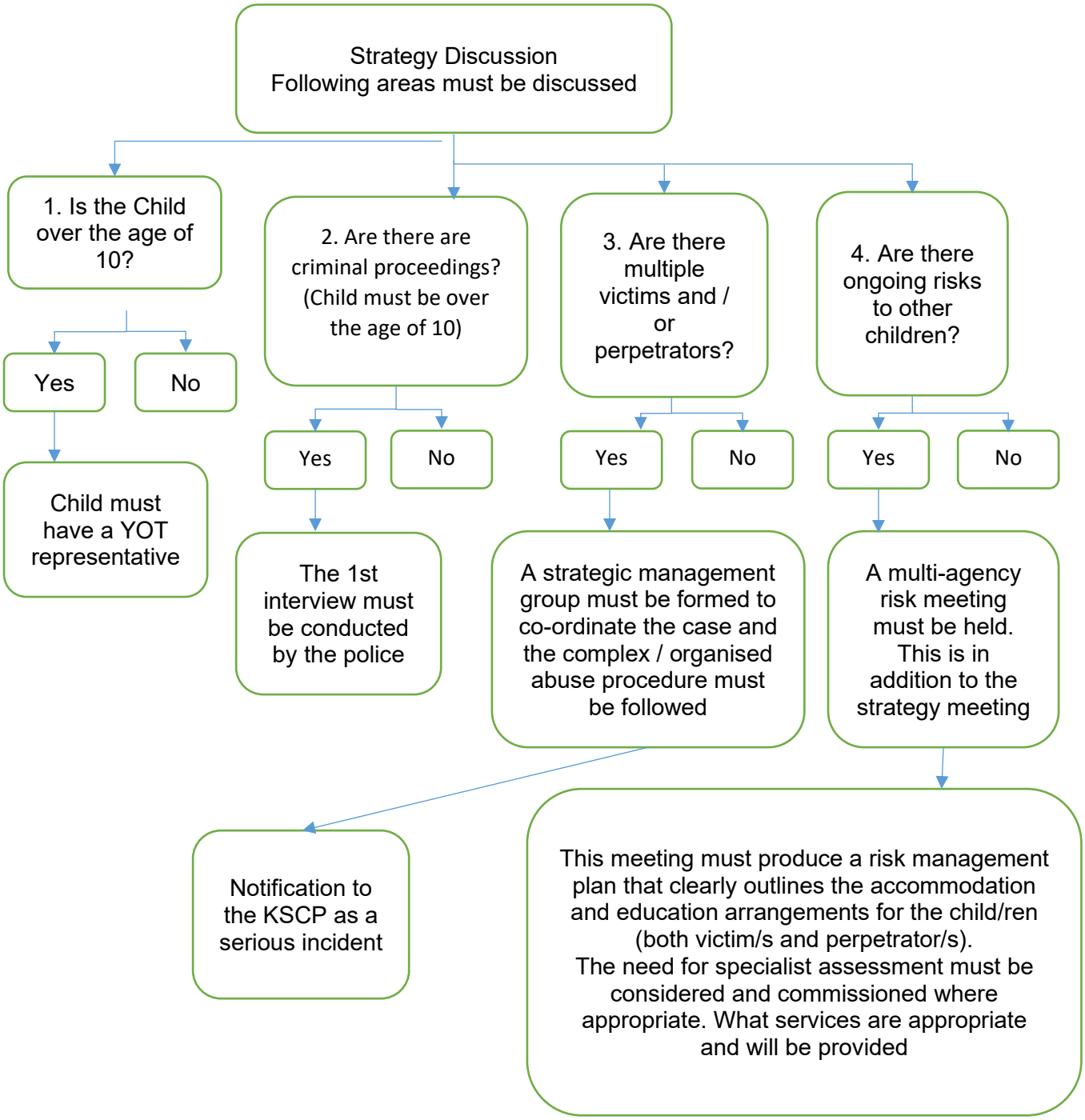
- YET provide targeted 1-1 intervention for young people assessed as being at risk of exploitation/contextual harm, where this is agreed to be the most appropriate course of action.

Child Exploitation - KSCP (kirkleessafeguardingchildren.co.uk)

Appendix 7 KSCP Harmful Sexual Behaviour Pathway



Kirklees Safeguarding Children Partnership



Kirklees Safeguarding Children Partnership

Assessment guidance

- Need for separate social workers for victim and perpetrator, even if in the same household

All Assessments should include:

- Details of the incident/s (including impact on victim/s, the context of abusive behaviours, age of victim/s, nature of the relationship between the children / young people involved.
- Child and young person's development, family and social circumstances.
- Whether the "perpetrator" child / young person acknowledges the alleged behaviour.
- Whether there are grounds to suspect that the "perpetrator" child / young person has been abused or there are adults involved in the development of the harmful sexual behaviour.
- Details of previous incident/s.
- Assessment of child's need and the need for any specialist assessments (including capacity / learning disability).
- Safety of other young people including a Risk management plan for school and one for home.
- Accommodation and Education arrangements.
- What services need to be provided.

Harmful Sexual Behaviour (HSB) - KSCP (kirkleessafeguardingchildren.co.uk)

Kirklees Safeguarding Children Partnership

A continuum of children and young people's sexual behaviours

(Hackett 2010)

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

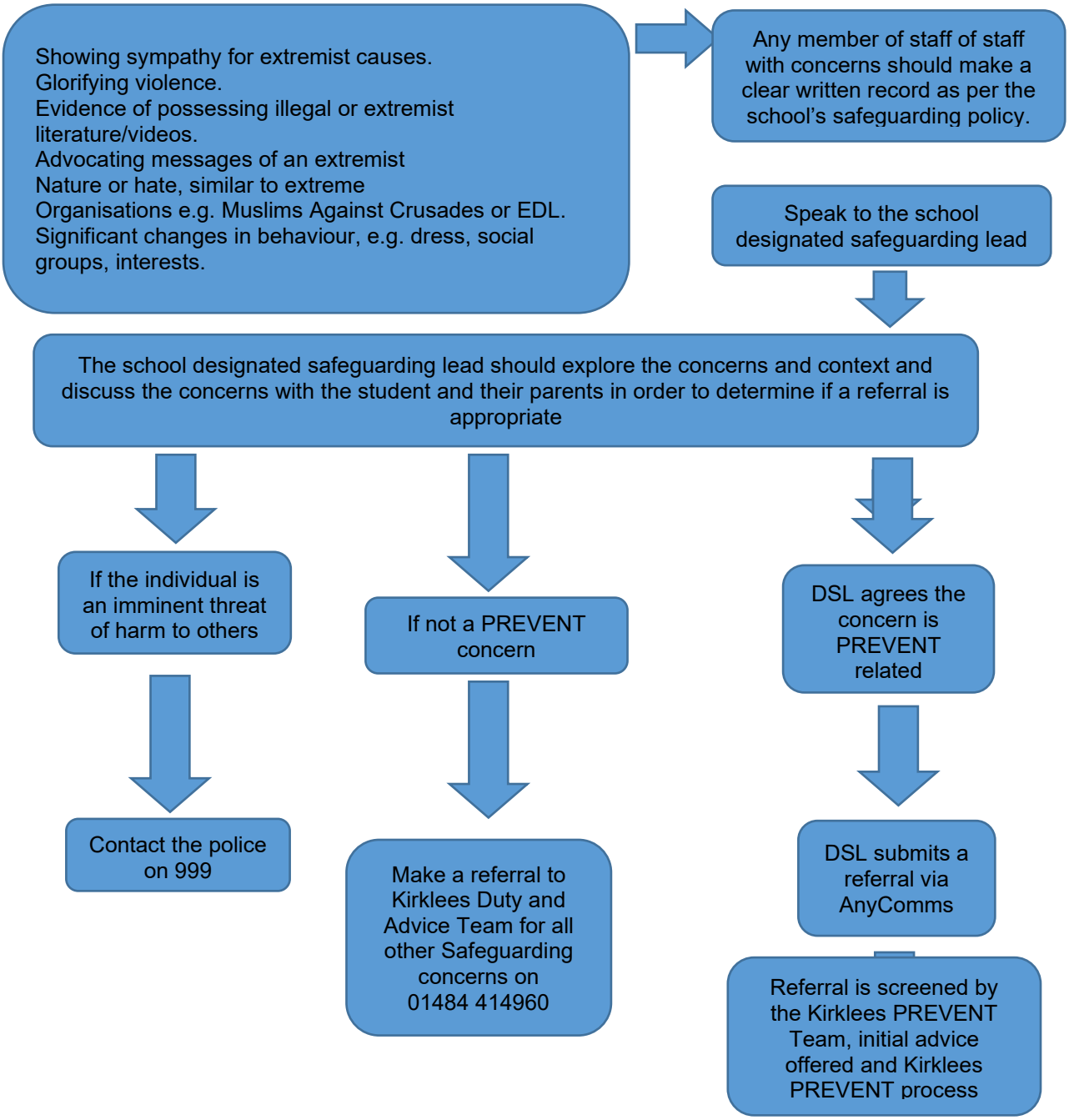
Normal
• Developmentally expected
• Socially acceptable
• Consensual, mutual, reciprocal
• Shared decision making
Inappropriate
• Single instances of inappropriate sexual behaviour
• Socially acceptable behaviour within peer group
• Context for behaviour may be inappropriate
• Generally consensual and reciprocal
Problematic
• Problematic and concerning behaviours
• Developmentally unusual and socially unexpected
• No overt elements of victimisation
• Consent issues may be unclear
• May lack reciprocity or equal power
• May includes levels of compulsivity
Abusive
• Victimising intent or outcome
• Includes misuse of power
• Coercion and force to ensure victim compliance
• Intrusive
• Informed consent lacking or not able to be freely given by victim
• May include elements of expressive violence
Violent
• Physically violent sexual abuse
• Highly intrusive
• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
• Sadism

Appendix 8

Radicalisation Response Checklist

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff.

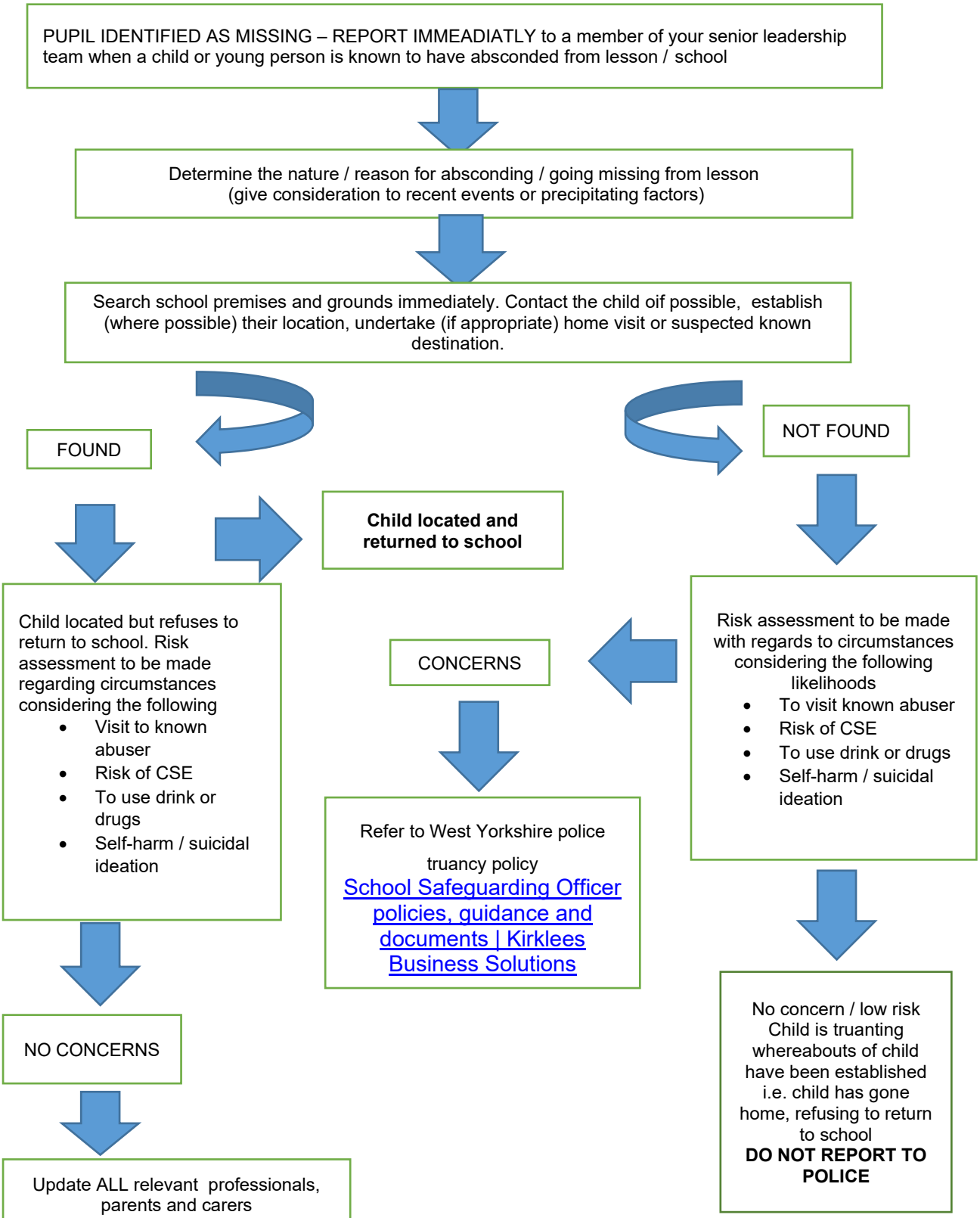
Further information and relevant guidance documents referred to, are available electronically from For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent https://www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx or contact the hub via 01924 483747 Anycomms "Prevent Referral".



Appendix 9

Missing from School Response Checklist

Referral pathway for reporting pupils missing / absconded during the school day.



Appendix 10

FE Safeguarding Information Sharing Form

Name	
Date of Birth	

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?					
Physical Abuse	☐	Sexual Abuse	☐	Emotional Abuse	☐
Neglect	☐	Mental ill Health	☐	Suicidal intent	☐
Self-Harm	☐	Forced Marriage	☐	Risk to others	☐
Prevent	☐	CSE	☐	Faith Abuse	☐
Financial Abuse	☐	Domestic Violence	☐	Female Genital Mutilation	☐
Fabricated/Induced Illness	☐	Gangs and Youth Violence	☐	Harmful Sexual Behaviour	☐
Institutional abuse	☐	Missing from home	☐	Sexting	☐
Trafficking	☐	Missing in education	☐	Substance abuse	☐
*Child Looked After	☐				

Other (Please State):					

Are there any current or relevant historical safeguarding concerns? *Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social care, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.*		
Safeguarding Issue	**Date**	**What action was taken / Referred to agency?**

Please can you give full details including contact details of which agencies are currently working with the student?			
Children's Social Care		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Support Assessment, Education Health Care Plan or Personal Education Plan *Please give further details about the support they are currently receiving?*

What areas of support would you recommend the student will need at College?							
Additional Learning Support	☐	Life Skills	☐	Family support	☐	Substance Misuse	☐
Risk of offending or re-offending	☐	Financial **CLA are entitled to bursaries and discretionary funding*.	☐	Health Advice	☐	Emotional Wellbeing	☐
Basic Skills	☐	Housing	☐	Counselling	☐	Other, please state below	☐
Risk Management Plan	☐	*(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)*					
Please can you provide further information concerning any recommendations for support?							

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

I Insert Name **give consent for the above information to be shared with** Insert name of provider

Date	
Signature of student	

If consent from student has not been sought or you wish the FE provider to contact you directly for further information pertaining to this pupil, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.

This model school safeguarding and child protection policy was developed and produced in partnership with the following schools and agencies:

- *Kirklees Learning Service*
- *Kirklees Safeguarding Children's Partnership*
- *Kirklees Children & Families - Early Support*
- *Kirklees Children & Families - Early Learning*
- *Kirklees Duty & Advice (CSC)*
- *Woodley School & College*
- *Newsome High School*
- *Howard Park Community School*
- *BBG Academy (The Rodillian Multi Academy Trust)*
- *Leeds City Council*

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