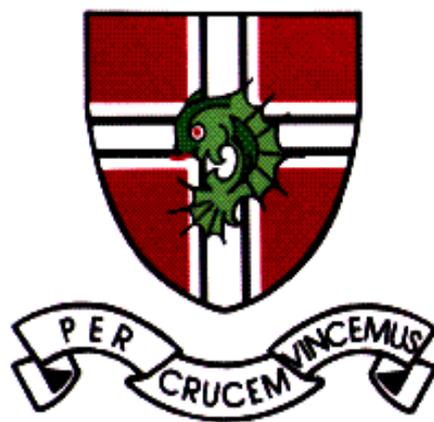


St John Fisher Catholic Voluntary Academy



Safeguarding and Child Protection Policy and Procedures

Approved: November 2017
Review date: November 2018

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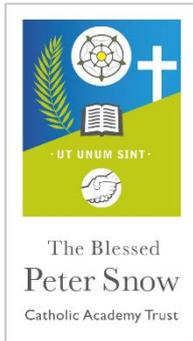
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The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

St John Fisher Catholic Voluntary Academy Mission Statement

Following the example of our patron, St John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ.

Named personnel with designated responsibility for Safeguarding
and Child Protection

Academic year	Designated Senior Leader	Deputy Designated Senior Leader	Nominated Academy Councillor	Chair of Trust/Academy Council
2017-18	C Kernan	K Lea	A Fleetwood	Rev Dr J Cortis

Dates of staff training as of November 2017

Whole school	Designated Senior Lead	Deputy Designated Senior Lead
	Serious Case Reviews Briefing November 2011	Working together to safeguard Children June 2017
An awareness of child abuse and neglect Feb – Nov 2012	Working together to safeguard Children March 2012	Roles and Responsibilities of DSL July 2017
	Making positive contributions to CP conferences April 2012	Making positive contributions to CP conferences June 2017
	Safer recruitment September 2012	Private Fostering – An Overview E-learning course July 2017
An awareness of child abuse and neglect Feb – June 2015	Roles and Responsibilities of DSP March 2013	
Channel General Awareness Feb – June 2015	CSE for DSL's May 2014	
E-Safety April – June 2015	PREVENT WRAP Workshop Feb 2015	
Use of Social Media April – June 2015	Safeguarding Skills Level 3 2015	
PREVENT – WRAP (Teachers) Feb 17	PREVENT Refresher June 2015	
An Awareness of Child Abuse and Neglect Sept 17	Serious Case Reviews Briefing Oct 2015	
E-Safety Sept 17	DSL Refresher Oct 16	

Use of Social Media Sept 17	PREVENT WRAP Workshop Feb 2015	
	DSL Refresher Oct 17	
	Online Safety Oct 17	

INTRODUCTION

This policy makes reference to, and is compliant with: <http://www.proceduresonline.com/westyorksrb/>, the Kirklees Safeguarding Children Board www.kirkleessafeguardingchildren.co.uk, "Working Together to Safeguard Children" (2015), 'What to do if you are worried a child is being abused' (2015) and "Keeping Children Safe in Education" (2016).

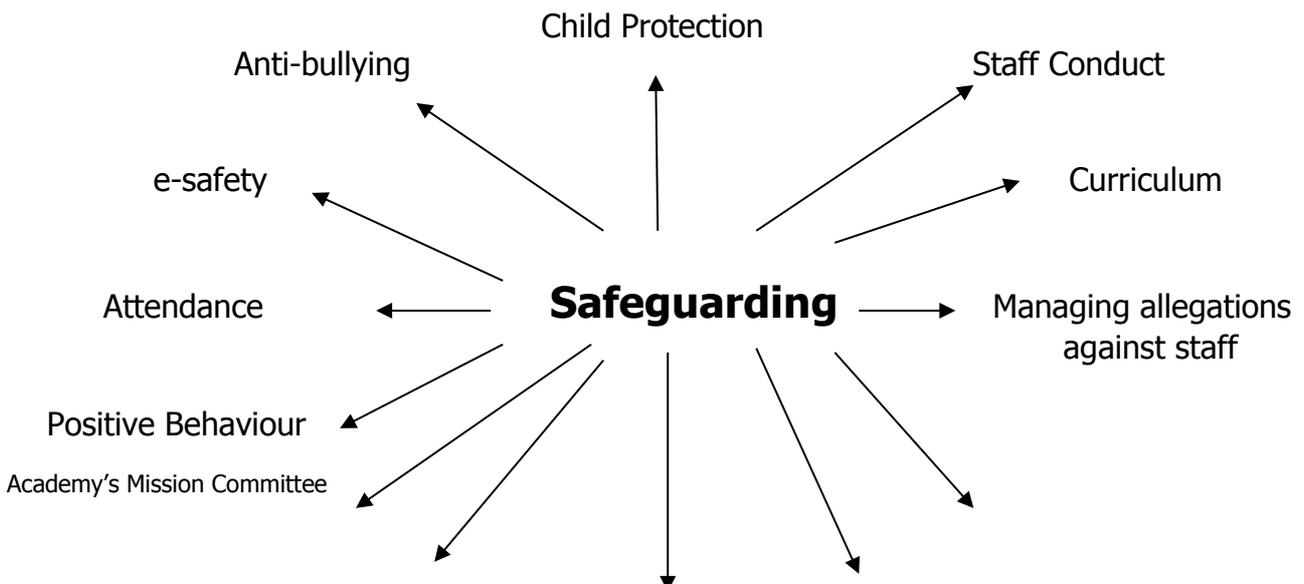
1. School Commitment

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

'Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

St John Fisher Catholic Voluntary Academy is committed to safeguarding and promoting the wellbeing of all of its pupils. Each pupil's wellbeing is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that they may exhibit concerning behaviour and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Management

Health and Safety

Building design

Transport
to & from
school

Whistle blowing

Safe recruitment &
selection

2. Providing a safe and supportive environment

2.1 Safer Recruitment and Selection

St John Fisher Catholic Voluntary Academy pays full regard to DFE guidance "Keeping Children Safe in Education" Sept 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including for example volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews (which always ask all candidates a question about safeguarding). The following checks are then made:

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

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

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll
- this school is committed to keep an up to date Single Central Record detailing a range of checks carried out on our staff – a copy is also held at the Personnel and Payroll Unit, Kirklees Council
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy

- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

Mr Taylor (Acting Headteacher), Rev Dr J Cortis (Chair of Trust / Academy Council), 2 members of the Senior Leadership Team plus the Business Manager, have undertaken Safer Recruitment Training and passed the required assessment. One of these (as a minimum) will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2.2 Safe Practice

St John Fisher Catholic Voluntary Academy will comply with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at www.kirkleessafeguardingchildren.co.uk

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

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- be aware of and comply with the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

School/College staff having concerns about another member of staff:

- staff members having concerns about another member of staff will report these to the head teacher/principal.
- where staff members have concerns about the head teacher/principal, these will be reported to the chair or governors, chair of management committee or proprietor of an independent school as appropriate. Where the head teacher/principal is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

School/College staff having concerns about safeguarding practices:

- all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- appropriate whistleblowing procedures, are in place within the school / college and can be read in further detail by accessing the separate school/college whistleblowing policy.

- where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; www.gov.uk/whistleblowing or alternatively
- www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

2.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for safeguarding and child protection and know who this is – they are introduced in the first assembly of the year and there are named photos on noticeboards. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Personal, Social, Health and Citizenship Education (P.S.H.C.E.) materials we use to help pupils learn how to keep safe are:

Yr 7: Personal safety, including Road Safety and resolving conflict. Relationships and sexual health from Kirklees toolkit.

Yr 8: Relationships and sexual health (Kirklees toolkit). Issues re. the Law, Police, Courts and Drugs are worked through. Health Awareness Day.

Yr 9: Unit "Crime and Punishment" Out of Control is used. Further studies on 'Relationships and sexual health' from Kirklees toolkit. "Prison, Me no way!" Day in school.

Yr 10: Drugs "Crossing the Line". Health & Safety in the workplace. Anti-social behaviour and its consequences from the Kirklees toolkit.

Yr 11: "Moving on, Moving Out". Pitfalls for those leaving home.

The ICT Curriculum deliveries e-safety modules in every year group.

Our school will ensure that pupils are made aware that information can be found from, by or at the following: Catholic Care Social worker in school three days per week. Community police officer gives talks on anti-social crime. In the school planner there are two pages with information re: Catholic Care, Social Worker, Mentoring, Bullying, Childline and emergency procedures Pastoral Managers' Office, Director of Studies Offices, DSL Office.

The School's arrangements for consulting with and listening to pupils are a school council that is supported by year councils. A comprehensive pupil and parental attitudes' survey is undertaken on an annual basis and managed by the *GL Assessment* (Kirkland Rowell).

We make pupils aware of these arrangements by including them in the school prospectus and the student planner supplied to each pupil. The school council and year council meeting dates are scheduled onto the official school calendar.

2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. The school web-site has a full list of school policies, including the Safeguarding and Anti-Bullying policies. It also explains the confidentiality policy and the concept of a young person's competence to make judgements

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

St John Fisher Catholic Voluntary Academy will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child's Director of Study.

We make parents aware of our policy via the school web-site, school prospectus and occasional articles in the school newsletter. A Year 7 Parents' Safety Evening offers advice on safe internet use, PSHCE programmes, personal safety and drug awareness.

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Kirklees Safeguarding Children Board. The school works closely with Kirklees Children's services to ensure that pupils who fail to thrive have their needs met. Attendance issues are worked through with Attendance and Punctuality Support Officers and behavioural problems can be referred to the Single Point Referral System at Kirklees, the Behaviour and Admissions Collaborative for North Kirklees Secondary Schools and The Base drugs support service for drug related issues. From time to time, the school works closely with the Youth Offending team. Alternative education pathways are crafted in discussion with Kirklees and involving providers such as Nexus. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. We share information with our partner schools in our pyramid and with our parishes in the Deanery. Child protection and the general health and safety of the children is a paramount concern for St John Fisher Catholic Voluntary Academy. On a wider footing, we are a part of the Leeds Diocese. Finally, we have strong links to Kirklees LA.

2.6 School Training and Staff Induction

The school's senior member of staff with designated responsibility for safeguarding and child protection (DSL) undertakes basic child protection training and training in inter-agency working. Refresher training is at 2 yearly intervals with an annual

update. A Deputy DSL is similarly trained.

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at annual intervals. Copies of staff certification are held by the School Office.

All staff (including temporary staff and volunteers) are provided with access to the school's Safeguarding and Child Protection policy and informed of school's Safeguarding arrangements on induction.

2.7 Support, Advice and Guidance for Staff

Staff will be supported by St John Fisher Catholic Voluntary Academy, the LA and relevant professional associations and Trade Unions, and Leeds Diocesan Council for Education.

The Designated Senior Leader for Safeguarding/Child Protection will be supported by an Academy Councillor.

Advice is available from Duty and Advice Team and the Police Child Safeguarding Unit and the **Local Authority Designated Officer** (LADO) Sandra Shaw: 01484 225850 Kirklees.lado@kirklees.gcsx.gov.uk as well as from the Safeguarding Officer for Schools Steve Barnes: 01484 221000.

2.8 Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health, child sexual exploitation (CSE), bullying (including cyber bullying), domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc.

Policies that are related to safeguarding are available on the school web-site or in hard copy from the school office. These include: Confidentiality, Admissions and Exclusions arrangements, Drugs and substance misuse, Relationships and Sexual Health Education, Work-Related Learning (including Work Experience), and Anti-Bullying. Keeping Children Safe in Education (2016) is the latest government publication on Child Safeguarding and is referred to in all our policies.

Children Missing from Education

St John Fisher Catholic Voluntary Academy will inform the local authority of any pupil who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the pupil being deleted, so that the local authority can identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

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

Contact: Children Missing from Education Team on: 01484 221919. This is one of the statutory functions carried out by the Education Safeguarding team. Section 436A of the Education Act 1996 imposes a legal duty on local authorities to identify as far as it is possible to do so, Children Missing Education (CME) and get them back into Education.

Confidentiality

School has regard to "Information Sharing: Practitioner's guide" HM Government, 2015.

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

The School has a clear and explicit confidentiality policy that indicates:

- a) **When information must be shared with police and Social Care Duty and Advice team where the child/young person is / may be at risk of significant harm**
- b) **When the pupil's and/or parent's confidentiality must not be breached**
- c) **That information is shared on a need to know basis**

2.9 Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting Data Protection and Safeguarding requirements.

2.10 Roles and Responsibilities

Our Academy Council will ensure that:

- the school has a Safeguarding and Child Protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via the school's website;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment training (reviewed every 5 years);
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures (see section 5);
- E-Safety policy and procedures are in place and training and support is provided for staff and pupils to ensure there is a good understanding of child protection issues relating to electronic media.
- a senior member of the school's leadership team is designated to take lead responsibility for Safeguarding and Child Protection (and deputy) providing advice and support to other staff, liaising with the LA and agencies;
- staff undertake appropriate Safeguarding and Child Protection training which is updated annually;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- the Chair of Academy Council is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged;
- the Safeguarding Academy Councillor attends Safeguarding training.
- All Academy Councillors receive PREVENT training. This was last achieved in July 2016.

Our Headteacher will ensure that:

- the policies and procedures adopted by the Academy Council and Trust are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and agency meetings and contributing to assessments of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- A full working relationship is maintained with the Kirklees Virtual School in respect of all Looked After Children.

Designated Safeguarding Lead with responsibility for Child Safeguarding will:

Manage Referrals

- refer cases of suspected abuse to the Kirklees Children's Social Care as required;
- support staff who make referrals to Kirklees Children's Social Care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring service as required;
- refer cases where a crime may have been committed to the Police as required;

Work with Others

- act as a source of support, advice and expertise within the educational establishment;
- liaise with the headteacher to inform him/her of any issues and especially ongoing enquiries under Section 47 of the Children Act 1989 and Police Investigations.
- as required, liaise with the "Case Manager" and the LADO for child protection concerns (all cases which concern a member of staff).

Undertake Training

The designated safeguarding lead (and deputy) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how the local authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the safeguarding and child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;¹
- are able to keep detailed, accurate, secure written records of concerns and referrals;

¹ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

- The designated safeguarding lead will ensure the school safeguarding and child protection policies are known, understood and used appropriately;
- ensure the safeguarding and child protection policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the safeguarding and child protection policy is available publicly on the schools website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with Kirklees SCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- where parents inform school that they wish to 'home educate' their child, the school will notify Attendance and Pupil Support. Tel: 01484 221919.

Availability

During term time the designated safeguarding lead (or deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person. It is understood that if they are teaching the Headteacher would make himself available for any emergency.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate safeguarding training
- inform the designated safeguarding lead of any safeguarding concerns, either face to face or on CPOMS
- complete refresher safeguarding training at least annually

3. Identifying children and young people who may be suffering or likely to suffer significant harm

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

3.1 Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday, or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by other (eg via the internet). They may be abused by an adult or adults or another child or children.

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

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber-bullying *via the internet or mobile phones*) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

(Keeping Children Safe in Education, Sept 2016)

3.2 Specific Safeguarding Issues

School staff can access government guidelines on the issues listed below:

- *bullying including cyberbullying*
www.gov.uk/government/publications/preventing-and-tackling-bullying
- *child sexual exploitation (CSE) (see section 3.3)*
- *domestic violence*
www.gov.uk/domestic-violence-and-abuse
- *drugs*
www.gov.uk/government/publications/drugs-advice-for-schools
- *fabricated or induced illness*
www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
- *faith abuse*
www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- *female genital mutilation (FGM) (see section 3.4)*
- *forced marriage*
www.gov.uk/forced-marriage
- *gangs and youth violence*
www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- *gender based violence*
www.gov.uk/government/policies/violence-against-women-and-girls
- *hate*
www.educateagainstdate.com

- *mental health*
www.gov.uk/government/publications/the-mental-health-strategy-for-england
- *peer on peer abuse (see section 3.6)*
- *preventing radicalisation (see section 3.7)*
- *private fostering*
www.gov.uk/government/publications/children-act-1989-private-fostering
- *sexting*
www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/
- *teenage relationship abuse*
www.gov.uk/government/collections/this-is-abuse-campaign
- *trafficking*
www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

3.3 **Child Sexual Exploitation (CSE)** – www.gov.uk/CSE

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sex exploitation does not always involve physical contact; it can occur through the use of technology. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

The following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

3.4 Female Genital Mutilation (FGM) and “honour based” violence

www.gov.uk/government/publications/female-genital-mutilation-guidelines

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

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

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

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

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

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

Warning signs of Girls at Risk

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

A girl whose sister or other relatives have undergone FGM

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

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

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

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

Mandatory reporting of FGM - duty on schools:

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

3.5 Peer on Peer Abuse

This is most likely to include, but not limited to; bullying (including cyber bullying), gender based violence/sexual assaults and sexting. It will not be tolerated and is always taken seriously.

Pupils are taught about personal safety, staying safe online and on mobiles, the consequences of bullying in all forms and school does not permit the use of mobile phones in school time. Trained anti-bullying ambassadors are visible and available in school. Year 7 parents and students are offered a Safety Evening in school to raise awareness of various issues surrounding personal safety.

All allegations of peer on peer abuse will be investigated and the school behaviour systems used as appropriate. Pupils will be supported by the pastoral team and external agencies as required. Restorative practice and parental meetings will be conducted.

3.6 Preventing Radicalisation

www.gov.uk/government/publications/prevent-duty-guidance

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;

- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

Prevent in Kirklees

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

Channel and raising concerns

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

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

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

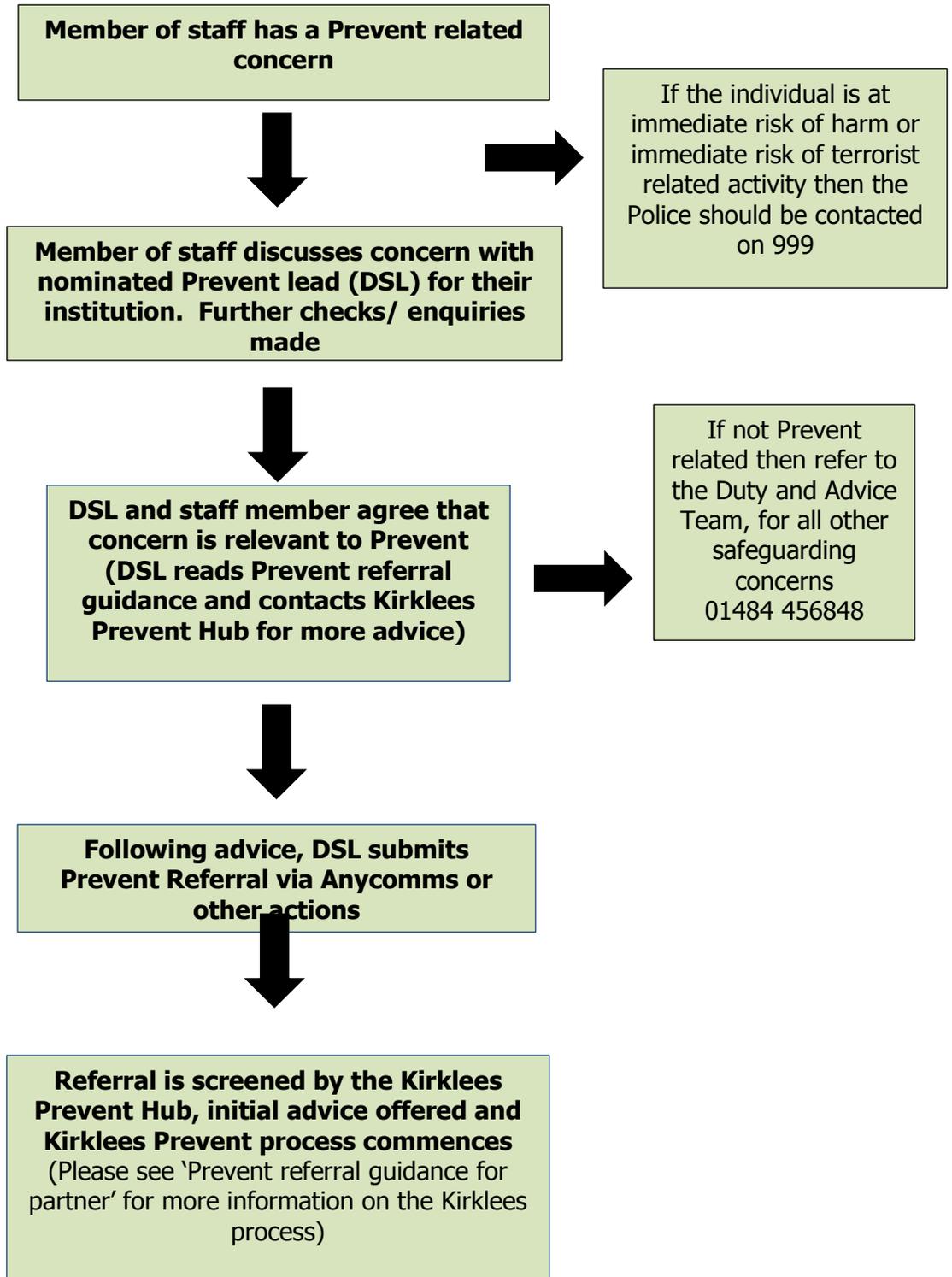
The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

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

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

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

Kirklees Prevent Referral pathway



Training and support

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

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

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

3.7 Online safety

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

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

Filters and monitoring

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

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

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

4. Taking action to ensure that children are safe at school and at home

All staff should identify children who may benefit from early help. Alerting a Form Tutor or Director of Study as soon as a problem emerges assists with early

intervention and support for the child. The designated safeguarding lead can share appropriate information with other professionals to support early identification and assessment. If a Single Assessment is deemed necessary then a lead professional will be allocated which may be someone from the school. Agencies will then work together to support the child.

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2015' and 'What to do if you are worried a child is being abused' 2015

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be reported to Designated Senior Lead (or the Deputy DSL or another senior member of staff in the absence of the designated lead) using the CPOMS referral system prior to any discussion with parents. If a child is in immediate danger or is at risk of harm a referral will be made to children's social care and/or the police immediately.

4.1 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any concerns regarding staff behaviour

4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Pupils with communication difficulties will be referred to the SENCO who will allocate a suitable person to help with any problems.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated lead using the CPOMS referral system. The designated lead will contact the Kirklees Duty and Advice Team as required.

Principles

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated *lead*
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

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

Following any information raising concern, the senior DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing 01484 456848 Duty and Advice Team
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and Duty Advice Team
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e. sexual abuse, forced marriage or fabricated illness)
- whether to make a child protection referral to the Duty Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment - Single Assessment Part 1 process and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. Referrals are made via a phone call to the Duty Advice Team and followed up in writing within 24 hours. The information is stored electronically on the CPOMS system.

4.4 Action following a child safeguarding referral

The Designated Senior Lead or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by the Duty Advice Team e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures, 8.2 Resolving Professional Disagreements.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the Duty Advice Team.

4.5 Recording and monitoring

Accurate records will be kept (using the CPOMS system) and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. CPOMS records are stored securely and provide a historical record of the child, incidents, agencies involved and linked documents.

Child Safeguarding Record

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

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

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

All paper documents will be retained in a 'Child Safeguarding' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and Designated Senior Lead and Deputy. These records together with CPOMS will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding Confidential, for the attention of the Designated Senior Lead Child Safeguarding.' If the child goes missing from education or is removed from roll to be educated at home then any Child Safeguard file should be copied and the copy sent to the Attendance and Pupil Support Service. Original copies will be retained until the child's 25th birthday.

4.6 Retention of Records, Data Protection and Disclosure to Third Parties

Records relating to child safeguarding are exempt information under the Education (School Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984.

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

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

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

4.7 Transferring Records to other School Settings

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

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

Current guidance from the Records Management Society is that when a child with a child safeguarding record reaches statutory school leaving age, the last school/setting attended should keep the child safeguarding file until the child's 25th birthday. Following this, the file should then be shredded and a record should be kept of this having been done including the date, and why.

4.8 Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child safeguarding practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child
- Working Together 2015 states; Children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.

4.9 Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff will receive only the information they require to teach and care for the child in school time and should report any concerns they have using the normal CPOMS referral system. The designated safeguarding lead will have details of the child's social worker and access to the virtual school headteacher for Kirklees Authority. They will jointly ensure the needs of Looked After Children are met and they receive full support as required.

Children with SEND

Children with special educational needs and disabilities can face additional safeguarding challenges as other barriers can exist when recognising abuse and neglect in this group. They can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children being disproportionately impacted by things like bullying – without outwardly showing any signs;
- communication barriers and difficulties in overcoming these.

Staff should be extra vigilant when monitoring these children and discuss concerns or possible problems with the designated safeguarding lead and SENCO. The SEN register highlights all students, together with their needs and individual advice is available to all staff from the SENCO.

5. Allegations of abuse made against Teachers and other Staff (including volunteers)

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

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he would prove a risk of harm to children. (As outlined in the DFE Statutory Guidance 'Keeping Children Safe in Education' September 16).

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures <http://westyorkscb.proceduresonline.com>. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely, the child's on CPOMS system and the member of staff's in the Headteacher's file.

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

Initial action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record on CPOMS
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Academy Council who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority Designated Officer (**Sandra Shaw** - see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to the Duty and Advice Team or the police for investigation
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees Multi-Agency Safeguarding Hub (MASH). This is to establish from the outset whether the concerns

identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation

- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Academy Council of any allegation.
- If consideration needs to be given to the individual's employment, advice will be sought from Kirklees HR.

6. Confidentiality Statement

Collins dictionary: 'Confidentiality is the process of entrusting someone with another's secrets.'

Pupils, in contact with pastoral staff and others, may make a disclosure which they may not have shared with parents. If the disclosure relates to 'significant harm' to a child, then it is absolutely necessary for the child to know that the member of staff has to share this information with the Designated Senior Lead and/or Head teacher. Thereafter, a judgement would be made on whether to contact the Duty and Advice Team. Parents would be contacted, provided they are not part of the disclosure.

Other disclosures, perhaps sexual in nature, would involve the member of staff persuading the young person to talk to their parents. Though this is nearly always successful, the member of staff, would have to bear in mind, that if the young person was judged competent by the Fraser Guidelines, that is, he/she fully understand the whole implications of his/her predicament and possible medical procedures, then parents have no right to the information disclosed by the young person, nor could they veto any treatment so prescribed. It would seem that the judgement the young person is competent according to Fraser Guidelines is usually taken by a doctor or similar professional.

The law, if it recognises the competence according to Fraser Guidelines of a young person, will be broken if a member of staff shares information with a parent. Furthermore, in terms of data protection, a member of staff, to whom the information is passed on, would be in breach of this act if this disclosed information was shared, given that the young person was competent according to Fraser Guidelines.

It would be possible for a young person to seek medical services during school time and attend a hospital or clinic. During the time off-site it would be recorded as a medical absence on the school register.

In summary, where a member of staff, usually a senior member of the pastoral team, finds out about a sexual crisis, for instance a pregnancy, the young person involved, for nearly all cases will agree for parents to be contacted or for parents to be informed by the member of staff. It may well be that in the future, a young person will quote the Fraser Guidelines and that will be a very difficult situation for the member of staff concerned.

Equality Impact Assessment

School	St John Fisher Catholic Voluntary Academy
Date	31.10.2017
Lead member of staff	C Kernan
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Update of School Safeguarding policy – for all children, staff, parents, visitors

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation

Y/N

Promoting equality of opportunity

Y/N

Fostering good relations

Y/N

Please explain

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Discussion with Academy Council members– Mission Committee 14th November 2017 Minuted.

Potential Issues NONE

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, Academy Councillor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability		Neutral	
Race		Neutral	
Sex		Neutral	
Gender reassignment		Neutral	
Pregnancy, maternity		Neutral	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail

Appendix 1 – CONTACTS

Local Authority Designated Officer (LADO)	Sandra Shaw	01484 221000
	mobile number	07875 297860
LADO email address	kirklees.LADO@kirklees.gcsx.gov.uk	
LADO AnyComms address - "child protection" in drop down menu		

Children's Social Care

Assessment and Intervention Service

Service Manager	Linda Patterson	01484 221000
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Duty and Advice Team

Service Manager	Sally Williams	01484 221000
Duty Social Workers		01484 456848

If you need to contact Kirklees Duty and Advice Team in a Non-emergency you can email using DutyandAdvicegcsx@kirklees.gov.uk

For secure transfer of emails from schools use Anycomms – address – "Duty and Advice Team" in drop down menu

Contact for practice concerns and compliments: FSCPSeniormanagement@kirklees.gov.uk

Out of Hours

Emergency Duty Service		01484 414933
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School Safeguarding

Learning Service

Special Schools	Mandy Cameron	01484 221000
Primary Schools	Bev Richards	01484 221000
Secondary Schools	Helen Metcalfe	01484 221000
Online safety Lead	Fiona Denham	01484 221000

Virtual School head teacher	Janet Tolley	01484 225180
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Kirklees Education Safeguarding Team

Service Manager:	Maggie Featherstone	01484 221000
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Safeguarding Officer (Schools & Learning)	Steve Barnes	01484 221000
Safeguarding Officers email	schoolsafeguardingofficer@kirklees.gov.uk	

Off Site Visits Adviser	Ian Kirby	01484 221000
	ianm.kirby@kirklees.gov.uk	07969 918252

Elective Home Education (EHE)		01484 221919
	attendance.pupilsupport@kirklees.gov.uk	

Children Missing Education 01484 221919
attendance.pupilsupport@kirklees.gov.uk

Child Employment 01484 221919
child.employment@kirklees.gov.uk

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

Stronger Families www.kirklees.gov.uk/strongerfamilies
stronger.families@kirklees.gov.uk

Prevent Co-ordinator Lee Hamilton 01484 221000

Kirklees Human Resources - Safeguarding leads

Joanne Hall 07976 497857
 Joanne Parker 07976 497858
 Gary Scargill 07976 497848
 Email: hr@kirklees.gov.uk

Child Protection Conferences

Child Protection & Review Unit 01484 225850

Online Safety incidents

National helpline www.saferinternet.org.uk/helpline

West Yorkshire Police

Child Safeguarding Unit – Kirklees 01924 431134

Early Help Access Team (Single Assessment part 1)

earlyhelpaccessteam@kirklees.gov.uk 01484 456823

FGM

The Female Genital Mutilation Helpline fgmhelp@nspcc.org.uk
 0800 0283550

Appendix 2

Useful websites, guidance documents, training materials

Websites

Kirklees Safeguarding Children Board www.kirkleessafeguardingchildren.com
(Safeguarding children procedures and training)

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

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

Online Safety Support

Keeping Children Safe Online www.ceop.gov.uk

DotCom Childrens Foundation www.dotcomcf.org/

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

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

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

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

HM Government (DfE) guidance documents

Keeping Children Safe in Education (DfE 2016)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children (DfE 2015)
www.gov.uk/government/publications/working-together-to-safeguard-children--2

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

School Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – October 2015

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

Training Materials

KSCB Safeguarding Training courses www.kirkleessafeguardingchildren.com

Whole School Basic Awareness in Child Safeguarding and
Designated Safeguarding Lead – Full Course and Refresher training:
Safeguarding Officer for Schools: steve.barnes@kirklees.gov.uk 01484 221000

Safer Recruitment Training course – Kirklees Learning Service 01484 225828
Safeguarding Governor Training

Prevent Training:
www.kirklees.gov.uk/beta/community-safety-partners/prevent-training.aspx 01924 483747