



Policy: Child Protection and Safeguarding

Date of review: September 2019

Date of next review: January 2020

Lead professional: Charlotte Seedall

Status: Statutory

Name of academy: Trinity Sixth Form Academy

Trinity Sixth Form Academy Child Protection and Safeguarding Policy 2019/20

The Headteacher/Principal is: Mike Fitzsimons

This policy was developed on: January 2020

This policy was signed off by the Governing Body/IEB/Proprietors on September 2019.

The policy will be reviewed on September 2020

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is: Charlotte Seedall

The Deputy Designated Safeguarding lead(s) is/are: Mike Fitzsimons, Rachael Henry, Joe Lyons, Charlotte Ettenfield

The name of the Designated Teacher for Children who are Looked After is: Charlotte Seedall

The named Member of the Governing Body for Safeguarding is: Liam Dyson

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Introduction

The policy is in line with:

- Calderdale Safeguarding Children Partnership and Procedures which are available on www.calderdale-scb.org.uk
- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2018) ([hyperlink to document](#))
- Keeping Children Safe in Education (2019) ([hyperlink to document](#))
- Information Sharing (2018) ([hyperlink to document](#))
- What to do if a child is being abused (2015) ([hyperlink to document](#))
- Children Act 1989 and Children Act 2004 ([Hyperlink to 1989 Act](#)) ([Hyperlink to 2004 Act](#))
- Education Act 2002 ([Hyperlink to Ed. Act 2002](#))
- Teaching Standards (March 2013) ([Hyperlink to document](#))
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2019) ([hyperlink to document](#))
- Sexting in Schools, Academies and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016) ([hyperlink to document](#))
- Sexual Violence and Sexual Harassment between Children in Schools, Academies and Colleges (May 2018) ([hyperlink to document](#))

Safeguarding is defined as:

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

(Working Together to Safeguard Children, 2018)

The term "Child" or "Children" refers to as anyone under the age of 18 years

We believe that:

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

Section 1 Academy Commitment

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

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the academy's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our academy shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (2019)
- providing a safe environment for children and young people to learn and develop in our academy setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our academy setting.

Trinity Sixth Form Academy is committed to safeguarding and promoting the well being of all of its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at our academy, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The academy ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies. Specific policies relating to the use of mobile phones by staff should be noted and are covered by the (MAT) Acceptable Use of ICT (workforce) Policy and the (MAT) Social Media Policy whilst for EYFS provision there is simply a policy of no use of mobile phones/cameras by staff.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The academy pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2019. We ensure that all appropriate measures are applied in relation to everyone who works in the academy, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSIE (2019 Part 3) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This academy is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the academy;
- all others who work in regular contact with children in the academy, including Governors and volunteers;
- (for independent schools/academies/free academies) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Mike Fitzsimons (Head teacher)

Miranda Saville

Charlotte Seedall

Ruth Peel

Robert Boocock

The above people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the academy, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the academy will consider on a case by case risk assessment basis whether such checks are necessary.

2.2 Safe Working Practice

The Teaching Standards (March 2013) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our academy 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.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (May 2019) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our academy ensure that students are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from academy 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, and they could be referred to the Local Authority Designated Officer (LADO)

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the academy's work.

Where relevant, risk assessments are carried out for individual students, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

2.4 Safeguarding Information for students

All students in our academy are aware of a number of staff who they can talk to. The academy is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We aim for all students to know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection. Likewise, students are informed that there is a Deputy DSL who they would talk to if the DSL was not in the academy. We inform students of whom they might talk to, both in and out of the academy, their right to be listened to and heard and what steps can be taken to protect them from harm.

Students in our academy are treated with dignity and respect and their views are listened to. Academy's arrangements for consulting with and listening to students are through but not exclusive to the weekly Principal's Breakfast, peer to peer support sessions where appropriate and access to the academy's Student Wellbeing Team.

We make students aware of these arrangements through assemblies, VT and elements of our curriculum.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.5 Partnership with Parents

The academy shares a purpose with parents to educate and keep children safe from harm. Further information for parents on how to keep their children safe is available through the academy website and academy planner.

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 to do so, or it is necessary to do so, in order to protect a child.

Trinity Sixth Form Academy will share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm

We encourage parents to discuss any concerns they may have with their child's Personal Progress Tutor, the Safeguarding & Medical Welfare Manager or member of the Senior Leadership Group.

Posters and displays also ensure that Safeguarding has a high profile within the whole academy community.

2.6 Partnerships with others

Our academy recognises that it is essential to establish positive and effective working relationships with other agencies. The academy works closely, but not exclusively, with agencies such as the Local Authority, Multi-Agency Screening Team (MAST), CAMHS, Police, Health and NSPCC. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As an academy we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore, the academy will endeavour to attend appropriate multi-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child In Need Reviews and Initial and Review Child Protection Case Conferences, AND Children Looked After (CLA) Reviews. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during academy holidays.

2.7 Academy Training and Staff Induction

The academy's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals. The DSL also attends other opportunities such as DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continual professional development.

The Principal and all other academy staff, including non-teaching staff and volunteers, 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 in Basic/Foundation Safeguarding Awareness on an annual basis. Trinity Sixth Form Academy ensures that this takes place by the DSL providing face-to-face training. Staff who join the academy during the academic year receive the same training as part of their induction.

All staff (including temporary staff and volunteers) are provided with the academy's safeguarding policy and child protection procedures and are informed of the academy's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

2.8 Support, Guidance and Supervision for Staff

Staff will be supported by the academy's DSL and receive further guidance when necessary from the Safeguarding & Medical Welfare Manager as well as the Local Authority and other professional associations if required.

The designated safeguarding lead for Safeguarding/Child Protection will be supported by the HR Manager and Safeguarding Governor.

Advice is available from the Academies Safeguarding Advisor from the Local Authority.

Weekly safeguarding meetings take place with all key pastoral staff where concerns and information are shared.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive supervision training on a termly basis.

2.9 Work placements

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

Section 3 Ensuring that Children are Safe at the Academy and at Home

3.1 Child Protection Procedures

Teachers and other adults in the academy 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, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy staff being alerted to concerns.

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2019)

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

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

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

Health includes physical and mental health;

Maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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

Physical abuse: 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 (Fabricated Induced Illness).

Emotional abuse: 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 a child 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 a 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 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 of a child, although it may occur alone.

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

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff follow the academies Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Calderdale Safeguarding Children Partnership guidance.

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

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within the academy or whether this may require an Early Intervention Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed. These signs or indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues.

3.2 Supporting the child and partnership with parents

The academy recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents.

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding 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.

3.3 The Prevent Duty

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

In order to fulfil the Prevent Duty staff have received information and training to help them to identify children who may be vulnerable to radicalisation, and the academy is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

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

The Prevent Team can be contacted as follows: prevent@calderdale.gov.uk

Trinity Sixth Form Academy will also incorporate the promotion of fundamental British Values into the curriculum and VT programme in order to help build students' resilience and enable them to challenge extremist views. The academy will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. This will be done through assemblies, VT and the curriculum.

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

3.4 Child Sexual Exploitation

Trinity Sixth Form Academy is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation:

Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

Staff have been made aware of some of the key indicators of CSE *by training provided by DSL*. In addition Trinity Sixth Form Academy appreciates that it has a role to play in the prevention of CSE within its curriculum.

If staff do identify children for whom CSE may be a concern they will follow the normal safeguarding process and Child Protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant to MAST and the Child Exploitation (CE) Hub.

Trinity Sixth Form Academy also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

3.5 Female Genital Mutilation

Trinity Sixth Form Academy understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. The academy is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are trained in the awareness of the indicators of FGM. If they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they must follow the normal safeguarding process and Child Protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and make appropriate referrals to MAST and the Police as per their mandatory reporting duty.

3.6 Domestic Abuse

Trinity Sixth Form Academy understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

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

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

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

If staff do identify children for whom Domestic Abuse may be a concern they must follow the normal safeguarding process and Child Protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then refer cases where relevant to Early Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings. Where DV Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

3.7 Forced Marriage

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

Staff at the academy understand that likewise this is a potential Safeguarding issue and they must follow the normal safeguarding process and Child Protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST.

3.8 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), initiation/hazing type violence and rituals, gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

'Upskirting' is also recognised as a form of peer on peer abuse. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.' It is a criminal offence and may also constitute sexual harassment.

Staff becoming aware of incidents of peer on peer abuse must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST and potentially the Police.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure or the academy becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Academies and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident must be referred to the DSL immediately
- The DSL should hold an initial review meeting with appropriate academy staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

3.10 Attendance and Children Missing from Education

Trinity Sixth Form Academy understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between the Attendance Officer and the DSL. Likewise, the academy understands that a parent failing to inform the academy that a child has an authorised absence could be a cause for concern and thus will follow the academy's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

The academy appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. The academy will support the Authority in ensuring that this duty is carried out effectively. There are

specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a student from an academy roll.

The academy understands that it is essential that contact is made with the Education Welfare Service (Duncan Thorpe 01422 266125) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, the academy will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

3.11 Child Criminal Exploitation: County Lines

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

3.12 Contextual Safeguarding

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

3.13 Children with Family Members in Prison

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

3.14 Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the academy is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the academy. The academy take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the academy will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the academy may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the academy have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative academy for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that academy.

3.15 Homelessness

The academy are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social Behaviour. The academy recognise that referrals to Calderdale Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified or a child has been harmed or is at risk of harm. In some cases children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified Children's Social Care will be the lead agency and the Designated Safeguarding Lead at school will ensure that an appropriate referral has been made to the Calderdale Multi-Agency Screening Team in the first instance.

The Homeless Reduction Act 2017 places a legal duty on councils to provide advice and support.

Section 4 Managing Allegations

Where an allegation is made against any person working in or on behalf of the academy the procedures detailed in Keeping Children Safe in Education 2019 Part 4 and the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Calderdale.

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 Calderdale MAST. 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.

Annex A

Useful Contacts within the local authority

Children's Social Care

Multi-Agency Screening Team	MAST@calderdale.gov.uk	01422 393336
Disabled Children's Team	DisabledChildrensTeam@calderdale.gov.uk	01422 394091
Emergency Duty Team (Outside office hours support)	EDT@calderdale.gov.uk	01422 288000

Schools Service

Schools Safeguarding Adviser Steve Barnes	steve.barnes@calderdale.gov.uk	01422 288326 07540 672735
Senior School Effectiveness Officer Lesley Bowyer	lesley.bowyer@calderdale.gov.uk	01422 394102 07545 423453
Senior Education Welfare Officer Duncan Thorpe	duncan.thorpe@calderdale.gov.uk	01422 266125 07833 049343
Virtual School – Head teacher Rezina Kelly	rezina.kelly@calderdale.gov.uk	01422 394123 07734 460254

Prevent Team

Prevent Co-ordinator	prevent@calderdale.gov.uk
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Managing Allegations

Local Authority Designated Officer (LADO) Cheryl Baxter (Lead)	LADOadmin@calderdale.gov.uk	01422 394055
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Whistleblowing – NSPCC helpline

0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

Police

West Yorkshire Police Child Safeguarding Unit – Calderdale	01422 337362
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Calderdale Housing www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page

