Policy:	Safeguarding Policy and Child Protection Procedures
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Date of next review:	September 2021
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: Michael Fitzsimons

This policy was developed on: September 2020

This policy was signed off by the Governing Body/IEB/Proprietors on: September 2020.

The policy will be reviewed on: September 2021

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

The Deputy Designated Safeguarding lead(s) is/are: Michael Fitzsimons and Rachael Henry

The name of the Designated Teacher for Children who are Looked After is: Deborah Morse

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

Contents

Introduction

Section 1 Academy Commitment

Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection
2.2 Safe Working Practice
2.3 Risk Assessment
2.4 Safeguarding Information for Students
2.5 Partnership with Parents
2.6 Partnership with Others
2.7 Academy Training and Staff Induction
2.8 Support, Guidance and Supervision for Staff
2.9 Alternative Provision including Work Placements

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

3.1 Child Abuse and Neglect
3.2 Supporting the child and partnership with parents
3.3 Preventing violent extremism
3.4 Child Sexual Exploitation
3.5 Female Genital Mutilation
3.6 Domestic Abuse
3.7 Forced Marriage
3.8 Peer on peer abuse
3.9 Youth Produced Sexual Imagery
3.10 Attendance and Children Missing Education
3.11 Child Criminal Exploitation: County lines
3.12 Contextual Safeguarding
3.13 Children with Family Members in Prison
3.14 Sexual Violence and Sexual Harassment between children
3.15 Homelessness
3. 16 Private Fostering
3.17 Child Mental Health

Section 4 Allegations regarding Person(s) working in or on behalf of the Academy (including Volunteers)

4.1 Managing Allegations Procedures

Child Protection Procedures

Section 5 Pupil information

5.1 Pupil Information

5.2 Transfer of files

Section 6 Role and Responsibilities

6.1 Governing Body
6.2 Principal
6.3 Designated Safeguarding lead
6.4 Staff and Volunteers

Section 7 Responding to concerns and follow up actions

7.1 Concerns that staff must immediately report
7.2 Responding to disclosure
7.3 Action by the Designated Safeguarding lead
7.4 Action following a child protection referral
7.5 Recording and monitoring

Appendices

Appendix 1 Useful Contacts within the Local Authority
Appendix 2 Body Map Guidance
Appendix 3 Referral flowchart (KCSIE 2020)

Introduction

The policy is in line with:

- Calderdale Safeguarding Children Partnership Policies and Procedures which are available on www.calderdale-safeguarding.co.uk
- West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures which are available on (Hyperlink to document)
- Working Together to Safeguard Children (2018) (hyperlink to document)
- Keeping Children Safe in Education (2020) (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 (June 2013) (Hyperlink to document)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium May 2019) (hyperlink to document)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2017) (hyperlink to document)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018) (hyperlink to document)
- Children Missing Education Statutory Guidance, September 2016 (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 (2020) including Annex A

- 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, especially those with identified special educational needs and/or a disability (SEND). 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) 2020. 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 KCSE (2020 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 members of the school Governing body
- all others who work in regular contact with children in the school, including 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 (Principal)

Miranda Saville (Assistant Principal)

Charlotte Seedall (Assistant Principal)

Jayne Golding-Smith (Assistant Principal)

Ruth Peel (PA to Principal and Administration Manager)

Robert Boocock (Premises Manager)

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 school 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 with 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 Whistleblowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

No disciplinary action will be taken against any member of staff who acts in good faith in reporting concerns about a colleague. If the staff member or volunteer feels unable to raise a concern within school, or feels that their genuine concerns are not being addressed or taken seriously they can contact the NSPCC Whistleblowing Helpline (0800 028 0285: 8.00am – 8.00pm Mon to Fri; email address: help@nspcc.org.uk).

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 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 or those persons with parental responsibility, any concerns we may have about their child unless to do so may place a child at increased risk of harm.

The school DSL may consult with Calderdale Children's Social Care, Multi-Agency Screening Team (MAST) where safeguarding concerns arise that require the advice or guidance from other safeguarding professionals.

We encourage parents to discuss any concerns they may have with their child's VT tutor, College Manager, member of the Student Wellbeing Team or member of the Senior Leadership Group. Parents know that this policy and others are accessible at all times via the school website.

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 which is coordinated by the Calderdale Safeguarding Children Partnership https://safeguarding.calderdale.gov.uk/

As an academy we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate multi-agency meetings such as Early Intervention Panels, Early Help Pathways, Team Around the Child meetings, Child In Need reviews, 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 school holidays.

2.7 Academy Training and Staff Induction

The academy's Designated Safeguarding Lead and any person undertaking the role of Deputy 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 continuous 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 and regular safeguarding updates. 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.

In line with KCSIE 2020, all staff upon induction will also receive:

- Copy of the school's behaviour policy
- Copy of the school's procedures for managing children who are missing education
- Copy of the staff code of conduct/staff handbook
- Copy of KCSIE Part One (including Annex A)

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 Student Wellbeing Team as well as the Local Authority and other professional associations if required.

The designated safeguarding lead and deputy 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 Alternative Provision including Work Placements

This academy is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the academy day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The academy will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements, the 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 Abuse and Neglect

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' 2020)

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can

also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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 school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the 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 or those with parental responsibility.

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 school or whether this may require an Early Help Pathway Assessment, 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 relate to 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

Children are vulnerable to extremist ideology and radicalisation. Just like any other form of abuse, protecting them is a vital part of the school's approach to safeguarding.

Extremism is the vocal or active opposition to our fundamental values including democracy, rule of law, liberty and the mutual respect and tolerance of different faiths and beliefs

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

Under section 26 of the Counter-Terrorism and Security Act 2015, the school 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 training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) with immediate effect.

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 Education Officer is Assia Hussain: assia.hussain@calderdale.gov.uk

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 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 (DA) 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 DA 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.

Operation Encompass.

Operation Encompass is an initiative that directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse.

One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with schools, not just those where an offence can be identified.

It is a system that provides rapid support within the school environment meaning children are better safeguarded against the short, medium and long term effects of domestic abuse.

Operation Encompass provides an efficient, confidential channel of communication between the police, via the Domestic Abuse Hub to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key school staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

This information is shared by the Police with schools regardless of whether parental permission to share the information has been provided at the time of Police attendance at the domestic incident. All records are managed at Child Protection level and are recorded securely and directly onto the individual child safeguarding record in school in full accordance with General Data Protection Regulations (GDPR 2018) and the Data Protection Act 2018.

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), 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.

School staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to peer on peer abuse.

Such behaviour should never be considered as ‘banter’ or part of growing up. Peer on peer abuse often meets the threshold for the recording and investigation of criminal offences by the Police.

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.

Peer on peer allegations that do not meet the threshold for police investigation will be subject of internal academy investigation by the Designated Safeguarding Lead and/or senior leaders at the academy. This will involve speaking to the victim and any witnesses to secure accounts of the allegation. All findings including any additional information secured, will be considered when making decisions around resolution of the allegation. Outcomes may involve application of the academy behaviour policy.

The academy recognises that victims of peer on peer abuse need to be supported and with parental consent, may secure external agency support where this is deemed appropriate.

The academy recognises that perpetrators of peer on peer abuse may have identified un-met needs of their own and with parental consultation, may secure external agency support where this is deemed appropriate.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure or the school 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 Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2017). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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

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, EWO 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 has a duty to investigate unauthorised absences to establish if safeguarding concerns are evident

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 Local Authority will be informed when a pupil has been added or removed from the admissions register at non-standard transition times, within five days of them joining.

(DfE Guidance on Children Missing Education - September 2016)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

(School Attendance guidance - August 2020).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf

Where a pupil leaves the academy**,** the Local Authority will be notified as soon as grounds for the deletion are met but no later than when the name is deleted from the register. The grounds for deletion are where a pupil:

- has been taken out of the academy by their parents and is being educated outside the school system e.g. is in home education
- has ceased to attend the academy and no longer lives within reasonable distance of the academy at which they are registered
- has been certified by the academy medical officer as unlikely to be in a fit state of health to attend the academy before ceasing to be of compulsory school age, and

neither he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning at the end of that period
- has been permanently excluded

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 indicators to identifying potential involvement in child criminal exploitation involve:
• children who appear with unexplained gifts or new possessions;
• children who associate with other young people involved in exploitation;
• 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.

When identifying missing episodes, the victim may have been trafficked for the purpose of transporting drugs. The school will therefore 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. This extra-familial harm can take a variety of different forms which can include sexual exploitation, criminal exploitation and serious youth violence. 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. It can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal).

Evidence shows girls, children with SEND and LGBT children are at greater risk. Academy staff are aware of the importance of:

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

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 as dismissing or tolerating such behaviours risks normalising them. 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 school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for the children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

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

3.16 Private Fostering

A 'privately fostered' child is a child under the age of 16 (18 if disabled) who is cared for and accommodated by someone other than a parent or close relative for more than 28 consecutive days

Any child separated from their parent is potentially vulnerable and thus there is a responsibility to ensure that the alternative care meets their welfare and safety needs.

The parents or those with parental responsibility and the private foster carer have a duty to notify the local authority of this arrangement.

In accordance with Part 9 of The Children Act 1989, where a private fostering arrangement is identified in respect of any child, the academy will inform the relevant local authority of such an arrangement in order to ensure the child will be satisfactorily safeguarded and their welfare promoted.

3.17 Child Mental Health

Our staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should attempt to make a diagnosis, however academy staff are well placed to observe children on a day-to-day basis and identify behaviour that might suggest a child is experiencing a mental health problem or be at risk of developing one.

Where children have suffered potentially harmful adverse childhood experiences, this can have a lasting effect throughout childhood and into their adult life.

Calderdale have a number of support services with access to trained professionals that are available to support schools. The support available is coordinated through the Open Minds programme and can be accessed through the following link: www.openmindscalderdale.org.uk

All concerns identified about child mental health problems identified by a member of staff will be referred to the DSL so the most appropriate follow up action can be taken.

Section 4 Managing Allegations

4.1 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 2020 (Part 4) and the Calderdale Managing Allegations procedures 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.

Allegations made against a member of staff will be dealt with by the Head Teacher/Principal.

Where an allegation is made against the Head Teacher/Principal the matter will be dealt with by the Chair of the Governing Body.

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.

Child Protection Procedures

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within the academy in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

The term “child “or “children” refers to anyone under the age of 18 years.

Section 5 Pupil Information

5.1 Pupil Information

In order to keep children safe and provide appropriate care for them, the academy requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any 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), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- 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. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to the Early Help Pathway or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the requirements of the Data Protection Act 2018 and safeguarding requirements.

5.2 Transfer of files

When a child leaves the academy their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face

meeting unless the child moves out of area, if this is the case the file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

The academy retains a copy of the child's chronology and any documents that the academy created in an archive file until the child reaches the age of 25 years, or the age of 35 years if the child was subject to Child Protection procedures. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Section 6 Roles and Responsibilities

6.1 The Governing Body

Our Governing Body will ensure that:

- there is a named Safeguarding Governor
- the academy has an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the academy website or other means. The policy will be reviewed and updated on an annual basis;
- the academy has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media;
- the academy 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;
- the academy has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- the academy has in place appropriate electronic filtering and monitoring systems to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught;
- a senior member of the academy's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection;
- the academy has one or more deputy DSL's who are trained to the same standard as the lead DSL;
- that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum;
- staff including the head teacher undertake appropriate safeguarding training which is updated annually;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations being made against the head teacher;

- where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place with regard to safeguarding children and liaises with the academy on these matters where appropriate;
- they review their safeguarding related policies and procedures annually;
- will ensure the appointment of an appropriately trained designated teacher with responsibility for "promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to Children who are Looked After (CLA);

6.2 The Principal

The Principal will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
- there are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s);
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- the Designated Safeguarding Lead is supported in providing a contact for the academy to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of academy term time when needed;
- allegations regarding staff or any other adults in the academy are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure;
- individuals are referred to the Disclosure and Barring Service in cases where a person is dismissed or removed due to risk/harm to a child. This is a legal duty placed upon the academy.

6.3 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) as stated in Keeping Children Safe in Education (2020) will ensure that they:

Manage referrals

- refer cases of suspected abuse to the local authority Multi-Agency Screening Team (MAST);
- support staff who make referrals to MAST;
- refer cases to the Channel programme where there is a radicalisation concern;
- support staff who make referrals to the Channel programme;
- support the Principal to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police.

Work with others

- liaise with the Principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

- the DSL (and any deputies) 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. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed 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 local authorities 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, especially new and part time staff has access to and understands the academy’s safeguarding policy and child protection procedures;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals; (written includes by means of electronic recording databases)
- understand and support the academy 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; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- the DSL will ensure that the academy’s safeguarding policy and child protection procedures are known, understood and used appropriately;
- ensure the academy’s safeguarding policy and child protection procedures is reviewed annually the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure a copy of the safeguarding policy and child protection procedures is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local Safeguarding Children’s Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

- during term time the designated safeguarding lead (or a deputy) will always be available for staff in the academy to discuss any safeguarding concerns. (The term 'available' includes by means of communication using a mobile device);
- there will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

6.4 Staff and Volunteers

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the academy's policies and procedures;
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2020) including Annex A and know how to apply the guidance;
- attend annual whole academy safeguarding training and other appropriate training identified;
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- provide a safe environment in which children can learn;
- be aware that they may be asked to support a Social Worker to take decisions about individual children;
- inform the designated safeguarding lead of any concerns about a child immediately;
- inform the head of any concerns regarding an adult within school at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity.

Section 7 Responding to concerns and follow up actions

7.1 Concerns that staff must immediately report

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 pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

Concerns that 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 potential indicators of Child Exploitation (CE);
- any potential indicators of FGM;
- any potential indicators of Radicalisation;
- any potential indicators of living in a household with Domestic Abuse.

7.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The academy 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. Where students find communicating difficult a suitable member of staff will be provided with the necessary skills.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

Principles:

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

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me….';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record details including what the child has said, in the child's words on a 'Record of Concern'/'Cause for Concern' form (Example available in Appendix 1) or on electronic system eg. CPOMS and record any visible signs, injuries or bruises on a Body Map (Example available in Appendix 2).

- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

7.3 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising a concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child;
- whether the child is subject to a child protection plan;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate professionals known to the child e.g. Early Help Service Manager, Multi-Agency Screening Team (MAST), medical professional working with the child and/or Safeguarding Advisor for Education;
- the child's wishes.

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to the Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

  OR

- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. Early Help assessment) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated appropriately until the DSL feels that some resolution has been achieved. Initial escalation would be to the appropriate Team Manager, however may also involve escalation to the appropriate Service Manager if it is felt necessary to do so.

7.4 Action following a child protection referral

The designated safeguarding 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 Multi-Agency Screening Team (MAST) 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 – 2.8 Resolving Multi Agency Professional Disagreements and Escalation;

  https://westyorkscb.proceduresonline.com/p_res_profdisag.html

- where a child subject to a child protection plan moves from the academy or goes missing, the academy will immediately inform the Multi-Agency Screening Team (MAST).

7.5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. An example of how this is done can be found in Appendix 1.

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

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the Principal and the DSL if a paper file. If an electronic file eg. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of access. The creation, retention and maintenance of all child protection files will meet the requirements of the Data Protection Act 2018 (which includes the General Data Protection Regulations 2018) These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead for Child Protection,' and a receipt of this transfer will be retained. The chronology from the file and any key documents generated by the school will then be retained by the school until the child's 25th birthday or for 40 years from the date of birth of the youngest sibling within a family if they are or have been subject to Child Protection procedures.

If the child goes missing from education or is removed from roll to be educated at home, any child protection file will be transferred and sent to the Education Welfare Service.

Appendix 1

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.go.uk	01422 266125 07833 049343
Virtual School – Head teacher Kirsty Campbell	kirsty.campbell@calderdale.gov.uk	01422 394124 07912891390

Prevent Team

Prevent Education Officer Assia Hussain	assia.hussain@calderdale.gov.uk	07967 837822
Prevent team email	prevent@calderdale.gov.uk	

Managing Allegations

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

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

Child Emotional Health and Wellbeing Support www.openmindscalderdale.org.uk

Calderdale Housing www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page

Appendix 2

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

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

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

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

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

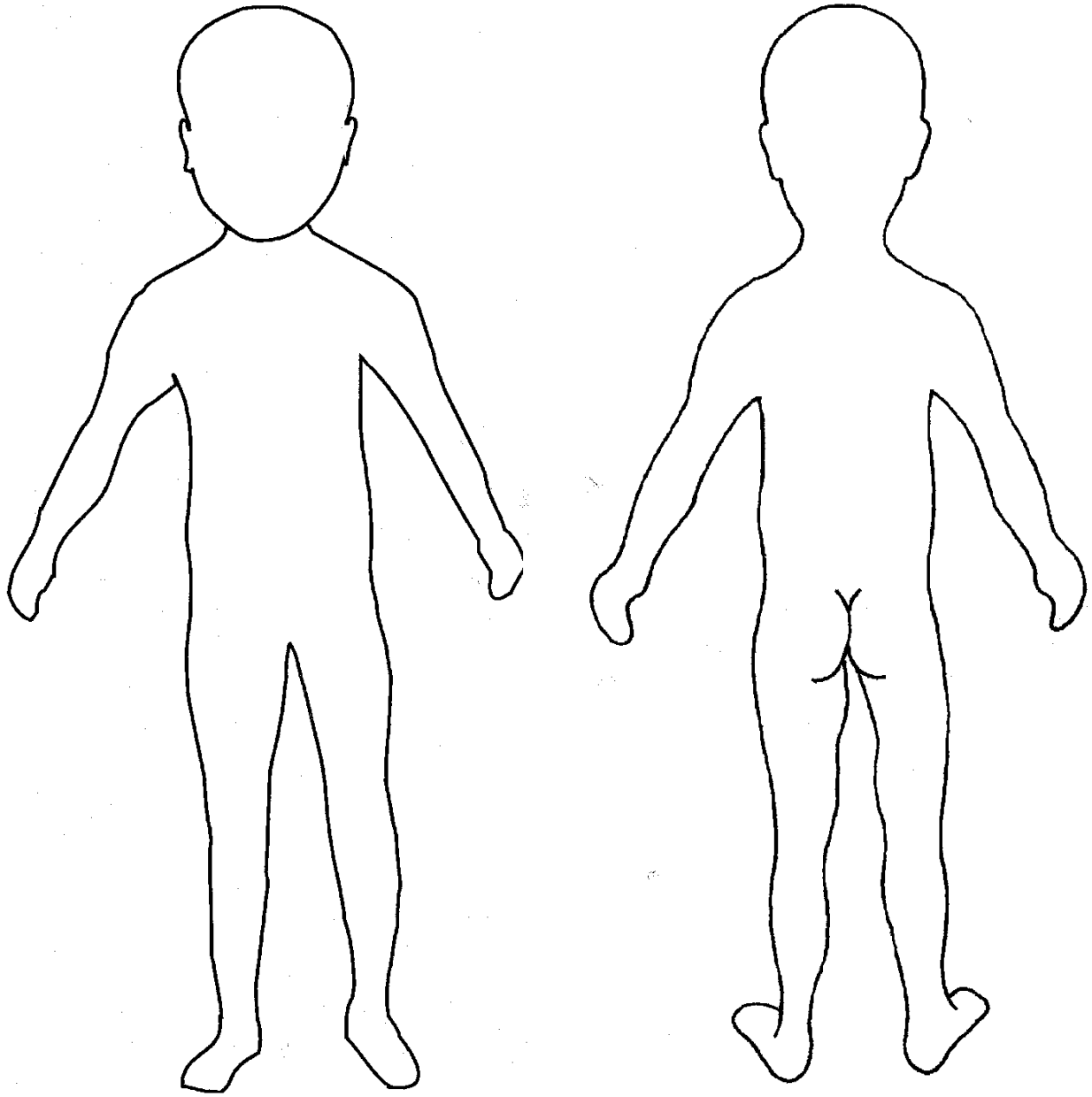
BODYMAP

(This must be completed at time of observation)

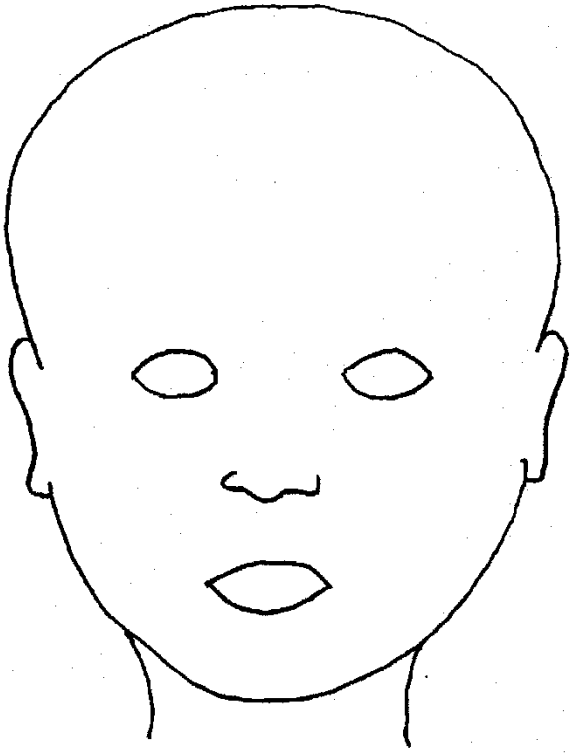
Name of Pupil: ..... Date of Birth: .....

Name of Staff: ..... Job title: .....

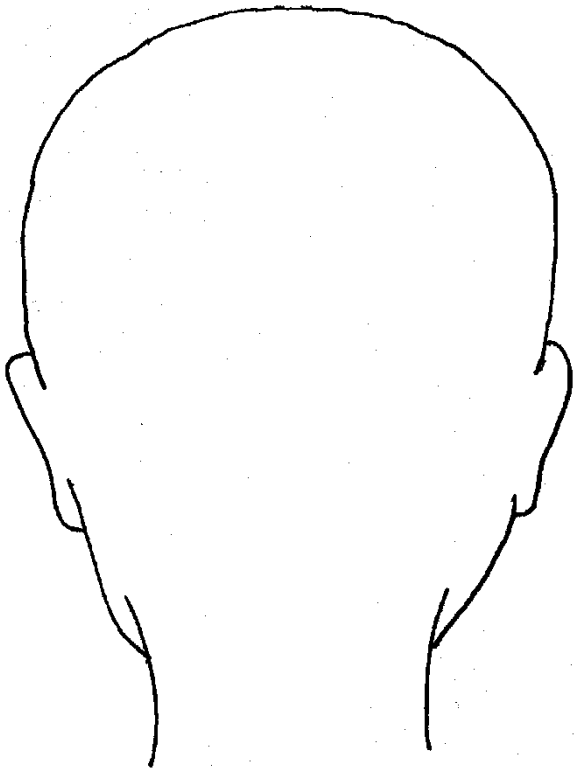
Date and time of observation: .....



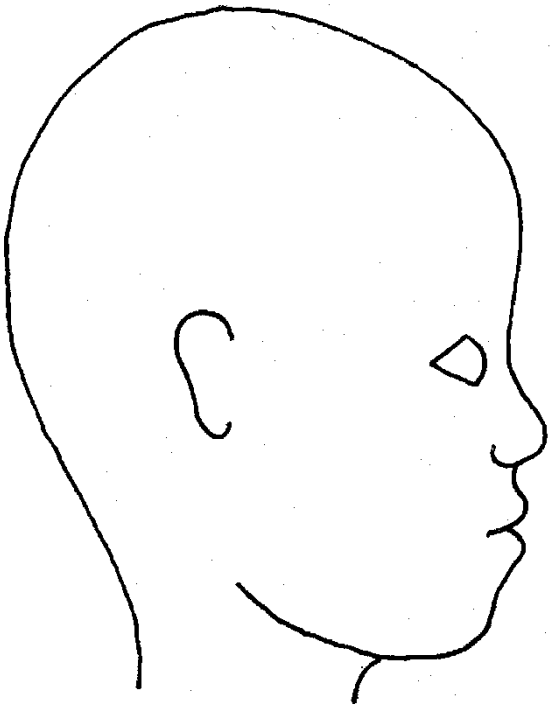
Name of pupil: ..... Date and time of observation: .....



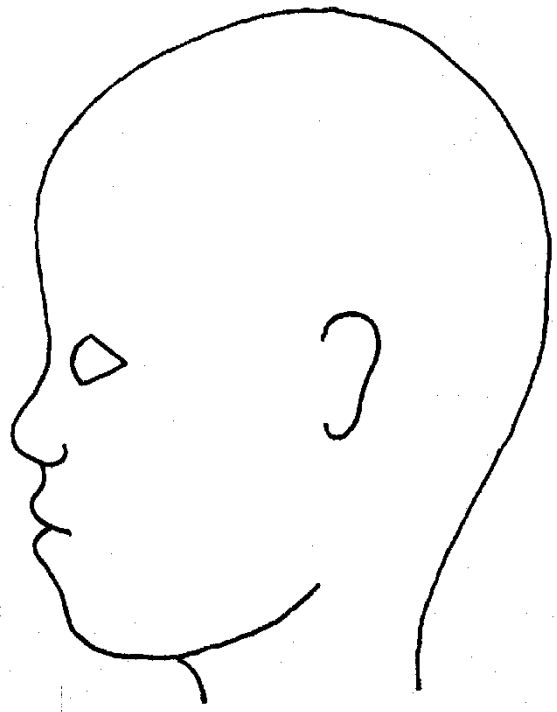
FRONT



BACK



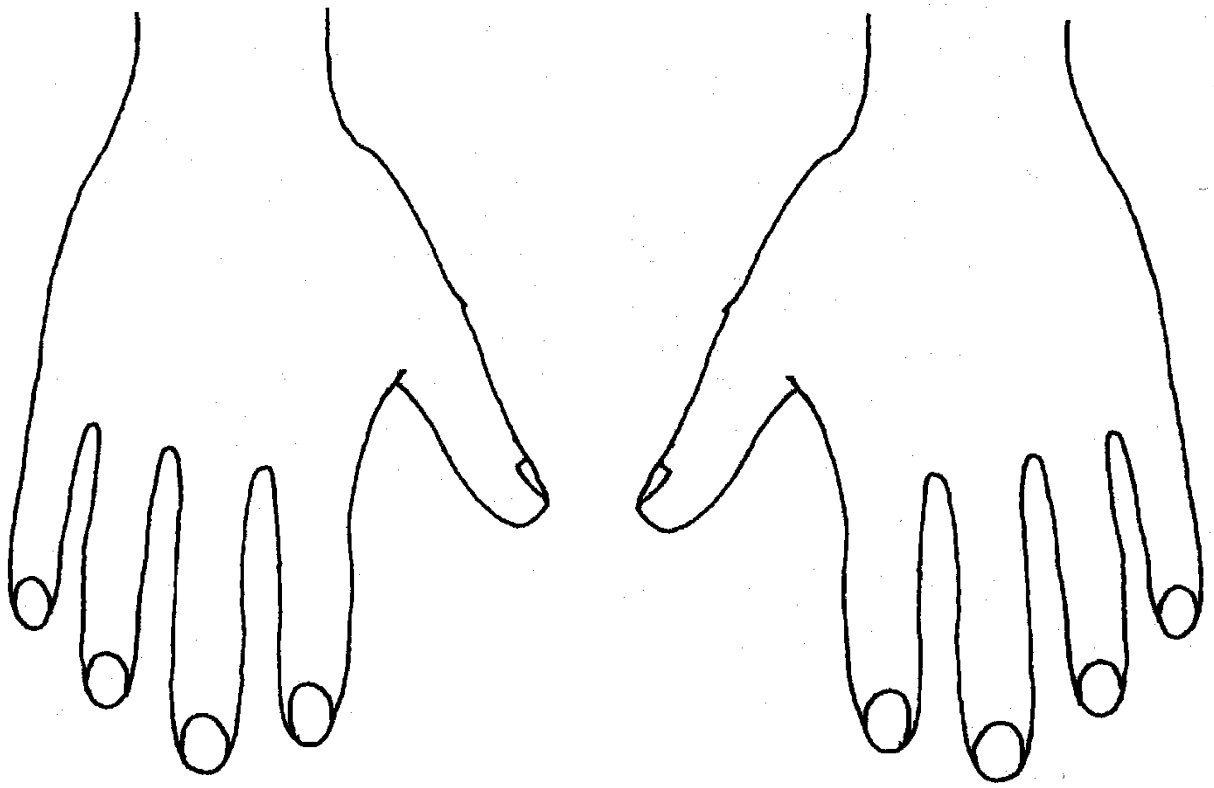
RIGHT



LEFT

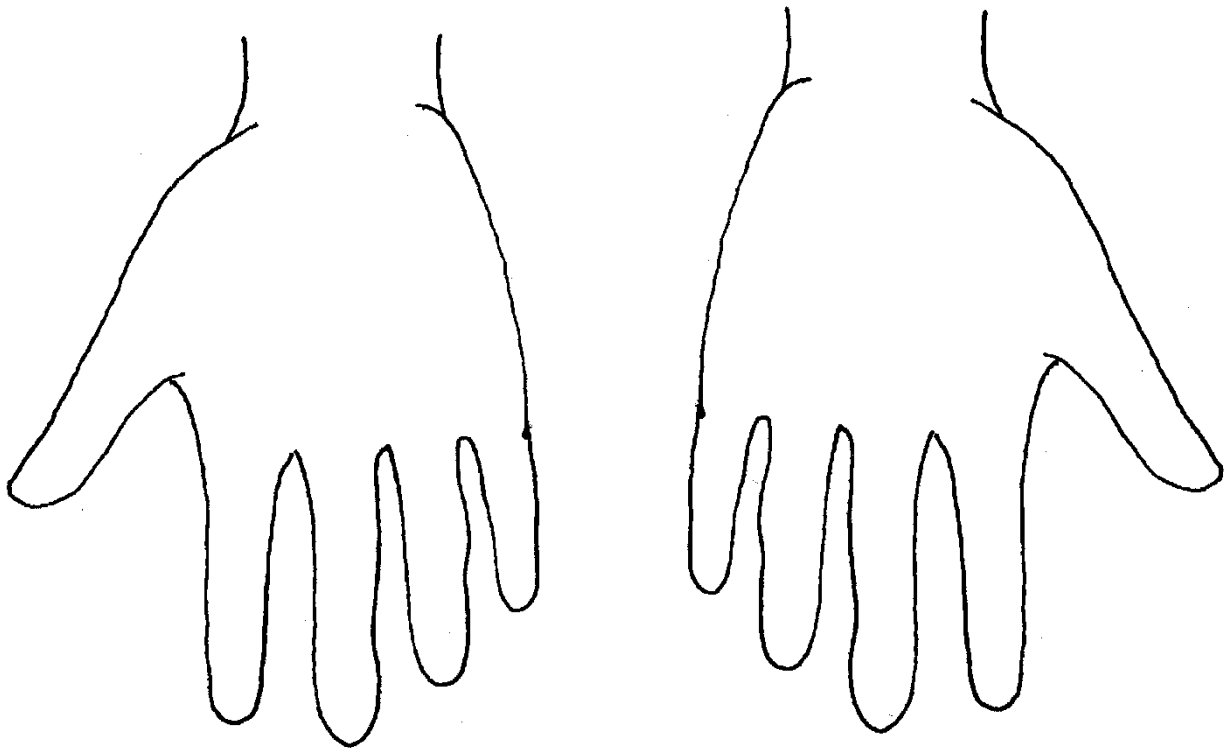
Name of pupil: .....

Date and time of observation: .....



R **L**

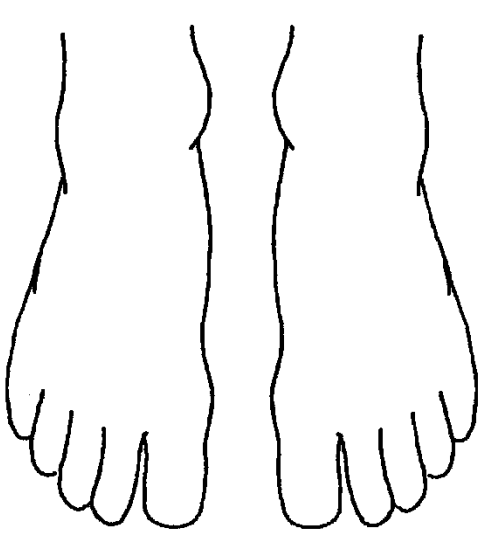
BACK



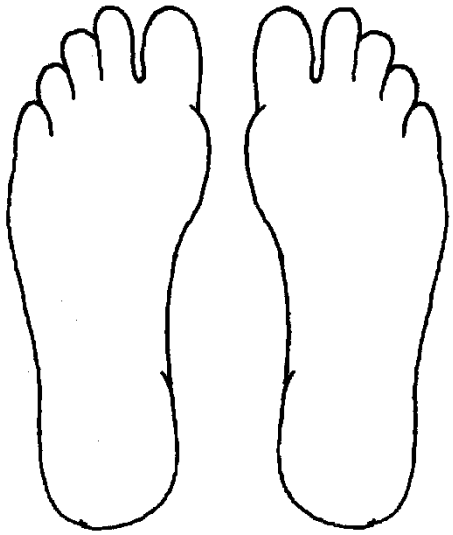
FRONT

Name of Pupil: .....

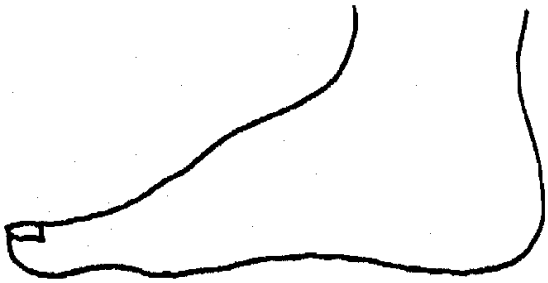
Date and time of observation: .....



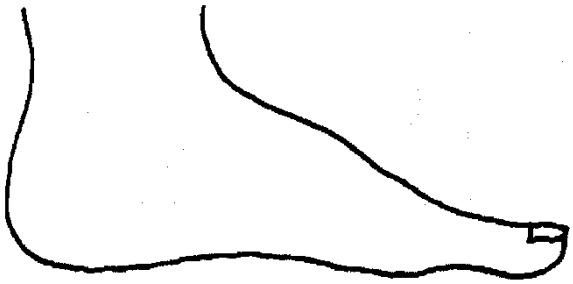
R TOP L



R BOTTOM L



R



L

INNER

R

L

OUTER

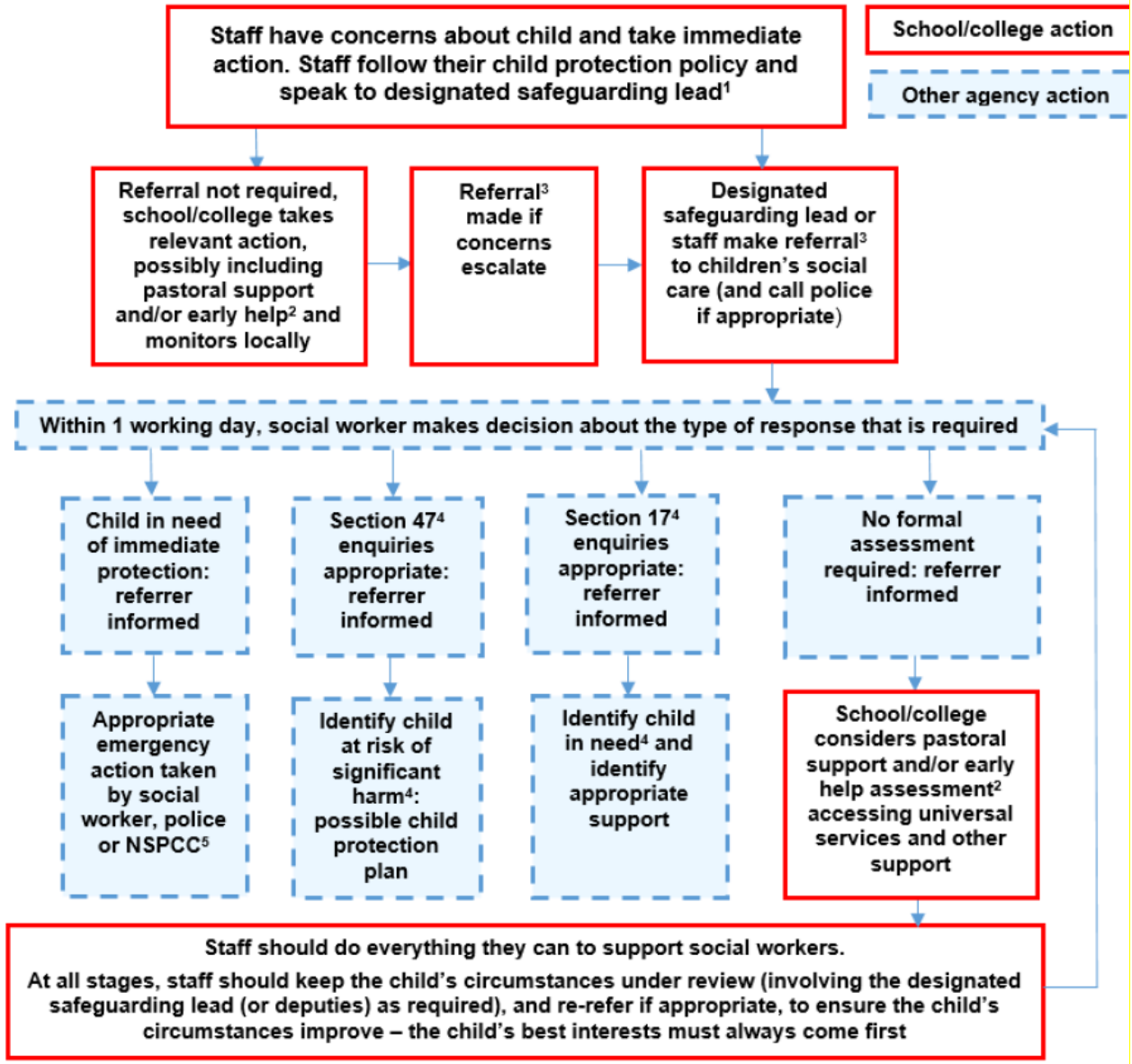
Name:

Signature:

Job title of staff:

Appendix 3

Actions where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

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

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

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