



SAFEGUARDING POLICY

Developed by: S Diskin and S Mattock
Approved by Governors and Senior Leadership Team
Responsible Governor: Patrice Curtis
Responsible Officer:

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2013-2014	Joan Young/Carrie Green	Sam Diskin	Patrice Curtis	Peter Rock
2014-2015	Joan Young/Carrie Green/Suzy Mattock	Sam Diskin	Patrice Curtis	Peter Rock
2015-2016	Joan Young/Carrie Green/Suzy Mattock	Sam Diskin	Patrice Curtis	Peter Rock
2016-2017	Joan Young/Carrie Green/Suzy Mattock	Sam Diskin	Patrice Curtis	Peter Rock

Dates of Staff training and details of course title and training provider

- Please refer to the table at the end of this document.

Table of Contents

Introduction	4
1.0 School Commitment	4
2.0 Providing a Safe and Supportive Environment	5
2.1 Safer Recruitment and Selection.....	5
2.2 Safe Practice.....	5
2.3 Safeguarding Information for Pupils.....	6
2.4 Partnership with Parents.....	6
2.5 Partnership with Others.....	7
2.6 School Training and Staff Induction.....	7
2.7 Support, Advice and Guidance for Staff.....	7
2.8 Related School Policies	8
- Children Missing from Education	
- Confidentiality	
2.9 Pupil Information.....	8
2.10 Roles and Responsibilities:.....	9-11
- <i>Governing Body</i>	
- <i>Head teacher</i>	
- <i>Designated Safeguarding Lead</i>	
- <i>All Staff and Volunteers</i>	
2.11 CPOMS.....	11
3.0 Identifying Children who are suffering or Likely to suffer Significant Harm	11-19
3.1 Definitions	
3.2 Specific Safeguarding Issues	
3.3 Child Sexual Exploitation	
3.4 Female Genital Mutilation and so called 'honour based' violence	
3.5 Preventing Radicalisation and the Kirklees PREVENT Strategy	
3.6 Online safety	
4.0 Taking Action to ensure that Children are Safe at School and at Home	20-22
4.1 Concerns that staff must immediately report.....	
4.2 Responding to disclosure.....	
4.3 Action by the Designated Senior Lead.....	

4.4	Action following a child protection referral.....	
4.5	Recording and monitoring.....	
4.6	Supporting the child and partnership with parents.....	
5.0	Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)	23
	Appendix 1 – Contacts.....	24
	Appendix 2 - Recommended websites, guidance documents, training materials.....	25-26

Introduction

The policy makes reference to, and is compliant with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Board website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorksrb/>)
- “Working Together to Safeguard Children” (2015)
- “What to do if you are worried a child is being abused” (2015)
- “Keeping Children Safe in Education” (2016)

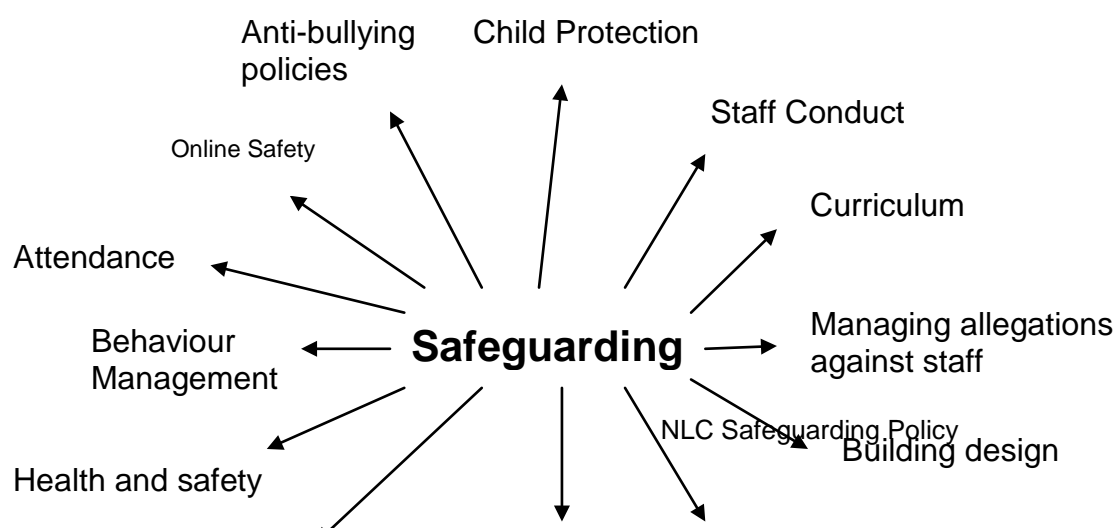
1.0 School Commitment

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

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

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

Netherhall Learning Campus High School, inclusive of the Creative and Media Studio School, are committed to safeguarding and promoting the well being of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



2.0 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

2.1 Safer Recruitment and Selection (please download guidance on DBS, Vetting and Barring)

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (2016).

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the school/college will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained apply:

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

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

Where checks are carried out on volunteers, the school will record this on the single central record.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

Joan Young	Designated person
Peter Rock	Chair of Governors
Michael Kent	Co Headteacher
Carrie Green	Co Headteacher
Patrice Curtis	School Governor

The above named have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2.2 Safe Practice

Our school will comply with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at www.kirkleessafeguardingchildren.co.uk

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

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

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

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

School/College staff having concerns about safeguarding practices:

- all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- appropriate whistleblowing procedures, are in place within the school / college and can be read in further detail by accessing the separate school/college whistleblowing policy.
- where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

2.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The safeguarding display board identifies key members of staff within school that students can talk to. The school is committed to ensuring that pupils are aware that some types of behaviour displayed towards them are not acceptable, and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child safeguarding and know who this is; again this is displayed on the safeguarding information board. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and online safety awareness materials are used to help pupils learn how to keep safe are, these include: SEAL materials and CEOP training resources

School's arrangements for consulting with and listening to pupils are

School council

Tutor time/assemblies

Learning Mentors

We make pupils aware of these arrangements by *speaking to the children during tutor time and assemblies*

One to one meetings

Display board

2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. *Parents must feel able to come to school to talk about any concerns they may have about a child being at risk of harm.* If the school is not deemed appropriate then they will be signposted **e.g. by alerting them to the information for parents at www.kirkleessafeguardingchildren.co.uk; www.nspcc.org.uk; www.ceop.gov.uk or Kirklees Referral and Response Service on 01484 456848)**

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

Netherhall Learning Campus High School and Creative and Media Studio School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with *Heads of Year and the SMT*
Parents are made aware that they can view this policy on request.

The school's child safeguarding policy is available by accessing the school website or a written copy will be provided on request to the school office.

Netherhall Learning Campus High School and Creative and Media Studio School are committed to ensuring the welfare and safety of all children in school. All Kirklees schools, including Netherhall Learning Campus High School and Creative and Media Studio School follow the Kirklees Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Duty and Assessment and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Kirklees Safeguarding Children Board. The school works closely with the following agencies to ensure the safety of the children in our school **LA, Referral and Response Service, Barnardo's, Police, Health, Local District Council, ChildLine in Partnership with schools, NSPCC, National Youth Advocacy Service, Surestart, Children's Fund etc..**

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

It also holds that in a very similar vein, the employer partners of C&MSS offer many similar intrinsic benefits to the students. That noted, these environments and staff do pose potential risks. As part of the vetting and induction process, the Business Manager is to ensure that all known risks and remedial actions are recorded, and that the students and staff are made completely aware of their personal rights and responsibility of reporting duties before beginning any placement, specifically with regard to personal safety.

In the event of any change to supervising personnel or staff in the employer's environment, the Business Manager must be advised.

The Business Manager will also conduct a review, within one month of the placement, with the Personal Coach and student, independently. This will be to establish that both the environment and the member of staff providing the coaching are non-threatening for the student. The student will also have contact details of staff within C&MSS that they are able to contact with regard to any issue that may concern them.

It will also fall upon the Business Manager as part of their role to:

- to liaise directly with agencies above to identify, and or monitor, any threats posed to students in their placement
- to report any concerns and information to the appropriate staff, JY, SD or SM, for immediate action.

2.6 School Training and Staff Induction

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Kirklees Safeguarding Children Board)

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

The Head teacher and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at www.kirkleessafeguardingchildren.co.uk

The whole school Basic Awareness in Child Safeguarding training can be booked via the KSCB Schools Safeguarding Officer on 01484 225804

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction.

2.7 Support, Advice and Guidance for Staff

Staff will be supported by SLT and, LA and professional associations. The designated senior person for Safeguarding/Child Protection will be supported by SLT and the nominated governor.

Advice is available from Kirklees Referral and Response Service (RARS) and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as from the Safeguarding Officer for Schools & Learning - Steve Barnes 01484 225804

2.8 Related School Policies

Here at Netherhall Learning Campus High School and Creative and Media Studio School Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, child sexual exploitation (CSE), bullying including cyberbullying, domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship, trafficking etc. Other policies will include, for example, arrangements for meeting the medical needs of children, providing first aid, school security, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'.

Missing children, collecting children, e safety, substance misuse, whistle blowing, anti bullying allegations, drugs.

Keeping Children Safe in Education (2016). - Is the latest government publication on Child Safeguarding in Schools and is referred to in all our policies. Part one is shared with all staff across the Campus.

Children Missing from Education
www.gov.uk/government/publications/school-attendance

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

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

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

Contact: Children Missing from Education Team on: 01484 221919

Confidentiality

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

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

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

The School has a clear and explicit confidentiality policy.

The school policy indicates:

- a) **Information must be shared with Police and Social Care Referral and Response Service (RARS) where the child/young person is / may be at risk of significant harm.**
- b) **When the pupil's and/or parent's confidentiality must not be breached**
- c) **That information is shared on a need to know basis**

2.9 Pupil Information

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

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

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.
Simms Data Base with controlled access

2.10 Roles and Responsibilities

Our Governing Body will ensure that:

- The school has a named governor, holding responsibility for safeguarding. Our named safeguarding governor is Patrice Curtis. Contact can be made via the school office.
- The school has a child safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available on the school website and to parents on request

- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training (reviewed every 5 years)
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- 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.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies. This role will be specified in their job description and carry the title Designated Safeguarding Lead. This lead role will not be delegated; however the Designated Safeguarding Lead professional may be assisted by a number of deputies all of whom will be trained to the same standard.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- A governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- Governors (Safeguarding Governors) will attend safeguarding training.
- The Governing body/ proprietor will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum

Our Headteacher 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.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- A full working relationship is maintained with the Kirklees Virtual School head teacher Janet Tolley in respect of all pupils at the school who are subject of 'looked after' status. (01484 221000)

Designated Safeguarding Lead with Responsibility for Child Safeguarding will:

Manage referrals

- Refer cases of suspected abuse to Kirklees Referral and Response Service as required.
- Support staff that make referrals to Kirklees Referral and Response service.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as requested.

Whilst the school (or college) may choose to have more than one deputy designated safeguarding leads, all deputies will be trained to the same standard as the Designated Safeguarding Lead.

Whilst activities of the Designated Safeguarding Lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the Designated Safeguarding Lead.

Work with others

- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and all Police investigations.
- As required, liaise with the “case manager” and the Local Area Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake Training:

- The Designated Safeguarding Lead (and all deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated every two years.
- The Designated Safeguarding Lead will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment process.
- Have a working knowledge of how Kirklees Safeguarding Children Board operates, the conduct of a child protection conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school’s (or college’s) child safeguarding policy and procedures, especially new and part time staff.
- Ensure that all staff have safeguarding and online safety training as part of their induction.

- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school (or college) may put in place to protect them.

Raising Awareness:

- The Designated Safeguarding Lead will ensure the school (or college) child safeguarding policy is known, understood and used appropriately
- Ensure the school (or college) safeguarding policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or proprietors regarding this.
- Ensure the child safeguarding policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school (or college) in this to avoid conflict later.
- Link in with Kirklees Safeguarding Children Board to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Child Safeguarding file

- Where a child leaves the school (or college), ensure the child's individual safeguarding file is copied and original transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- If a child goes missing or leaves to be educated at home, then the child's safeguarding file will be copied and the copy forwarded to the Attendance & Pupil Support Service.

Where the parents inform school that they wish to 'home educate' their child, the school will contact the Pupil Referral Service Business Support for EHE – Kimberley Dyson 01484 221000 ext 72491

The Attendance & Pupil Support Office (APSO) Service will endeavour to undertake a home visit to discuss this with the parents and the information is then passed to the Pupil Referral Service (PRS) – Clare Davies (Referrals Manager) and then allocated to the relevant staff within either the Primary Pupil Referral Service – Marilyn Islip – or to staff at the Key Stage 4 Service who monitor the Key Stage 3 & 4 Elective Home Educated (EHE) pupils. The PRS will undertake an initial visit and then monitor accordingly.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school or college hours) for staff in school (or college) to discuss any

safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

All staff and volunteers will:

- Fully comply with the school's policies and procedures.
- Inform the designated safeguarding lead of any concerns as soon as possible and will back up any verbally related concerns in writing.
- Identify children who would benefit from early help intervention in addressing needs/concerns from the outset at a lower level in order to prevent crisis situations arising in the future. Where such children are identified staff should bring these to the attention of the designated safeguarding lead who will follow the procedures laid down in section 4 of this policy.
- Ensure that all cause for concern forms are recorded via the CPOMS system and will act as a single location co-ordination and onward transmission as appropriate to the designated safeguarding lead.

Further detail can be found in section 4.

2.11 CPOMS

Across the Campus all staff have been trained and implement the online system of CPOMS (Child Protection and Online Management System).

CPOMS is a Campus-wide intuitive that allows us to track, monitor and record all safeguarding incidents and or causes for concerns. The system allows for a close monitoring of any issues that may arise.

All staff undergoes training to access the system and this is updated annually via the DSL across the Campus.

3.0 Identifying Children who are suffering or Likely to suffer Significant Harm

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

Definitions:

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

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

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

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

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

3.2 Specific Safeguarding Issues

Peer on Peer Abuse

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms peer on peer abuse can take, which may involve all the above 4 categories. Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and "sexting" is on the increase and should be positively dealt with. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse.

Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"

Staff becoming aware of peer on peer abuse will take appropriate action as detailed in section 4 of this policy.

School and college staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses

These include:

- bullying including cyberbullying www.gov.uk/government/publications/preventing-and-tackling-bullying
- children missing from Education www.gov.uk/government/publications/children-missing-education
- child missing from home or care www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
- domestic violence www.gov.uk/domestic-violence-and-abuse
- drugs www.gov.uk/government/publications/drugs-advice-for-schools
- fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
- faith abuse www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- forced marriage www.gov.uk/forced-marriage
- gangs and youth violence www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
- gender based violence www.gov.uk/government/policies/violence-against-women-and-girls
- hate www.educateagainsthate.com/
- mental health www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
- missing children and adults strategy www.gov.uk/government/publications/missing-children-and-adults-strategy
- private fostering www.gov.uk/government/publications/children-act-1989-private-fostering
- sexting www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/
- teenage relationship abuse www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

- trafficking www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Plus the following:

3.3 Child Sexual Exploitation (CSE) www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

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

The following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

3.4 Female Genital Mutilation (FGM) and "honour based" violence www.gov.uk/government/publications/female-genital-mutilation-guidelines

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

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

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

60,000 women and girls in the UK could be at risk of FGM, and over 137,000 may already be living with the consequences

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

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

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

Warning signs of Girls at Risk

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

A girl whose sister or other relatives have undergone FGM

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

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

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

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

Mandatory reporting of FGM - duty on schools:

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

3.5 Preventing Radicalisation www.gov.uk/government/publications/prevent-duty-guidance

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

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

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

In order to fulfil their statutory duty authorities within these areas should address the following key points;

1. Risk assessments

- Assess the risk of children and young people being drawn into extremist ideologies within their institution
- Demonstrate an understanding of risks affecting children in their area
- Have clear safeguarding procedures in place via their Designated Safeguarding Lead (DSL) – including appropriate recording keeping
- Respond in an appropriate manner in issues of concern, making appropriate referrals to Channel
- Prohibit extremist speakers within their institutions

2. Staff training

- Assess the individual training needs of staff within their institution (including governors) and ensure key staff have an awareness of Prevent and have attended the Workshop to Raise Awareness of Prevent (WRAP) and completed the home office or National College of Policing e-learning packages:
<https://www.elearning.prevent.homeoffice.gov.uk/>.
http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Ensure that key staff such as safeguarding and curriculum leads attend any enhanced Prevent training offered via the Kirklees Prevent Hub.

- Ensure that the designated safeguarding leads and Head Teachers within institutions cascades appropriate Prevent related information and guidance to staff. Regular Prevent updates are circulated via 'Heads up' and One Hub.

3. Working in Partnership

- Use the Kirklees Prevent Hub to and or the Kirklees Referral and Response Service to raise Prevent issues and concerns.
- Engage with parents and families, providing assistance and advice to these individuals and families where necessary.

4. IT Policies

- Ensure there are suitable IT filtering policies in place (including Wi-Fi)
- Conduct regular e-safety awareness raising awareness of the online risks of harm to parents, children and staff.

Prevent in Kirklees

The Kirklees approach to Prevent focuses on engagement and safeguarding. The Kirklees approach identifies and tackles all forms of extremism (violent, non-violent, Islamist and right wing) and aims to prevent radicalisation by identifying risk at the earliest possible. The work of the Kirklees Prevent Hub focuses on prevention and early intervention and the Kirklees Channel Panel ensures that those identified as being vulnerable to radicalisation are supported at an early stage before risk establishes itself at a more severe and or harmful level.

The Kirklees Channel Panel is a multi-agency safeguarding program that works to support vulnerable people from being drawn into terrorism. The Channel panel provides a range of support mechanisms for individuals such as mentoring, counselling, ideological challenge and assistance with employment. Channel is a voluntary process and involvement in Channel does not lead to a criminal record unless a crime has been committed.

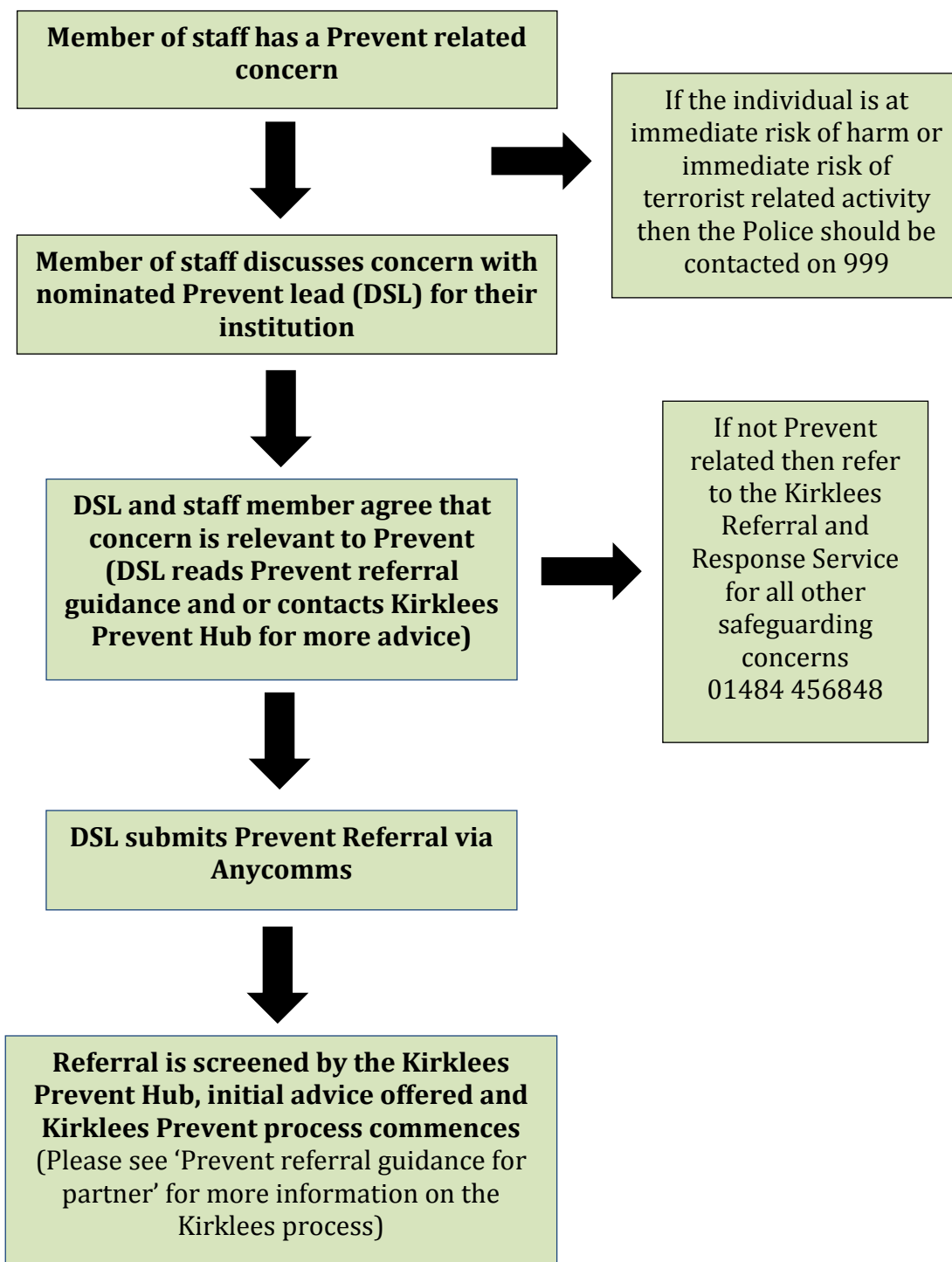
The Kirklees approach to Prevent recognises that the radicalisation process can be complex and that there is *no single factor or indicator* to identify an individual at risk of radicalisation. There are no academically proven checklists that exist that will accurately identify a person who is becoming radicalised and may go on at a later time to commit acts of terror. A single comment or one off statement does not necessarily mean that an individual is at risk of radicalisation and those involved in extremism can come from a range of backgrounds and experiences.

The referral process in Kirklees ensures that referrals made to the Prevent Hub are appropriate and informed. Not all referrals to the Prevent hub will be discussed at the Kirklees Channel Panel as many cases can be dealt with outside of the Channel process often by the referrer and or with the support of the Prevent Hub and partners.

Raising concerns

Before making a referral institutions should read the 'Prevent referral guidance for partners' which can be found on One Hub or at www.kirklees.gov.uk/prevent

Kirklees Prevent Referral pathway



Prevent contact details

General enquiries

Kirklees Prevent Hub

01924 483747

www.kirklees.gov.uk/prevent

Referrals and advice

Kirklees Prevent Engagement Manager

Mark Gilchrist

01924 483747

07890586045

Anycomms – Prevent Referral

3.6 Online safety

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

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

Filters and monitoring

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

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty (see para 3.4)

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

The following link provides further guidance on what "appropriate" might look like:

www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring

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

Section 4 Taking Action to ensure that Children are Safe at School and at Home

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

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

4.1 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)

4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity All staff are clear about the school procedures on dealing with disclosures.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead, make a contemporaneous record and contact Kirklees Referral and Response Service on 01484 456848 for consultation.

Principles:

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me what happened?' rather than 'Did x hit you?'
- very young children often do not understand the concept of time so be careful if asking the question 'when did that happen'
- 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.
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

4.3 Action by the Designated Safeguarding Lead (or other senior person able to cover this role)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a child protection plan by ringing Referral and Response service - 01484 456848.
-
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Duty & Assessment
- the child's wishes

Then decide:

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Referral and Response Service will be followed up in writing within 24 hours.

4.4 Action following a child safeguarding referral

The designated senior person 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 Referral and Response Service e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 - Resolving Professional Disagreements.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Kirklees Referral and Response Service on 01484 456848

4.5 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 be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Safeguarding' file, separate from the child's school file. This will be locked away and only accessible to the head teacher and designated safeguarding lead. These records will be copied with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.' The copy file will be retained by the school until the child's 25th birthday.

If the child goes missing from education or is removed from roll to be educated at home then any child safeguarding file should be copied and the copy sent to the Attendance & Pupil Support Service. Original copies will be retained until the child's 25th birthday.

4.6 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age 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 Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.
- Working Together 2015 states; anyone working with children should see and speak to the child; listen to what they say, take their views seriously, and work with the collaboratively when deciding how to support their needs. A child centred approach is supported by; the Children Act 1989, the Equality Act 2010 and the United Nations Convention on the Rights of the Child.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.

Section 5

Allegations regarding person(s) working in, or on behalf of, school (including volunteers)

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

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at www.kirkleessafeguardingchildren.co.uk at section 6 Safe Workforce. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely *in confidential files in a secure filing cabinet within the vice principals office.*

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

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.

- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees Referral and Response Service. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation. .
- The head teacher will inform the Chair of Governors of any allegation against a member of school/college staff.
- If consideration needs to be given to the individuals employment and immediate management of risk, advice will be sought from either Kirklees Council HR (see contact sheet) or the HR advisor employed by the school/college.

Appendix 1 - Contacts

Local Authority Designated Officer (LADO) Lynne Wilson 01484 226 748

LADO email address cpru.reports@kirklees.gcsx.gov.uk

LADO AnyComms address - "child protection" in drop down menu

Safeguarding Officer (Schools & Learning) Steve Barnes 01484 225 804
07773 943873

Safeguarding Officers email schools.safeguardingofficers@kirklees.gov.uk

Learning Service

Online safety ITCAS team	Fiona Denham	01484 225 724
Special Schools	Liz Singleton 71754	01484 221 000
Secondary Schools	Helen Metcalfe 72565	01484 221 000
Primary Schools	Bev Richards 72548	01484 225 735

Children Missing Education/Child Employment	Maggie Featherstone	01484 221 000
Missing Children Education Team		01484 225 509
Virtual School head teacher	Janet Tolley	01484 221 000

Attendance and Pupil Support

Service Manager:	Nick Bartholemew	01924 326 509
Deputy Service Managers:	Alastair Megahy (North Kirklees)	01924 326 004
	Maggie Featherstone (South Kirklees)	01484 221 000

Stronger Families

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

Prevent Co-ordinator

Lee Hamilton 07528 988798

Human Resources - Child Protection lead

Gary Scargill 07976 497 848

HR Schools Direct Line 01484 205 095

hr@kirklees.gov.uk

Children's Social Care Referral and Response Service

Duty Social Workers: 01484 456 848

If you need to contact the Referral and Response Service in a non-emergency you can email using MASH@kirklees.gcsx.gov.uk. This email address can also be used to request a ring back.

For secure transfer of emails from schools use AnyComms – address – “Duty and Assessment (D&A)” in drop down menu

Out of Hours

Emergency Duty Team 01484 414 933

CP Conferences

Child Protection & Review Unit 01484 225 850

Online Safety incidents

INTECH helpdesk 01484 414 714
National helpline <http://www.saferinternet.org.uk/helpline>

West Yorkshire Police

Child Safeguarding Unit - Kirklees 01924 431 134

Early Help Access Team (Single assessments)

earlyhelpaccess@kirklees.gov.uk 01484 456 823

Appendix 2

Useful websites, guidance documents, training materials

Websites

Kirklees Safeguarding Children Board www.kirkleessafeguardingchildren.com

(Safeguarding children procedures and training)

Children Missing from Education maggie.featherstone@kirklees.gov.uk

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

Keeping Children Safe www.ceop.gov.uk

KS2/3 www.dotcomcf.org/

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

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Internet Safety www.ceop.org.uk/thinkuknow

www.childnet-int.org

KS2/3

www.kidsmart.org.uk

www.yhgfl.net

The Female Genital Mutilation Helpline

fgmhelp@nspcc.org.uk

0800 028 3550

Safe Practice in Physical Education in Schools and School Sport 2012

www.afpe.org.uk/membership-services/health-a-safety/safe-practice

DfE (DCSF) Documents

Keeping Children Safe in Education (DfE 2016)

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

Working Together to Safeguard Children (DfE 2015)

www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if you're worried a child is being abused (DfE 2015)

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

School Documents

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings - 2009

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

NEOST Guidance

www.lge.gov.uk

Training Materials

Online Basic Awareness Training

www.kirkleessafeguardingchildren.com

Whole School Safeguarding Training

Steve Barnes Safeguarding Officer for Schools & Learning

01484 225804

Safer Recruitment Training - Traded Learning Service

01484 225828

(class room based course)

Dates of Staff training and details of course title and training provider

Whole school	Designated Senior person	Deputy Designated Senior Person
<p>Awareness of child Abuse and neglect Safeguarding level 1 all staff 7-1-13 CEOP Training whole school Sept 3rd 2013</p>	<p>Carrie Green Roles and Responsibility of the DSL 11th January 2012</p>	<p>Working Together to safeguard children Level 1 2005</p>
<p>CSE online training – November 2014</p>	<p>Carrie Green Level 3 Impact of Parental Mental Illness 20th March 2014</p>	<p>Working Together to safeguard children Level 2 2005</p>
<p>Prevent training – January 26th 2015</p>	<p>Carrie Green PREVENT Training 19th January 2015</p>	<p>Awareness of child neglect – E learning 2009</p>
	<p>Karen Coates Roles and Reasonability of the DSL 8th December 2010</p>	<p>DSP refresher training 2011</p>
	<p>Karen Coates Impact of Domestic Violence 19th March 2014</p>	<p>Forced Marriage 2011</p>
	<p>Karen Coates Prevent Training 2015</p>	<p>Impact of Domestic Violence 2011</p>
	<p>Karen Coates Understanding Parental Learning Disability 15th June 2016</p>	<p>Sexual Exploitation 2012</p>
	<p>Karen Coates PREVENT Training 19th January 2015</p>	<p>Awareness of child neglect refresher – E learning 2013</p>
	<p>Zoe Lowe Working Together to Safeguard Children 25th June 2014</p>	<p>E- safety – CEOP – April 2013</p>
	<p>Zoe Lowe Making Positive Contributions to Child Protection Conferences & Core Groups 9th July 2014</p>	<p>Making Positive contributions to CP conferences and core groups- Nov 2013</p>
	<p>Zoe Lowe Roles and Responsibility of DSL 19th November 2014</p>	<p>Roles and responsibilities of the DSP refresher – April 2014</p>
	<p>Zoe Lowe PREVENT Training 19th January 2015</p>	<p>Sam Diskin – Prevent – January 19th 2015</p>
	<p>Zoe Lowe Channel General Awareness Module 10th September 2015</p>	<p>Sam Diskin -Private Fostering – January 2015</p>
	<p>Zoe Lowe Conviction Training 13th October 2015</p>	<p>WRAP training – February 2nd 2015</p>
	<p>Zoe Lowe Prevent E-Learning Course 9th May 2016</p>	<p>Single Assessment Briefing – May 15th 2016</p>
	<p>Michaela Hainsworth CEOP Ambassador Course (Primary) 9th July 2015</p>	<p>Sue Lockwood Roles and Responsibilities DSL 17th September 2015</p>

	<p>Suzy Mattock –Roles and responsibilities of the DSP (now DSL) –June 2014</p> <p>Suzy Mattock – Prevent – January 19th 2015</p> <p>CSE Briefings for Primary School DSL’s Level 3 29th June 2016</p> <p>Suzy Mattock, Sam Diskin. DSL Refresher Training (KCSB) 20th September 2016.</p>	
--	--	--