



**NEWSOME HIGH SCHOOL**

# **SAFEGUARDING AND CHILD PROTECTION POLICY**



<b>DATE OF IMPLEMENTATION</b>	<b>September 2020</b> In conjunction with the KCSIE updates and the new local arrangements set by our safeguarding partners
<b>RATIFIED BY</b>	<b>PDBA Governors</b>
<b>REVIEWED BY</b>	<b>Assistant Headteacher PDBA</b>
<b>REVIEW DATE</b>	<b>September 2021</b>
<b>DATE OF THE NEXT FORMAL REVIEW</b>	<b>September 2023</b>

## Mission

*Impact Education Multi Academy Trust is on a mission to improve the life chances of children and young people and improve social mobility for the disadvantaged.*

## Vision

*A Trust **where hearts and minds connect**; values-driven partners who work collaboratively to ensure education impacts positively on students, families, communities and staff.*

*Impact is a values driven organisation with the belief that collaborative leadership and strong partnership development can lead to significant positive impact on the quality of education. We believe that this can happen without schools losing their own identity. We are an organisation where Hearts and Minds Connect and have developed a culture and ethos that ensures children and young people achieve the very best outcomes whilst developing a life-long love of learning. We have high expectations academically but we also place a great emphasis on positive attitudes to learning and building effective relationships with others. Our children and young people are encouraged to develop themselves as fully rounded, emotionally intelligent individuals. Our people are highly valued and encouraged to take advantage of the wealth of developmental opportunities across the Trust.*

The following policy must be read in conjunction with the Staff Policy Handbook  
15th June 2020  
of the IMPACT Education Multi-Academy Trust.

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

The following policies can be found in the Staff Policy Handbook for the IMPACT Education Multi-Academy Trust:

- Recruitment Policy. P.6-19
- Staff code of conduct. P.36-41
- Disciplinary Procedure. Pages 42-51
- Anti-Harassment and Bullying Policy. P.69-71
- Social Media Policy. P.84-86
- Whistleblowing. P.87-92
- GDPR. P.192-208
- CCTV and Monitoring. P.209-217



# NEWSOME HIGH SCHOOL

## Policy Sections

1	Legislation and statutory guidance
2	Definitions
3	Equality statement
4	Roles and Responsibilities
5	Confidentiality
6	Recognising abuse and taking action
7	Notifying Parents
8	students with Special Education Needs and Disabilities
9	Mobile phones and cameras
10	Complaints and concerns about school safeguarding policies
11	Record keeping
12	Training
3	Monitoring arrangements
14	Links with other policies
15	Appendices

### Safeguarding- Child Protection Policy and Procedure

At Newsome High we believe that as the current *Keeping Children Safe in Education* (KCSIE) states (P.5):

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment
  - preventing impairment of children's mental and physical health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes
5. Children include everyone under the age of 18.

We believe that therefore:

- Schools 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

## School Contacts

Designated Safeguarding Lead (DSL)	Joel Hinchliffe Deputy Head Teacher
Deputy Designated Safeguarding Lead (Deputy DSL) Any other staff trained to DSL level	Gaynor Wood Julie Robinson Dean Watkin
Designated Looked after Children Lead	Joel Hinchliffe Julie Robinson
Well-being Lead	Gaynor Wood
Prevent Lead	Joel Hinchliffe
Headteacher/Principal	Dean Watkin

## Governor/Trustee Contacts

CEO	Mick Kay
Chair of Governors	Andi Briggs
Governor responsible for Safeguarding	Sarah Easby
Trustee responsible for Safeguarding	Pat McDermott

### Local Authority Contacts/ Safeguarding Partners

**Our school follows the safeguarding protocols and procedures of our Safeguarding Partners**

Kirklees Council

Calderdale Council

Bradford City Council

Leeds City Council

Barnsley Council

Local safeguarding children board	Kirklees Local Authority
Local authority children's social care referral team	Kirklees Council
The Designated Officer for child protection (sometimes referred to as the LADO)	Sandra Z Shaw 01484 221 126

Local authority Prevent Lead	Daniel Dearnley 07976 497849
Local authority's out of hours social care contact numbers	01484 456848 999
<b>Police</b>	
Local Police Emergency	999
Local Police non-emergency	101
<b>Location of local authority safeguarding and child protection documents in school</b>	
Local authority documents, e.g. thresholds, referral forms and related guidance can be found:	SLT Office
<b>National Contacts</b>	
NSPCC 24/7 Helpline	Tel: 0808 800 5000 Email: help@nspcc.org.uk
NSPCC Text line	88858
CEOP	www.ceop.police.uk
Childline	0800 1111
Karma Nirvana	0800 5999 247
CEOP	www.ceop.police.uk

## 1. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf) and [Working Together to Safeguard Children \(2018\)](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies to safeguard and promote the welfare of students at the school.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

This policy also complies with our funding agreement and articles of association.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

<https://westyorkscb.proceduresonline.com/index.htm>

<https://www.kirkleessafeguardingchildren.co.uk>

<https://safeguarding.calderdale.gov.uk/wp-content/uploads/2019/01/Calderdale-Multi-Agency-Safeguarding-Arrangements.pdf>

## 2. Definitions

**Safeguarding and promoting the welfare of children means:**

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** include everyone under the age of 18.

### 3. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (Our SEND policy is available via the school website)
- Are young care
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

### 4. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

#### 4.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. All staff will sign an annual declaration to say that they have read and understood these.

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy(ies) (DDSL), the behaviour policy, and the safeguarding response to children who go missing from education. Documents pertaining to these can be found on the All Staff Drive/Safeguarding.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization.

## 4.2 The designated safeguarding lead (DSL) Joel Hinchliffe

The DSL is a member of the senior leadership team. Our DSL is Deputy Headteacher, Joel Hinchliffe. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Joel Hinchliffe - [jhinchliffe@newsomehigh.kirklees.sch.uk](mailto:jhinchliffe@newsomehigh.kirklees.sch.uk) 07464 841784

Julie Robinson - [jrobinson@newsomehigh.kirklees.sch.uk](mailto:jrobinson@newsomehigh.kirklees.sch.uk) 07808 342516

Gaynor Wood - [gwood@newsomehigh.kirklees.sch.uk](mailto:gwood@newsomehigh.kirklees.sch.uk) 07834 516808

When the DSL is absent, the DDSL will act as cover. If the DSL and DDSL(s) are not available, Dean Watkin will act as cover (for example, during out-of-hours/out-of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and Deputies are set out in their job description.

- “DSLs should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff”
- This could be done by, for example:
  - Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them
  - Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them

## 4.3 The local governing board

The governing board will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation. The local governing board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board.

- Sarah Easby is the Governor responsible for safeguarding (this is always a different person from the DSL)
- Pat McDermott is the nominated Trustee for safeguarding

The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the Headteacher, where appropriate.

All governors will read Keeping Children Safe in Education and sign an annual declaration to say that they have read and understood it. Governors are supported with safeguarding updates and/or additional training through half termly committee meetings. Governors are also openly invited to any training days/events that take place for staff at Newsome High School.

## 4.4 The Headteacher

- The Headteacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website



- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. Please refer to our Staff Policy Handbook and Staff Code of Conduct documents.

## 5. Confidentiality

The *Staff Policy Handbook for the IMPACT Education Multi-Academy Trust*

A detailed description of how our school uses any personal information and data that we hold about students and their parents/carers is detailed in the privacy notice for students and the privacy notice for parents/carers.

It is important to note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3.

## 6. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

### 6.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

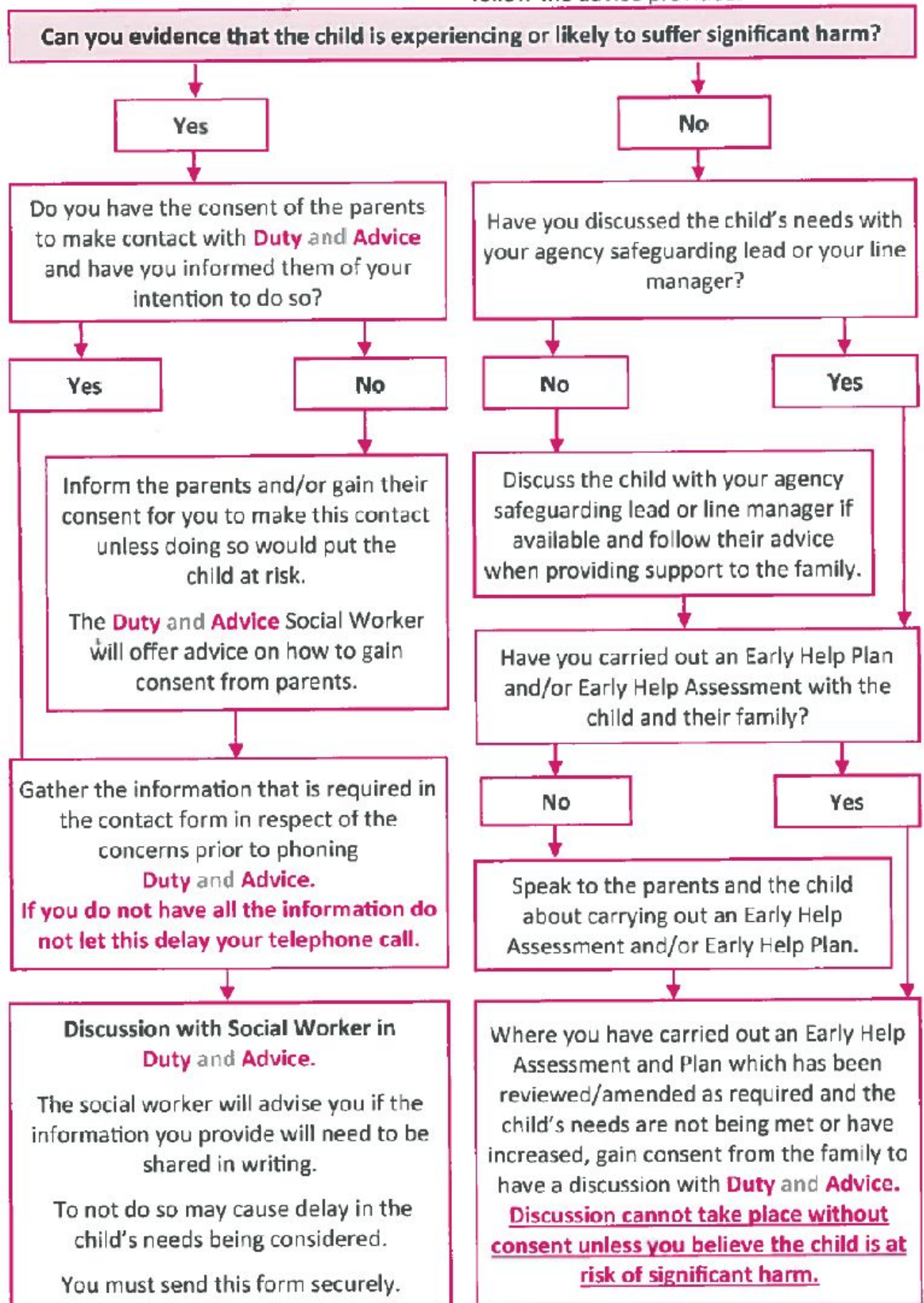
Our local procedures for making a referral, as per the arrangements put in place by our safeguarding partners are as follows:

<https://www.gov.uk/report-child-abuse-to-local-council>

Fig 1 Summary of School Procedure to Follow Where There Are Concerns about a Child

# Flowchart

Before contacting the **Duty** and **Advice** Team and completing a contact form, please answer the following questions and follow the advice provided:



## 6.2 If a child makes a disclosure to you

- If a child discloses a safeguarding issue to you, you should:
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

## 6.3 If you discover that FGM has taken place or a student is at risk of FGM

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

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

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **student under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

**Any member of staff** who suspects a student is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

<https://www.kirkleessafeguardingchildren.co.uk/managed/File/Info%20for%20Professionals/Kirklees%20FGM%20Strategy%20FINAL%20July%202016.pdf>

<https://www.westyorkshire.police.uk/advice/child-protection/female-genital-mutilation/female-genital-mutilation>

## 6.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 on page 13 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

[https://westyorkscb.proceduresonline.com/p\\_com\\_ass\\_fram.html?zoom\\_highlight=early+help](https://westyorkscb.proceduresonline.com/p_com_ass_fram.html?zoom_highlight=early+help)

<https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/safeguarding-processes-and-systems/early-support/>

## **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

[https://westyorkscb.proceduresonline.com/p\\_referr.html](https://westyorkscb.proceduresonline.com/p_referr.html)

[https://westyorkscb.proceduresonline.com/p\\_res\\_profdisag.html?zoom\\_highlight=escalation](https://westyorkscb.proceduresonline.com/p_res_profdisag.html?zoom_highlight=escalation)

### **6.5 If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

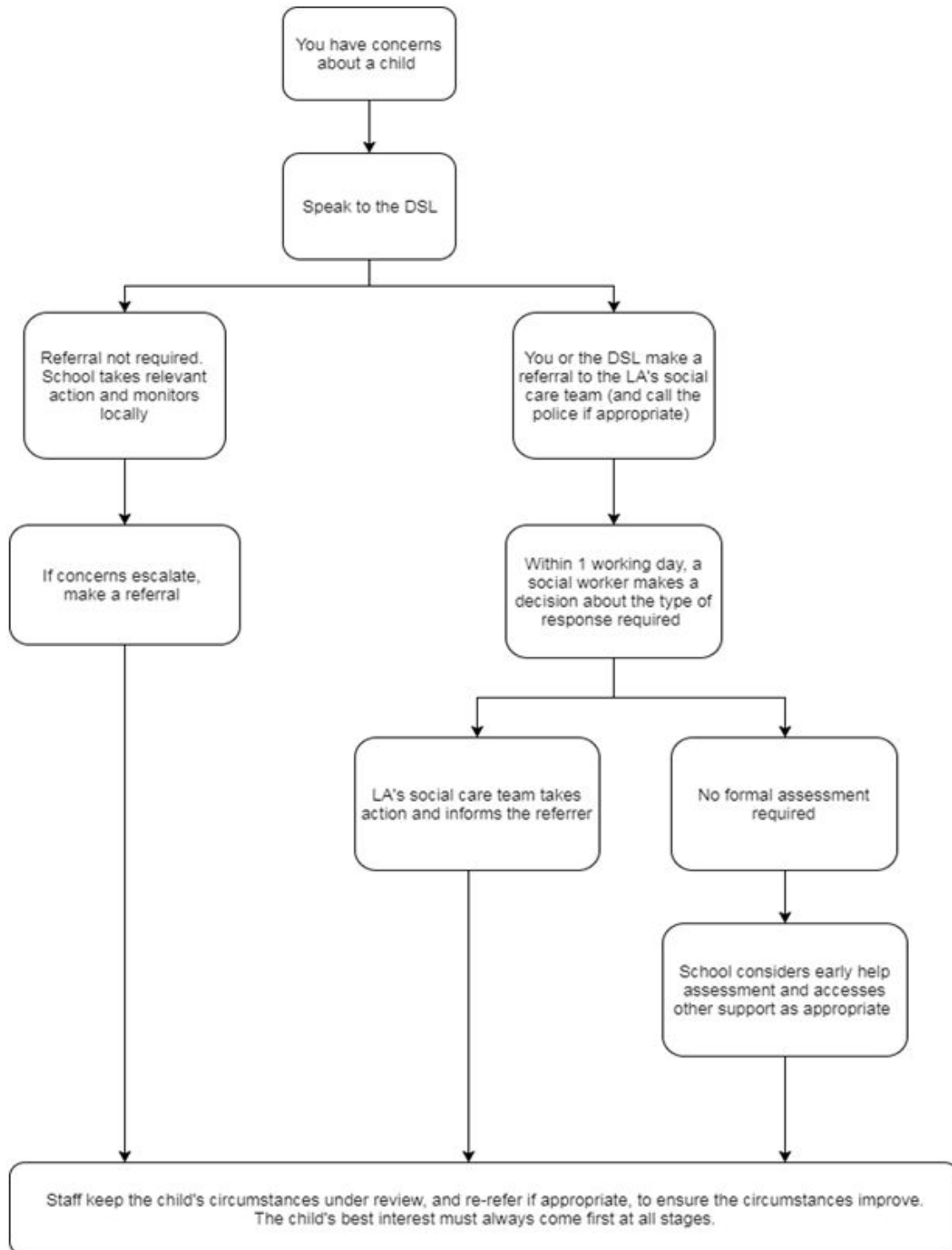
The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

**Figure 2: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

Note - if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.



## 6.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors.

The Headteacher/Chair of Governors will then follow the procedures set out in appendix 3, if appropriate.



## 6.7 Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting (New. See KCSIE 2020 p.94) or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## 6.8 Sexting

This is an approach based on guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#).

[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](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)

### Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through one of the following:

- An officer at the Kirklees Youth Intervention Team
- A Safer Schools Officer
- A Police Community Support Officer
- Local Neighbourhood Police
- Dialing 101

## Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

## Curriculum coverage

students are taught about the issues surrounding sexting as part of our PSHE/Enrichment education programme. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with students so they are aware of the processes the school will follow in the event of an incident.

<https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/sexting>

## 7. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 8. Students with Special Educational Needs and Disabilities

We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- students being more prone to peer group isolation than other students
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

8.1 We offer extra pastoral support for students with SEN and disabilities.

On entry to school, a student with SEND will be identified through:

- Information from the previous school.



- Information from parents.
- National Curriculum results.
- Evidence obtained by staff observation / assessment.
- NGRT Reading test / spelling test.
- If dyslexia is suspected, a specialist teacher will carry out diagnostic screening with the student on an individual basis.
- Consultation with external agencies e.g. LEA educational psychologist.

Occasionally, students arrive without any information from their previous schools. In such situations, a short assessment period takes place to ascertain whether they have any special educational needs. Once it is decided that a student's needs cannot be met by normal classroom provision, parents are informed and the student is added to the SEND register on SEND Support. The SENCO takes overall responsibility for overseeing the SEND provision.

SEND students are further supported through;

- Personalised curriculum
- Appropriate examination options -access arrangements
- Support from support assistants (In class, In small groups and individual support)
- Targeted intervention strategies and nurture sessions
- Support from teachers of SEN (in class, in small groups or on an individual basis)
- Specialist dyslexia provision and screening
- Targeted support for dyspraxia, communication difficulties, weak reading and literacy skills,
- Resourced provision base time for hearing impaired students
- Platform for Learning (inclusion) for students who find a mainstream setting difficult
- Reasonable Adjustments placemat
- My Support Plans
- Educational Health Care Plans
- Support from external agencies.
- Access to key members of staff and a SEND base

External partnerships are in place with the following:

- Educational Psychology
- SENACT
- Kirklees Specialist Provisions
- School Health
- CAMHS
- Educational Social worker
- Reach KS3 student Referral Unit
- Ethos KS4 student Referral Unit
- Physiotherapists
- Occupational therapists
- INAT
- Early Help

\*this list is not exhaustive

## **9. Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Also see the Trust's Staff Policy Handbook.

Please refer to our Mobile Phone Policy for further information regarding appropriate mobile phone use for staff, students and visitors.

## **10. Complaints and concerns about school safeguarding policies**

### **10.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### **10.2 Other complaints**

All other complaints procedures are outlined in our complaints policy.

### **10.3 Whistleblowing**

Refer to the Trust's Staff Policy Handbook on Whistleblowing on Pages 87-92. Alternatively you can also refer to Kirklees policy on whistleblowing (2020).

## **11. Record keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

We will protect personal data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage.

In particular:

- Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data are kept under lock and key when not in use
- Papers containing confidential personal data must not be left on office and classroom desks, on staff room tables, pinned to notice/display boards, or left anywhere else where there is general access
- Where personal information needs to be taken off site, staff must sign it in and out from the school office
- Passwords that are at least 8 characters long containing letters and numbers are used to access school computers, laptops and other electronic devices. Staff and students are reminded to change their passwords at regular intervals
- Encryption software is used to protect all portable devices and removable media, such as laptops and USB devices
- Staff, students or governors who store personal information on their personal devices are expected to follow the same security procedures as for school-owned equipment.
- Where we need to share personal data with a third party, we carry out due diligence and take reasonable steps to ensure it is stored securely and adequately protected (see section 8)

Data is categorised into tiers dependent on the sensitivity of the content. There are clear procedures for each tier. The table below details these tiers with respect to data handling tiers and procedures.

Tier 1 (Most sensitive)	Tier 2	Tier 3
Documents which include sensitive information about a person or their family such as information related to Safeguarding concerns, health etc. This would include information passed on for CPOMs, EHC plans and student photographs.	Documents containing multiple counts of personal data such as addresses, dates of birth etc. This would include medical forms for trips etc.	Documents containing names only with less sensitive information such as mark sheets etc.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff
- Appendix 4 sets out our policy on record-keeping on data retention periods

## 12. Training

### 12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism (Definition now added in KCSIE 2020 p.89) and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins, 'hot-topics' and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

### 12.2 The DSL and Deputies

The DSL and Deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### 12.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## 12.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, the current Keeping Children Safe in Education guidance, and will be in line with local safeguarding procedures.

## 13. Monitoring arrangements

This policy will be reviewed **annually** by the DSL and Deputies. At every review, it will be approved by the full governing board.

## 14. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct.
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices
- Anti-bullying
- Data Protection
- Mobile Phone

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

## 15. Appendices

### Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** 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, 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)
- Ensure access to appropriate medical care or treatment

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

## **Appendix 2: safer recruitment and DBS checks – policy and procedures**

See our Recruitment Policy in the Trust’s Staff Policy Handbook on Pages 6-19 for procedures to be followed.

Where an allegation is made against a supply teacher, the Headteacher or DSL will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required or take the lead with the agreement of the relevant agency.

### **Students staying with host families**

Where the school makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## **Appendix 3: allegations of abuse made against staff**

We follow the Disciplinary Procedure on Pages 42-51 of the Trust’s Staff Policy Handbook.

## **Appendix 4: Data retention periods**

Type of Record/Document	Retention Period
<u>SCHOOL –SPECIFIC RECORDS</u>	

<ul style="list-style-type: none"> <li>• Registration documents of School</li> </ul>	Permanent (or until closure of the school)
<ul style="list-style-type: none"> <li>• Attendance Register</li> </ul>	6 years from last date of entry, then archive
<ul style="list-style-type: none"> <li>• Minutes of Governors' meetings</li> </ul>	6 years from last date of entry, then archive
<ul style="list-style-type: none"> <li>• Annual curriculum</li> </ul>	From end of year: 3 years (or 1 year for other class records: e.g. marks/timetables/assignments)
<b><u>INDIVIDUAL PUPIL RECORDS</u></b>	
<ul style="list-style-type: none"> <li>• Admissions: application forms, assessments, records of decisions</li> </ul>	25 years from date of birth (or, if pupil not admitted, up to 7 years from that decision).
<ul style="list-style-type: none"> <li>• Examination results (external or internal)</li> </ul>	7 years from pupil leaving school
Pupil file including: <ul style="list-style-type: none"> <li>• Pupil Reports</li> <li>• Pupil performance records</li> <li>• Pupil medical records</li> </ul>	ALL: 25 years from date of birth* *Unless there is good reason to consider this may be applicable evidence in a medical negligence or abuse claim: see 'Safeguarding' below.
educational needs records (to be risk assessed individually)	Date of birth plus up to 35 years (allowing for special extensions to statutory limitation period)
<b><u>SAFEGUARDING</u></b>	
<ul style="list-style-type: none"> <li>• Policies and procedures</li> </ul>	Keep a permanent record of historic policies
<ul style="list-style-type: none"> <li>• Incident reporting</li> </ul>	Keep on record for 35 years, ideally reviewed regularly (e.g. every 6 years) if a suitably qualified person is available <u>and</u> resources allow.**
Limitation periods can be disapplied in criminal or Civil abuse cases. However, rights under the DPA and insurers' requirements remain relevant.	**Courts may be sympathetic if not, but the ICO will expect to see a responsible <b>assessment policy</b> in place.
<b><u>ENVIRONMENTAL &amp; HEALTH RECORDS</u></b>	
<ul style="list-style-type: none"> <li>• Maintenance logs</li> <li>• Accidents to children</li> </ul>	10 years from date of last entry 25 years from birth (unless safeguarding incident)
<ul style="list-style-type: none"> <li>• Accident at work records (staff)</li> </ul>	Minimum – 4 years from date of accident, but review case-by-case where possible
<ul style="list-style-type: none"> <li>• Staff use of hazardous substances</li> <li>• Risk assessments (carried out in respect of above)</li> </ul>	Minimum – 7 years from end of date of use 7 years from completion of relevant project, incident, event or activity.

## Appendix 5: specific safeguarding issues

### Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **So-called 'honour-based' violence (including FGM and forced marriage)**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

## **Forced marriage**



Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including:

- Prevent policy

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' system and wear a visitor's badge at all times.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, supply teachers and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

### **Non-collection of children**

The vast majority of our Students make their own way home on foot at the end of the school day or after extracurricular events. A small minority of students are collected or use public transport. However, if we become aware that a student who is normally collected and who is expecting to be collected but is then not, we will initially attempt to make contact with the parent/carer and/or other contact listed on our school system.

If a child is not collected at the end of the session/day, we will endeavour to do one or more of the following:

- Contact Home
- Contact other named contact on school system
- Keep the student safe on school site
- Conduct a home visit
- Call/Visit Parent/Carers place of work
- Contact the local authority
- Arrange appropriate transport
- Record on CPOMS

If the above does not result in the student returning home safely we would make contact with the Kirklees Social Care team to inform them of the non-collection. We would then await their guidance and support. In unique circumstances we would also contact the Police for further support and guidance. Any incident of this nature will be recorded on our CPOMS safeguarding system.

### **Missing students**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Complete an absconding form.
- Immediately contact parents/carers and/or other contacts listed on our SIMS system to advise them that their child is missing

- Give parents/carers the opportunity of making contact with the student to ensure their safety and location. Should this not be successful then parents/carers will be asked to call the Police and report them missing. School will ensure that this has been done by way of collecting the incident reporting number
- Contact the police to report the incident should parents/carers not be contactable or if we believe the student is in danger
- Conduct a home visit if necessary
- Record on CPOMS along with the incident number and outcome

#### **KCSIE 2020:**

- **Annex A: Further safeguarding information Pages 82-96**
- **Annex B: Role of the designated safeguarding lead Pages 97-101**
- **Annex C: Online safety Pages 102-106**
- **Annex E: Host families - homestay during exchange visits Pages 108-110**
- **Annex F: Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised Pages 111-113**
- **Annex G: Disclosure and Barring Service checks Pages 114-118.**