The Blessed Peter Snow
Catholic Academy Trust

Safeguarding & Child Protection Policy

The Blessed Peter Snow Catholic Academy Trust Mission Statement:

The five strands in our mission help us journey closer to Jesus. Through scripture and the sacraments, we are guided in our mission to provide opportunities for each person to have life and have it to the full.

Our pupils, staff and communities:

- Are encouraged to discover more about who they are within a supportive Catholic environment, so that by making our journeys together all may catch a glimpse of God

- Show respect and acceptance of each other, so that all feel welcomed and are thus prepared to take their place in a just and caring society

- Have the freedom and safety to find, recognise and celebrate all the gifts and talents, opportunities that lead to happiness

- Through knowing and celebrating success in all its forms during their time with us, lay the foundations for a successful life outside our Academies

- Thrive and grow in their work and learning, inspired to show curiosity and independence of thought

"God's glory is seen in a human being who is fully alive; and that life is truly full when the person catches a glimpse of God"
St Irenaeus (c.130 – 200)

POLICY DOCUMENT	Trust Safeguarding & Child Protection Policy
Legislation/Category	Legally Required
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Safeguarding & Child Protection Policy

This Safeguarding and Child Protection Policy applies to all Blessed Peter Snow Academies within Calderdale and Kirklees local authority areas.

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1. Policy Statement

Our academy is committed to safeguarding and promoting the welfare of all children. We recognise that safeguarding is everyone's responsibility and expect all staff, volunteers and governors to share this commitment. We aim to ensure children are safe in school, online, and in the wider community.

2. Aims

This policy aims to:
- Provide a safe environment for children to learn.
- Ensure all staff and volunteers are aware of their safeguarding responsibilities.
- Promote early identification of concerns and timely intervention.
- Work effectively with local safeguarding partners, including Calderdale and Kirklees Safeguarding Children Partnerships.
- Address risks to children, including online harms, exploitation, peer-on-peer abuse, and contextual safeguarding.

3. Legal Framework & Guidance

This policy is based on statutory guidance and legislation including:

- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children (2023)
- The Children Acts 1989 & 2004
- Education Act 2002
- GDPR Act 2019
- Serious Crime Act 2015
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Guidance on PREVENT Duty
- Children Missing in Education 2016
- The Childcare Disqualifications Regulations 2018
- Calderdale and Kirklees Safeguarding Children Procedures

4. Definitions

Safeguarding and promoting the welfare of children means:

• Protecting children from maltreatment, within or outside the home, including online.

• 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.

• Taking action to enable all children to have the best outcomes.

• Providing help and support to meet the needs of children as soon as problems emerge

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

• Children include everyone under the age of 18.

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

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

Health includes physical and mental health;

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

Abuse: a form of maltreatment of a child.

5. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children for 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 or disabilities.

• Are young carers

• 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 Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation.

• Are asylum seekers, refugees or migrants.

• Are frequently absent from education, home or care settings.

6. Roles and Responsibilities

6.1 Academy Council

The Academy Council will complete appropriate safeguarding and child protection (including online) training at induction and annually thereafter.

The Academy Council will approve this policy at each annual review and hold the head teacher to account for its implementation.

The Academy Council will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full Academy Council. (The DSL cannot also be the lead governor with responsibility for child protection.) The governor with responsibility for safeguarding at (school) is (Name)

The Academy Council will ensure that a member of the senior leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection. They will also ensure that there is one or more Deputy DSLs who are trained to the same standard as the lead DSL.

The Academy Council will ensure that the Academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken safer recruitment training

The Academy Council, along with the Academy's senior leadership team, is responsible for satisfying themselves and obtaining written assurances from any relevant Academy lettings and alternative/off-site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE.

The Academy Council will ensure the appointment of an appropriately trained designated teacher with responsibility for "promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to Children who are Looked After (CLA).

6.2 Headteacher

Ensures compliance and resourcing for safeguarding. The Headteacher (Name & contact details) is the Designated Safeguarding Lead (DSL) and is responsible for leading safeguarding practice, referrals and record keeping. They are also responsible for compliance and the resourcing of safeguarding. The Deputy DSLs at (school) are: (Names) In the absence of the Headteacher, the DDSLs will act as cover.

The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.

• Communicating this policy to parents when their child joins the Academy and via the Academy website.

• Ensuring that the designated safeguarding lead has appropriate time, 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 including regular updates.

• Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. Any investigation will be conducted in accordance with the Trust Discipline Policy.

• Ensuring the relevant staffing ratios are met where applicable, including the allocation of a key person for each child in the Early Years Foundation stage.

6.3 The Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL) as stated in Keeping Children Safe in Education will ensure that they manage referrals. The designated safeguarding lead is expected to refer cases:

• of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;

• to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;

• where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• where a crime may have been committed to the Police as required

6.4 All Staff and Volunteers will:

• read and sign to say that they understand and will fully comply with the Academy 's safeguarding policy and child protection procedures;

• read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (or Annex A as directed by the Academy Senior Leadership Team) and know how to apply the guidance;

• receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems and procedures in place at Academy;

• identify concerns as early as possible and provide help, to prevent concerns from escalating

and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;

- provide a safe environment in which children can learn;

- be aware that they may be asked to support a Social Worker to take decisions about individual children;

- inform the designated safeguarding lead of any concerns about a child immediately;

- inform the head of any concerns regarding an adult within the Academy at the earliest opportunity;

- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity.

7.5. Reporting Concerns

If a child is at risk of significant harm, referrals must be made immediately to the relevant local authority:

Calderdale:
- Multi-Agency Screening Team (MAST): 01422 393336
- Out of Hours Duty Service: 01422 288000
- Calderdale Safeguarding Children Partnership: https://safeguarding.calderdale.gov.uk

Kirklees:
- Duty & Advice Service: 01484 456848
- Out of Hours Emergency Duty Team: 01484 414933
- Kirklees Safeguarding Children Partnership: https://www.kirkleessafeguardingchildren.co.uk

If child is at immediate risk of harm, contact police (999) and inform children's social care immediately.

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

This Academy recognises that the only purpose of confidentiality in this respect is to benefit the children. Staff, volunteers, and visitors to the Academy should never promise a child that they will not tell anyone about an allegation or disclosure and must pass any cause for concern immediately to a designated safeguarding lead.

Confidentiality is addressed throughout this policy for record-keeping, dealing with disclosure, allegations of abuse against staff, information sharing and working with parents.

7.6. Record Keeping, Information Sharing and GDPR

Timely information sharing is essential for effective safeguarding. This academy will share

safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing or electronically. Information will be kept confidential and stored securely. Records will include;

1. A clear comprehensive summary of the concern.

2. Details of how the concern was followed up and resolved.

3. A note of any action taken, decisions reached and the outcome.

The storing and processing of personal data are governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. This academy will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Staff may have access to special category personal data about children and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

7.7. Working with Parents and other Agencies

Parents/carers should be aware that our academy will take any reasonable action to safeguard the welfare of its children. In cases where the academy has reason to be concerned that a child may be suffering significant harm, ill-treatment or neglect, or other forms of harm, staff have no alternative but to contact the relevant local authority children's social care team to discuss their concerns

In keeping with Keeping Children Safe in Education (KCSiE) and Children missing education: statutory guidance for local authorities, we will endeavor wherever possible to obtain at least two emergency contacts for every child in the academy in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the designated safeguarding lead (DSL). The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our safeguarding policy through the academy prospectus, website, newsletters etc. A safeguarding and child protection statement is prominent in the academy foyer/reception area.

7.8. Multi-agency Work

We will co-operate with children's social care by following the requirements of the Children Act and allowing access to children and child protection records for them to conduct section 17 or section 47 assessments.

In the best interests of our children, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7.9. Early Help

If we identify additional unmet needs for a child that does not require intervention by social workers, then in the first instance it may be beneficial to consider family support through the appropriate Local Authority Early Help Pathway.

For children whose needs and circumstances make them more vulnerable, a coordinated multidisciplinary approach is usually best, with a Lead Practitioner to work closely with the child and family to ensure they receive the right support.

The academy will gather further information, if required, to provide evidence when statutory services are needed.

7. Our Role in the Prevention of Abuse

This academy plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares children and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobic, sexual violence, harassment, discrimination and prejudice linked to fundamental values.

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

8.1. The Curriculum

1. This academy understands the importance of delivering an effective safeguarding curriculum which includes:

2. Healthy and respectful relationships.

3. Boundaries and consent.

4. Stereotyping, prejudice, and equality.

5. Body confidence, self-esteem, wellbeing and resilience.

6. How to recognise an abusive relationship, including coercive and controlling behaviour.

7. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support.

8. What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Relevant issues will be addressed through Relationships Education (primary schools) and Relationships and Sex Education for all secondary children and health education. All children should be safeguarded from potentially harmful and inappropriate online material (online bullying, sexting, child sexual exploitation (CSE)) , child criminal exploitation (CCE), sextortion, gangs, youth-generated images, female genital mutilation (FGM), radicalisation, peer on peer abuse and anti- bullying.

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.

8.2. Online Safety

In line with KCSiE and emerging best practice, online safety provision will also include guidance on the safe and appropriate use of artificial intelligence (AI) tools. This includes teaching children about the risks of AI-generated content, misinformation, disinformation, conspiracy theories and deepfakes, as well as ensuring staff understand how to use AI responsibly in education.

The academy will implement appropriate filtering and monitoring systems, in line with KCSiE. We recognise risks under the categories:

Content,

Contact,

Conduct,

Commerce,

Misinformation,

Disinformation and

Conspiracy Theories.

Children will be taught about online safety, healthy relationships, and how to report concerns. We recognise that children with SEND may require particular support in this area as cognitive challenges could result in additional safeguarding risks online.

8.3. Filtering and Monitoring:

Role	Responsibility
DSL (Designated Safeguarding Lead)	Overall responsibility for ensuring robust filtering and monitoring systems are in place. Safeguarding oversight, review of monitoring reports, escalations.
Deputy DSL	Support DSL, cover absence
IT Manager / Network Admin	Implementation of filtering, reporting, and monitoring systems
Teaching Staff	Physical monitoring of online activities in the classroom. Reporting any concerns from students' online activity
Students	Complying with acceptable use policies

8. Ensuring Children are Safe at School and at Home.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Abuse maybe physical, emotional, sexual or neglect.

Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. This academy will determine how best to build trusted relationships with children and young people which facilitate communication.

9.1. PREVENT Duty - Preventing Radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of this academy's safeguarding approach in line with the statutory Prevent Duty Prevent duty guidance: England and Wales (2023) - GOV.UK ()www.gov.uk)

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will follow the NOTICE, CHECK, SHARE principles and seek advice appropriately with the DSL who will contact their local Prevent Hub

We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology and determine the most proportionate course of action to safeguard these individuals.

Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for children and what support may be available. Our academy will ensure that as far as possible all staff will undertake Prevent awareness training as informed through the Prevent Duty Guidance and our training will satisfy that of the statutory Prevent Duty Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk). Training accessed will include information on the National and Local (Kirklees & Calderdale) context, extremist signs and symbols, propaganda and upskill staff in identifying and responding to Prevent concerns in line with the NOTICE, CHECK, SHARE principles. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/awarenesscourse/introducing-notice-check-share-procedure

9.2. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both child sexual exploitation and criminal exploitation are forms of Abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The abuse can be perpetrated by individuals or groups of males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators may threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons for a sense of protection and may often commit crimes themselves. Such vulnerability is not always recognised and victims may be criminally exploited even if the activity appears to be something they have agreed to or consented to.

Indicators to look out for:

1. Appear with unexplained gifts, money, or new possessions.

2. Associate with other children involved in exploitation.

3. Suffer from changes in emotional well-being.

4. Misuse of drugs and alcohol.

5. Go missing for periods or regularly come home late.

6. Regularly miss school or do not take part in education.

Specific indicators that may be present in CSE are children who:

1. Have older boyfriends.

2. Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Young people who are victims of CCE include those who are:

1. Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs

2. Coerced into the supply, transporting, and dealing of class A drugs. They may be doing this within their local area; however, they are often crossing one or more police force or local authority boundaries.

3. Coerced into carrying drugs, weapons, and money to assist in the trade and movement of drugs.

9.3. Serious Violence

The academy recognises when children may be at risk from/or involved with a serious violent crime by identifying the indicators such as:

1. Increased absence from school.

2. A change in friendship or relationships with older individuals or groups.

3. A decline in performance.

4. Signs of self-harm or a significant change in wellbeing.

5. Signs of assault or unexplained injuries.

6. Unexplained gifts or new possessions.

The academy recognises the risk factors which increase the likelihood of involvement in serious violence such as:

1. Being male.

2. Having been frequently absent or permanently excluded from school.

3. Having experienced child maltreatment.

4. Having been involved in offending, such as theft or robbery.

9.4. Contextual Safeguarding

The academy recognises that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the academy. This extra-familial harm can take a variety of different forms which can include sexual exploitation, criminal exploitation and serious youth violence. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The academy will provide as much information as possible to children's social care (and if appropriate, the police) as part of any referral undertaken.

9.5. Honour-Based Abuse (including Forced Marriage)

This academy recognises that so called honour-based abuse (HBA) encompasses incidents that have been committed to protect or defend the honour of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our academy have a concern regarding a child that might be at risk of HBA or who has suffered from HBA they will immediately speak to

the DSL who will follow the academy safeguarding procedures. For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Crimes committed may include:

- false imprisonment or kidnap
- domestic servitude
- ABH or GBH
- threats to kill
- harassment and stalking
- sexual assault
- rape
- female genital mutilation
- forced to commit suicide
- Forced Marriage (since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages)
- murder

The academy will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum RSHE in order to help build child' resilience and enable them to challenge extremist views.

9.6. Female Genital Mutilation (FGM)

KCSiE explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia or other injuries 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.'

Any teacher who discovers that an act of FGM appears to have been carried out on a child under 18 will immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a child is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine children.

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

Any member of staff who suspects a child is at risk of FGM will speak to the DSL and follow our local safeguarding children's partnership procedures.

9.7. Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality, and the removal of organs. Tackling modern slavery is a complex process involving partner agencies.

The acadehas a part to play in identifying signs and indicators of this form of exploitation, ensuring appropriate referrals are made through the DSL to the Police, Calderdale MAST, Kirklees Duty and Advice and the National Referral Mechanism (NRM). Further details can be found at: National Referral Mechanism - Guidance 2023.

9.8. Child on Child Abuse

Children can and sometimes do, abuse other children (sometimes referred to as child on child abuse). This can happen both inside and outside of academy and online (known as cyber bullying).

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It is very clear that this abuse should always be treated seriously, and never just as banter, having a laugh or part of growing up. This academy has a zero-tolerance approach to sexual violence and sexual harassment as it is never acceptable, it will not be tolerated and will always be challenged.

We recognise that even if there are no reports in our academy it does not mean it is not happening, therefore the academy will promote an ongoing culture of vigilance to create a safe place for children.

Any concerns around child-on-child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. Reports will be made to the DSL (or DDSL) as soon as possible.

We will offer appropriate support to individual children who have experienced abuse or who have abused others. An individual risk assessment will be devised, implemented, and reviewed regularly should thechild (victim, perpetrator, or other child affected) require additional pastoral support/intervention.

Where children. have exhibited inappropriate/harmful sexualised behaviour and/ exhibited inappropriate harmful sexualised behaviours towards others, The Hackett Harmful Sexual Behaviour Framework will be used, and contact made with Duty and Advice (Kirklees) or MAST (Calderdale) , police, or early support if appropriate.

The academy may choose to manage the incident or concern internally if a crime hasn't been committed and depending on the nature and the child/children involved through the behaviour policy and pastoral support. In all cases, the decisions and reasons for decisions will be recorded.

The academy will ensure that all victims are reassured that they will be taken seriously regardless of how long it has taken them to come forward and that they will be supported and kept safe. All staff will be trained to manage reports of Harmful Sexual Behaviour.

In the event of a disclosure or report the academy will:

1. Listen carefully, reflecting using the child's language.

2. Reassure the child that this will be taken seriously.

3. Ask open-ended questions.

4. Not promise confidentiality.

5. Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report.

6. A written record of the facts will be made.

7. The academy will consider whether electronic devices will need to be confiscated at this point.

8. The academy will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with the academy safeguarding arrangements.

The academy will ensure that the needs of children. who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s). A coordinated multi-agency approach could be needed inclusive of a risk assessment to respond to their needs. A multi agency team would include parent/carers, youth justice, police (where appropriate), children's social work service, and health.

9.9. Youth Produced Sexual Imagery

Where the academy becomes aware that a child may have been involved in sending 'youth produced sexual imagery' (sometimes referred to as 'sexting' or sending 'nudes or semi nudes'), it will refer to the guidance in the UKCIS document: *'Sharing nudes and semi-nudes: advice for education settings working with children and young people (Dec 2020). Sharing Nudes and Semi-Nudes - Guidance to education settings.*

Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

The incident must be referred to the DSL immediately

The DSL should hold an initial review meeting with appropriate academy staff

There will be subsequent interviews with the young people involved (as appropriate)

Parents will be informed at an early stage and involved in the process (unless there is good reason to believe that involving parents would put the young person at risk of harm)

The DSL will assess the information available and with the use of appropriate risk assessment tools, decide the appropriate response by the academy to such an incident Calderdale or Kirklees Harmful Sexual Behaviour Toolkit.

If at any point in the process it has been established a young person has been harmed or is at risk of harm, or such behaviour involves a young person communicating with an adult, then a referral will be made to children's social care and/or the police immediately

9.10. Children Looked After (CLA), Previously CLA and Children with a Social Worker

All our staff recognise that children looked after, (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order), care leavers and children with a social worker are more vulnerable than other children. These children often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential. The academy will ensure that care leavers are supported with pathways including liaison with the local authority and a working relationship with the local authority Virtual School headteacher in respect of all children. at the academy who are subject of 'looked after' status or have a social worker.

The Academy Council must ensure that a 'designated teacher' has been appointed who should work with local authorities to promote the educational achievements of registered children. who are looked after. Designated teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales. (Children and Social work Act 2017). The designated teacher will have appropriate training and the relevant qualifications, and experience.

9.11. Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half-blood or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives.

The law requires us to notify the authorities if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family and maintaining cultural identity. If we become aware of a child in a private fostering arrangement within Kirklees Council, we will notify Duty and Advice by calling 01484 414960. If in Calderdale we will contact MAST by calling 01422 393336.

9.12. Domestic Abuse

This academy understands that the cross-government definition of domestic abuse and abuse is:

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

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

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

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish, or frighten their victim. If this academy does identify children for whom domestic abuse may be a concern, they will apply the usual referral process and child protection procedures and pass this information to the DSL. Where DV Notifications are received from the local authority this information will be added to a child's child protection record to ensure that appropriate support can be provided where necessary.

This academy is aware of and follows the Kirklees and Calderdale Joint Agency protocol for domestic violence and abuse – (Operation Encompass School notification). Operation Encompass provides an efficient, confidential channel of communication between the police, via the Domestic Abuse Hub to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key academy staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

Healthy relationships between parents and carers are critical to the holistic wellbeing of children. Where conflict is frequent and unresolved it can be harmful to both adults and children. Staff working with children may be the first to identify signs of anxiety in children that may be linked to parental conflict. Academy staff will work to support families and signpost for early help. Further information can be found at: relationshipmatters.org.uk - a programme supported by all West Yorkshire local authorities.

9.13. Children with Family Members who Have Been in Custody

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

9.14.Homelessness

The academy are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, domestic abuse and antisocial behaviour. Concerns around homelessness may require a referral to Children's Social Care where welfare concerns are identified, or a child has been harmed or is at risk of harm.

9.15. Mental Health

We will ensure that we have clear systems and processes in place for identifying children in need of extra mental health support. All staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. This academy is aware of how these children's experiences, can impact their mental health, behaviour, education and progress at school.

If staff have mental health concerns about a child that is also a safeguarding concern immediate action will be taken, following the child protection procedure and speaking to the DSL/DDSL.

9. Children at Greater Risk of Harm

We recognise that while all children. have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse. Provisions within the Equality Act allows this academy to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting children. or students with certain protected characteristics in order to meet their specific need.

10.1. Children who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs; we recognise that children may need help due to absence, neglect, and complex family circumstances. Where we have children on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services).

10.2. Children with Special Educational Needs, Disabilities, or Physical Health Issues

This academy recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. These can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood, and injury are related to the child's SEND without further exploration.

2. These children are more prone to peer group isolation or bullying (including prejudice-based bullying and online abuse) than other children.

3. The potential for SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

4. Communication barriers and difficulties in managing or reporting these challenges. This academy has a duty to make reasonable adjustments for children with SEND. To address these additional challenges we will consider extra training and pastoral support for children with SEND.

5. These children maybe at increased risk of online harms owing to impaired cognition. This may leave them susceptible to harms caused by misinformation, disinformation and conspiracy theories.

10.3. Children who are Lesbian, Gay, Bi, Trans or Otherwise Gender Questioning (LGBTQ+)

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In this academy we endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a trusted adult.

10.4. Attendance and Children who are absent from Education

We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation.

This academy understands that a parent failing to inform the academy that a child has an authorised absence could be a cause for concern and thus, we will follow the 'First Day Calling' procedures, which may include a message, telephone call, or home visit.

The academy will work with the Local Authority Education Welfare Service and other partner agencies as necessary to support children and their families to achieve high school attendance following the below DfE guidance: DfE Guidance: Working Together to Improve School Attendance – August 2024

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

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

The Local Authority will be informed when a child has been added or removed from the admissions register at non-standard transition times, within five days of them joining. Where a child leaves the academy, the Local Authority will be notified as soon as grounds for the deletion are met but no later than when the name is deleted from the register. The grounds for deletion are where a child:

- has been taken out of the academy by their parents and is being educated outside the school system e.g. is in home education

- has ceased to attend the academyand no longer lives within reasonable distance of the academy at which they are registered

- has been certified by the school medical officer as unlikely to be in a fit state of health to attend the academy before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory school age

- is in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning at the end of that period

- has been permanently excluded

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

DfE Guidance: Children Missing Education - August 20247. Training

10. Reporting Concerns

10.1 Concerns that Staff Must Report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;

- any explanation given which appears inconsistent or suspicious;

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);

- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;

- any concerns that a child is presenting signs or symptoms of abuse or neglect;

- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- any potential indicators of Child Exploitation (CE);
- any potential indicators of FGM;
- any potential indicators of Radicalisation;
- any potential indicators of living in a household with Domestic Abuse.

10.2 Responding to Disclosures.

The academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next. The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

10.3 Initial Actions

Child protection processes will operate with the best interests of the child at their core. Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of academy staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me….';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;

• explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's;

• reassure and support the child as far as possible;

• explain that only those who 'need to know' will be told;

• explain what will happen next and who will be involved as appropriate;

• record details including what the child has said, in the child's and record any visible signs, injuries or bruises on a body map

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

10.4 Action by the Designated Safeguarding Lead or Deputy DSL

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

• any urgent medical needs of the child;

• whether the child is subject to a child protection plan;

• discussing the matter with other agencies involved with the family;

• consultation with appropriate professionals known to the child e.g. Early Help, Children's Social Care, Health Care and/or LA Safeguarding Advisor for Education;

• the child's wishes. Then decide whether to:

  - 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;
  - make a child protection referral to the Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately; OR
- not to make a referral at this stage;
- continue monitoring;
  - undertake an assessment (e.g. Early Help assessment) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated until the DSL feels that some resolution has been achieved. Initial

escalation would be to the appropriate Practice or Team Manager, however, may also involve escalation to the appropriate Service Manager if it is felt necessary to do so.

10.5 Action Following a Child Protection Referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences;
- where possible, share all reports with parents prior to meetings;

10.6 Recording and Monitoring

Accurate records of concerns, discussions and decisions will be made as soon as practicable and will clearly distinguish between observation, fact, opinion, and hypothesis. All records will state who is providing the information, the date and time. Information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen. If this is a paper record it should be signed. The DSL ensures that the method for other members of staff of volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. Safeguarding records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will secure and only accessible to the DSL and DDSLs. The creation, retention and maintenance of all child protection files will meet the requirements of the Data Protection Act 2018 (which includes the General Data Protection Regulations 2018)

It is the responsibility of the final school the child attends to maintain the original child protection file until the child reaches the age of: date of birth plus 25 years. If the child goes missing from education or is removed from roll to be educated at home, any child protection file will be transferred and sent to the Education Welfare Service.

11. Safer Recruitment

This academy will create a culture that safeguards and promotes the welfare of children. As part of this culture, we will adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment.

We will follow safer recruitment practices as set out in KCSiE, including enhanced DBS checks, references, and maintaining a Single Central Record of all staff (including 3rd party and contractors), volunteers and all members of the Academy Council.

The safer recruitment of individuals to work in this academy not only includes directly employed staff (or volunteers), but also includes contractors, self-employed, agency, and third-party staff groups. We will set out our safeguarding and safer recruitment requirements in the contract clearly between the organisation(s) and the academy.

12.1. Legislation

We will also follow legislation governing those persons in a 'regulated activity' (see below) or within 'regulated establishments and the requirements to carry out criminal records and barred list checks. The main legislation in this respect is contained within the:

- Children Act 2004 (https://www.legislation.gov.uk/ukpga/2004/31/contents)

- Safeguarding and Vulnerable Groups Act 2006 (https://www.legislation.gov.uk/ukpga/2006/47/contents)

- Protection of Freedoms Act 2012 (Protection of Freedoms Act 2012 (legislation.gov.uk))

- Equality Act 2010 (https://www.legislation.gov.uk/ukpga/2010/15/contents)

- Police Act 1997, the Police Act 1997 (Criminal Records) Regulations 2002, as amended, the Police Act 1997 (Criminal Records) No 2 Regulations 2009, as amended (https://www.legislation.gov.uk/ukpga/1997/50/contents)

- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/945449/rehabilitation-of-offenders-guidance.pdf)

- Sexual Offences Act 2003 (https://www.legislation.gov.uk/ukpga/2003/42/contents) • Keeping Children Safe in Education https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- Working Together to Safeguard Children 2023 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 Any subsequent amendments to guidance and legislation will also apply as relevant.

12.2. Prevention and Rejection of Unsuitable Applicants

The intention of our SR policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to children within the academy.

Deter - from the beginning of the recruitment process, – this academy has a rigorous recruitment process and does not tolerate any form of abuse. The wording in adverts and recruitment information will aim to deter potential abusers.

Identify and reject - It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information will assist in finding out who is suitable for the role and who is not.

Prevent and reject - There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and developing and maintaining a safe culture within the academy will all help to prevent abuse or identify potential abusers.

12.3. Letters of Assurance

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

An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed, and provided by the relevant authorised person on behalf of the individual concerned, for example by the agency on behalf of an agency worker.

The letter will include a statement of assurance that all the checks we specified in our contract for services have been undertaken, the date on which they were completed, and that they are satisfactory.

This academy will set out our safeguarding and safer recruitment requirements in any contract clearly between the organization(s) and this academy, as part of our academy's commitment to providing a safer environment.

Our academy expects our providers to have in place are the necessary safer recruitment processes and checks that we would otherwise perform as an employer.

Our academy will ensure that any contractor, or any employee of the contractor, who is to work at the academy has had the appropriate level of DBS check.

All providers will provide a Letter of Assurance (LOA) confirming safer recruitment and checks are in place, this LOA will be held with the academy SCR. The following information is requested and confirmed in writing by the following parties:

- Agency worker (all staff groups)
- Contractors
- Third Party Organisations (e.g., Kirklees Council/ Calderdale Council/NHS/ Locala/ etc.).
- Written confirmation all pre-employment checks (role dependent) have been satisfactorily conducted
- At least one recruiter on the recruitment panel to be Safer Recruitment trained (refreshed every 3 years)
- Application forms with complete employment history
- 2 x verified references inc. questions on behaviours towards children, any ongoing or spent formal disciplinary issues, or substantiated LADO allegations and capability
- DBS (+Barred list) where appropriate
- Prohibition from Teaching
- S128 checks (role dependent)
- Qualifications (role dependent)
- Right to Work in the UK
- Appropriate checks for overseas employees
- Online checks
- Disclosure under Childcare Disqualification Regulations 2018 and Childcare Act 2006
- Medical clearance (role dependent)
- Any disclosed information/Risk assessments shared with the academy
- Safeguarding awareness training

12.4. Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the academy, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a

volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the academy will consider on a case by case risk assessment basis whether such checks are necessary.

12. Allegations Against Staff or Volunteers

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. No disciplinary action will be taken against any member of staff who acts in good faith in reporting concerns about a colleague.

All allegations against staff must be reported to the Headteacher immediately or Trust Director of Safeguarding, Claire Hamilton: c-hamilton@bpstrust.org.uk if the Headteacher is subject to the allegation.

The Local Authority Designated Officer (LADO) may be contacted:
- Calderdale LADO: 01422 394086
- Kirklees LADO: 01484 221000 (ask for LADO)

If the staff member or volunteer feels unable to raise a concern within the academy or feels that their genuine concerns are not being addressed or taken seriously they can contact the NSPCC Whistleblowing Helpline (0800 028 0285: 8.00am – 8.00pm Mon to Fri; email address: help@nspcc.org.uk).

13. Policy Review

This policy will be reviewed annually, or sooner if statutory guidance changes or after a serious safeguarding incident. It will be approved by the Academy Council /Trust Board and shared with all staff and volunteers.

Appendices

Appendix A: Definitions of Abuse

The following definitions are taken from statutory guidance (KCSIE 2025 and Working Together to Safeguard Children):

- **Physical Abuse:** Hitting, shaking, poisoning, burning, scalding, drowning, or otherwise causing physical harm.
- **Emotional Abuse:** Persistent emotional maltreatment, conveying worthlessness, causing children to feel unloved or inadequate.
- **Sexual Abuse**: Forcing or enticing a child to take part in sexual activities, including non-contact activities such as involving them in pornography.
- **Neglect:** Persistent failure to meet basic needs, including food, shelter, supervision, or medical care.

Appendix B: Referral Process

1. A member of staff has a concern about a child's welfare.
2. Report immediately to DSL/Deputy DSL.
3. DSL assesses concern and decides next steps:
   - No further action.
   - Early Help Assessment.
   - Referral to MAST (Calderdale) or Duty & Advice (Kirklees).
4. If child is at immediate risk of harm, contact police (999) and inform children's social care directly.
5. DSL records actions and outcomes on the school safeguarding system using ABE recording standards.

Appendix C: Safer Recruitment Checklist

- At least one panel member trained in safer recruitment.
- Application forms fully completed; gaps in employment checked.
- References sought and verified.
- Identity, right to work, and qualification checks.
- Enhanced DBS check with children's barred list where appropriate.
- Overseas checks where required.
- Single Central Record updated.

Appendix D: Key Local Authority Contacts

Calderdale:

- Children's Social Care Multi-Agency Screening Team (MAST) : 01422 393336

MAST@calderdale.gov.uk

- Out of Hours Duty: 01422 28800
- LADO: 01422 394086 Jane Darrington LADOadmin@calderdale.gov.uk
- Safeguarding Partnership: https://safeguarding.calderdale.gov.uk
- Disabled Children's Team: DisabledChildrensTeam@calderdale.gov.uk 01422 394091
- Emergency Duty Team: EDT@calderdale.gov.uk 01422 288000 (Outside office hours support)
- Schools Service Schools Safeguarding Adviser: schoolsafeguarding@calderdale.gov.uk (Steve Barnes 07540 672735) (Frances Turner 07354165887)
- Education Quality and Strategy Service Manager Karen Hackett: karen.hackett@calderdale.gov.uk 07540 672167
- Senior Education Welfare Officer: Duncan Thorpe duncan.thorpe@calderdale.go.uk 01422 266125 and 07833 049343
- Virtual School – Head teacher Parveen Akhtar: parveen.akhtar@calderdale.gov.uk 01422 394123
- Prevent Team Prevent team email: prevent@calderdale.gov.uk
- Child Emotional Health and Wellbeing Support: www.openmindscalderdale.org.uk

Kirklees:

- Duty & Advice: 01484 456848
- Out of Hours Duty: 01484 414933
- LADO: 01484 221000 (ask for LADO)
- Safeguarding Partnership: https://www.kirkleessafeguardingchildren.co.uk
- Education Welfare: education.safeguardingservice@kirklees.gov.uk
- Prevent Team: prevent@kirklees.gov.uk.
- Child Emotional Health and Wellbeing Support (Kirklees Keeping in Mind) : 01484 343785

Other useful contacts:

- Whistleblowing – NSPCC helpline 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.
- Report Sexual Abuse in Education – NSPCC helpline 0800 136 663 Police West Yorkshire Police www.westyorkshire.police.uk/report-it

Appendix E: Safeguarding Children with SEND (with Case Examples)

Children with Special Educational Needs and Disabilities (SEND), including those with cognitive impairments, may face additional safeguarding challenges. Staff must be alert to these and ensure appropriate support and protection.

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1. Increased Vulnerabilities

- Difficulty recognising or communicating abuse, neglect, or exploitation.
- Greater reliance on adults for care, increasing potential for dependency.
- Possible social isolation, leading to increased exposure to online risks.
- Increased likelihood of bullying, peer-on-peer abuse, or exploitation.
- Challenges in understanding and applying online safety guidance.

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2. Safeguarding Adjustments for Pupils with SEND

- **Communication**: Ensure alternative and accessible ways for pupils to express concerns (e.g. visual aids, sign language, simplified reporting systems).
- **Curriculum**: Adapt online safety teaching to match cognitive levels and individual needs.
- **Supervision**: Provide enhanced monitoring of online activity where appropriate.
- **Staff Awareness**: Regularly train staff to recognise safeguarding risks specific to SEND pupils.
- **Multi-Agency Support**: Work closely with parents, carers, and external professionals to create holistic safeguarding plans.

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3. Online Safety Specifics

- Recognise that children with SEND may be more vulnerable to grooming, misinformation, and online scams.
- Teach and reinforce rules about safe online interactions in accessible formats.
- Regularly review filtering and monitoring systems to ensure they meet the needs of vulnerable pupils.

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4. Escalation & Reporting

- All safeguarding concerns relating to children with SEND must be treated with the same urgency as other concerns.

- Staff should be particularly vigilant in identifying subtle changes in behaviour that may indicate abuse.
- DSLs must ensure risk assessments for pupils with SEND explicitly address safeguarding vulnerabilities.

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5. Case Examples

Case Example 1 – Online Grooming Risk
A 12-year-old pupil with moderate learning difficulties begins spending long periods online and receives gifts through the post. The child does not recognise that an adult online is pretending to be a peer. Staff must escalate concerns immediately to the DSL, who refers to social care and works with parents to improve monitoring and online safety education.

Case Example 2 – Bullying of a Non-Verbal Pupil
A non-verbal pupil with autism shows sudden changes in behaviour, including withdrawal from peers and increased anxiety. Observation reveals peers are mocking him in a group chat. Staff report to DSL, parents are informed, and the school implements an anti-bullying plan alongside emotional support.

Case Example 3 – Misinterpretation of Instructions
A pupil with cognitive impairments is persuaded by older peers to share inappropriate images, believing it to be a "fun challenge." Staff intervene when alerted, provide immediate safeguarding support, and ensure the DSL manages the situation in line with child protection and online safety procedures.

Appendix D: Body Map Guidance

Body Map Guidance for Schools Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used.**

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MAST or the child's social worker if already an open case to social care. When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

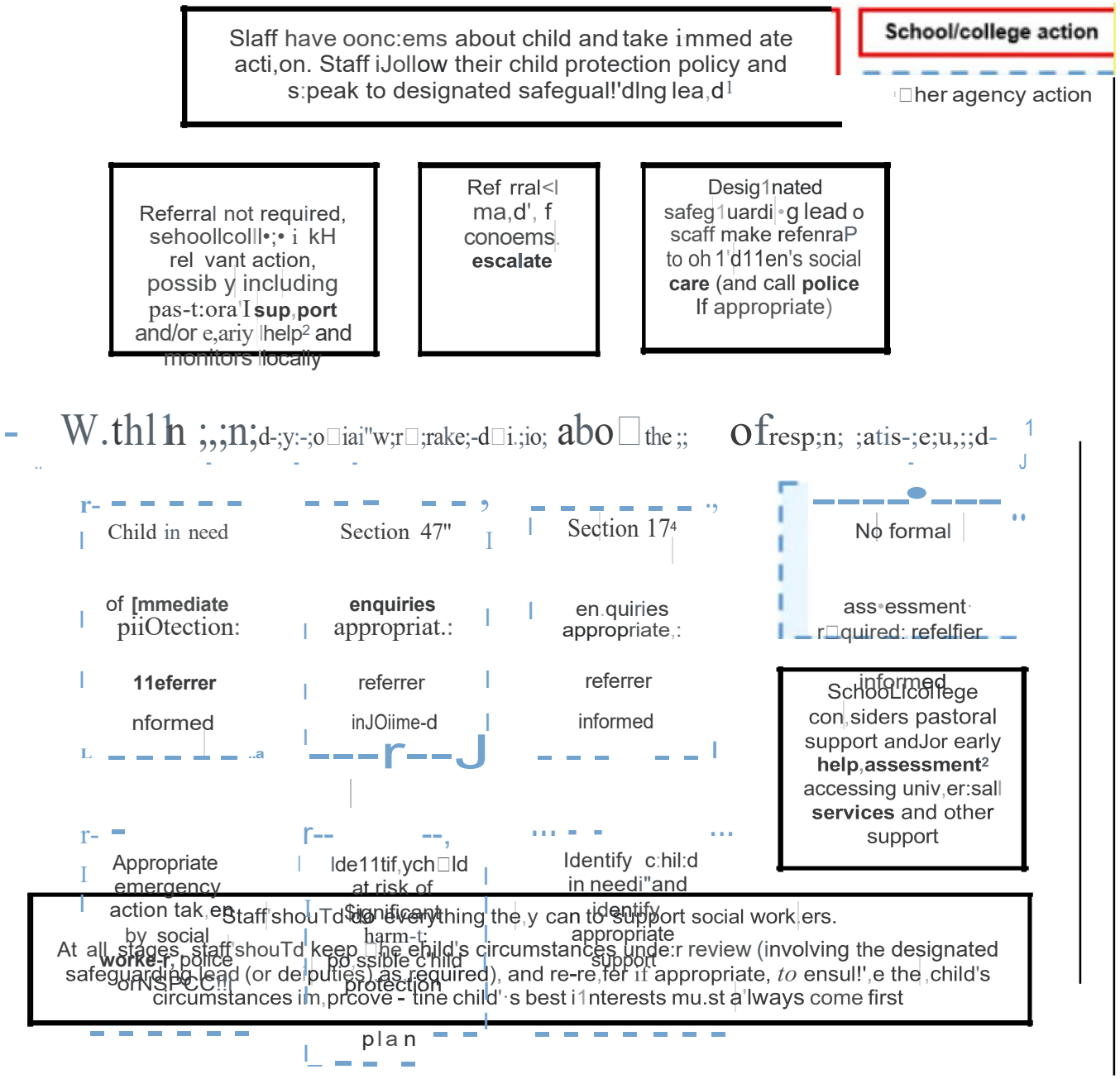
- Exact site of injury on the body, e.g. upper outer arm/left cheek.

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

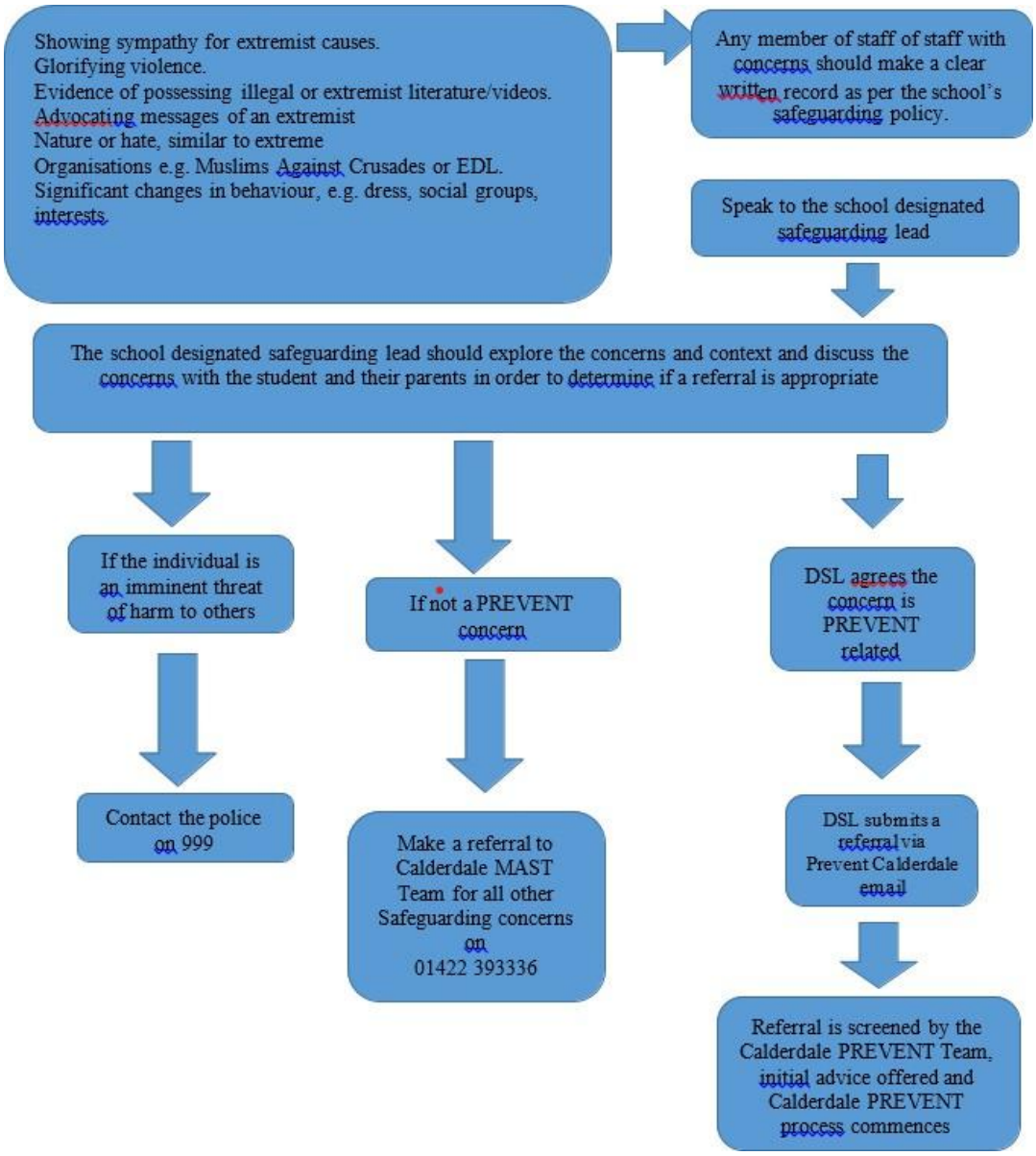
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately. A copy of the body map should be kept on the child's concern/confidential file.

Appendix E: Actions where there are concerns about a child



Appendix F: Radicalisation Response Checklist


Showing sympathy for extremist causes.
Glorifying violence.
Evidence of possessing illegal or extremist literature/videos.
Advocating messages of an extremist
Nature or hate, similar to extreme
Organisations e.g. Muslims Against Crusades or EDL.
Significant changes in behaviour, e.g. dress, social groups, interests.
Any member of staff of staff with concerns should make a clear written record as per the school's safeguarding policy.
Speak to the school designated safeguarding lead
The school designated safeguarding lead should explore the concerns and context and discuss the concerns with the student and their parents in order to determine if a referral is appropriate
If the individual is an imminent threat of harm to others
Contact the police on 999
If not a PREVENT concern
Make a referral to Calderdale MAST Team for all other Safeguarding concerns on 01422 393336
DSL agrees the concern is PREVENT related
DSL submits a referral via Prevent Calderdale email
Referral is screened by the Calderdale PREVENT Team, initial advice offered and Calderdale PREVENT process commences

Appendix G: Definitions and indicators of Abuse

Working Together to Safeguard Children (DfE 2023). See also Keeping Children Safe in Education Part one and Annex B

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1 080047/KCSIE_2024_revised.pdf)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Neglect: 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 caregivers).
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Examples which may indicate neglect (not designed to be used as a checklist)
- Hunger.
- Tiredness or listlessness.
- Child dirty or unkempt.
- Poorly or inappropriatelyclad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention-seeking behaviour.

- Untreated illnesses/injuries.
- Pallid complexion.
- Stealing or scavenging compulsively.
- Failure to achieve developmental milestones, for example, growth, and weight.
- Failure to develop intellectually or socially.
- Neurotic behaviour.

Physical abuse: 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. Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred.
- Finger, hand, or nail marks, black eyes.
- Bite marks.
- Round burn marks, burns, and scalds.
- Lacerations.
- Fractures.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for sports activities.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

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 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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains.
- Eating disorders, for example, Anorexia Nervosa and Bulimia.
- Attention-seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour includes sexual harassment or molestation.
- Unusually compliant.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for sports activities or swimming.
- Bruises and scratches in the genital area.

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as causing 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 as far 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 from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. Examples which may indicate emotional abuse (not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation.
- Delayed physical, mental, and emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away / going missing.
- Compulsive stealing.
- Masturbation, appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Research and experience indicate that the following responses from parents may suggest a cause for concern:

- An unexpected delay in seeking treatment is needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations are offered, and several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.

- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request the removal of the child from home.
- Violence between adults in the household.

Children with Special Educational Needs and Disabilities: When working with children with disabilities school staff will be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern to an ambulant child such as the shin, might be of concern to a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., calipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

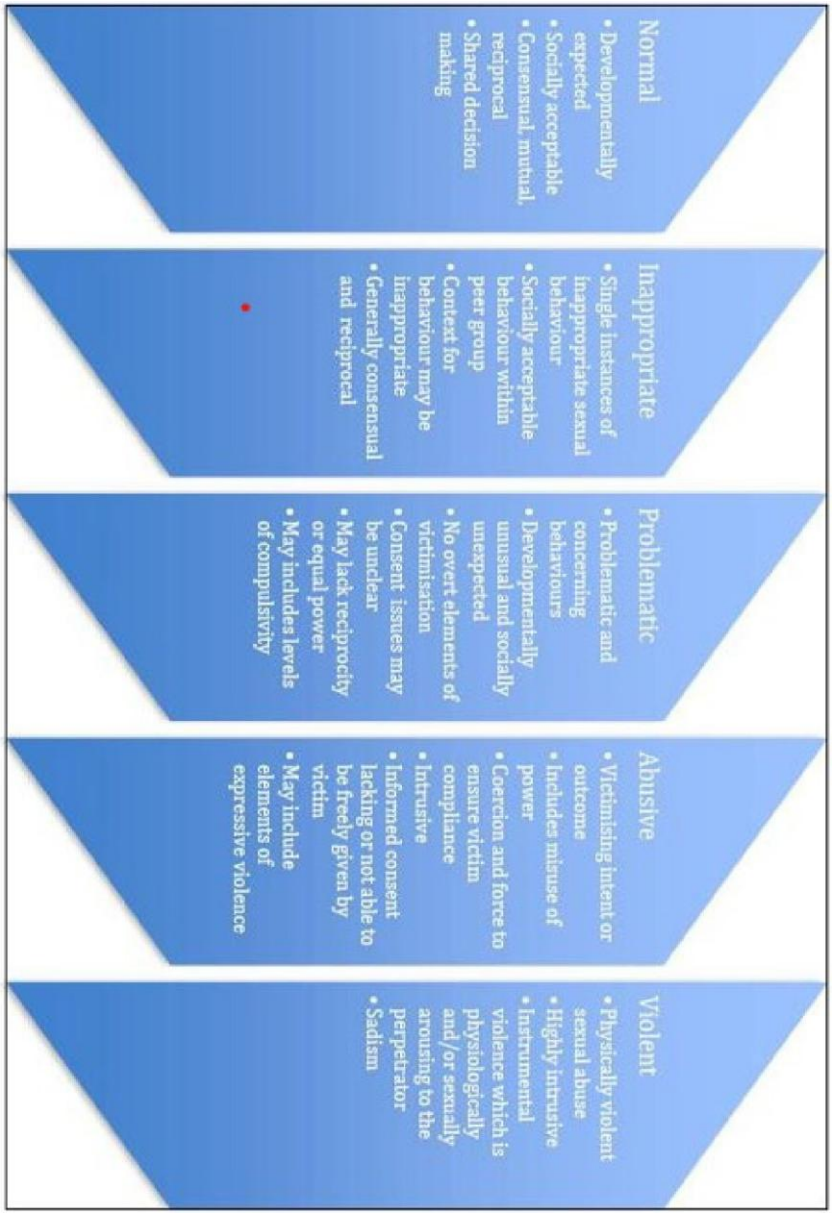
Appendix H: Dealing with a Disclosure of Abuse

When a child tells me about abuse, they have suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people to do this state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse, but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB, It is not the school staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Immediately afterwards **All** disclosures of abuse will be responded to in keeping with the professional roles and responsibilities outlined in Fig 1 summery of school procedure to follow where there are concerns about a child.

Appendix I: Harmful Sexual Behaviour: The Hackett Model

(Hackett 2010)

Simor, Hackett (201-0} has proposed a oontinuum model to demonstrate the rarige of sexual behaviours presented by children and y<iung people, from those that are normal, to those that are hfghly deviant: