

Policies & Procedures

School Safeguarding Policy 2018/19

Date policy approved	8th October 2018
Approving body	Local Governing Body
Next review date	2nd September 2019
Previous review date	

Lightcliffe Academy Child Protection & Safeguarding Policy 2018/19

The Child Protection Policy will be reviewed as required and ratified annually by the governing body or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

The Principal is Thomas Rothwell.

This policy was developed on Monday 3 September 2018.

This policy was signed off by the Governing Body/IEB/Proprietors on 8 October 2018.

The policy will be reviewed on Monday 2 September 2019.

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Nick Collins (Assistant Principal)

The Deputy Designated Safeguarding leads are James Clarke (Head of Pastoral Care), Dan Stucke (Vice Principal), Debbie Fenwick (Attendance Officer) and Denise Rathmell (6th Form Pastoral Support).

The name of the Designated Teacher for Children who are Looked After is Nick Collins.

The named Member of the Governing Body for Safeguarding is Keith Cox.

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Section 1 School Commitment

1.1 Statement of Intent

Lightcliffe Academy is committed to safeguarding and promoting the wellbeing of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies.



1.2 Links with other Policies, Guidelines and Procedures

The Safeguarding policy has obvious links with many aspects of school life and staff and governors should always be aware of the impact this policy has on other related issues including:

- Educational visits
- Health & Safety & Wellbeing
- Behaviour
- Anti-Bullying
- Confidentiality
- Care, Control and Restraint
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion and SEN

- Children in Public Care
- PSHCE
- Children Missing from Education
- Female Genital Mutilation
- Online Safety/Bullying
- Guidance on Exclusions
- Preventing Radicalisation
- Private Fostering

The policy is in line with:

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

The Policy conforms to locally-agreed inter-agency procedures in line with the Calderdale Safeguarding (CSCB). It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures.

1.3 Purpose and Overall Aims

The purpose and overall aims of this policy are:

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupil and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

Lightcliffe Academy fulfils its objective to help keep children and young people safe by:

- ensuring that all staff, volunteers and governors read and understand Part 1 and Annex A of Keeping Children Safe in Education (2018)
- providing a safe environment for children and young people to learn and develop in our school setting
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting
- providing all staff, volunteers and governors with safeguarding awareness training and regular safeguarding updates

Safeguarding is defined as:

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

(Working Together to Safeguard Children, 2018)

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

We believe that:

- 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.

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

Section 2 - Roles and Responsibilities

2.1 The Role of the Governing Body

The governing body of Lightcliffe Academy will ensure that:

- there is a named Safeguarding Governor
- the school has an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publically via the school website or other means. The policy will be reviewed and updated on an annual basis
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- the school has in place appropriate electronic filtering and monitoring systems to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that “over blocking” should not lead to unreasonable restrictions as to what children can be taught.
- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection.
- the school has one or more deputy DSL's who are trained to the same standard as the lead DSL.
- children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum.
- staff including the Principal undertake appropriate safeguarding training which is updated annually.
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Principal.
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually

- 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).

2.2 The Role of the Principal

The Principal of Lightcliffe Academy will ensure that:

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

2.3 The Role of the Designated Safeguarding Lead

Our named Designated Safeguarding Lead (DSL) from our senior leadership team with lead responsibility and management oversight/accountability for child protection is Nick Collins.

The DSL is supported by the appropriately trained designated staff – James Clarke, Debbie Fenwick, Denise Rathmell and Dan Stucke. Along with the Principal, they are responsible for coordinating all child protection activity.

Our Designated Safeguarding Lead (DSL) as stated in KCSIE (2018) will ensure that they:

Manage referrals

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

Work with others

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

Undertake training

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. This will be done by attending the termly DSL Network Meetings and by attending appropriate Calderdale Safeguarding Children Board multi-agency training and other relevant training and/or conference opportunities so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff, especially new and part time staff has access to and understands the school's or college's child protection policy and procedures;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

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

Availability

- During term time the DSL (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns.
- There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference. This information is provided to the local authority, so they are aware of who to contact in these instances. The school office is also staffed throughout the year so concerns can be raised via phone call (01422 201028) or email (contactus@lightcliffeacademy.co.uk) and the appropriate DSL will be notified.

2.4 The Role of Staff and Volunteers

All staff and volunteers at Lightcliffe Academy will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures.
- read and sign to say that they understand Part 1 and Annex A of 'Keeping Children Safe in Education' (2018).
- attend annual whole school training and other appropriate training identified.
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm.
- provide a safe environment in which children can learn. be aware that they may be asked to support a Social Worker to take decisions about individual children.
- inform the DSL of any concerns about a child immediately.
- inform the Principal of any concerns regarding an adult within school at the earliest opportunity.
- inform the Chair of Governors of any concerns regarding the Principal at the earliest opportunity.

Section 3 Child Protection Procedures

3.1 Introduction

The aims of these procedures are:

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

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

3.2 In-school procedures for protecting children

All staff and visitors will:

- Read and be familiar with Part One and Annex A of Keeping Children Safe in Education (DfE 2018).
- Be familiar with the school’s child protection policy including issues of confidentiality.
- Remember that the child’s welfare and best interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse (**Ref: Appendix 2**) for current definitions of abuse and examples of harm.
- Record concerns via the organisations’ electronically secure safeguarding system, CPOMS. Our electronic safeguarding recording system conforms to The British Standards Institute (BSI) code of practice on legal admissibility (SISC PD 0008.2004), Code of Practice for Legal Admissibility and Evidential Weight of Information Stored Digitally, ISBN 0 580 42774 9). If individuals are unable to access the organisations’ electronic safeguarding recording system, then the concerns need to be recorded on a “Cause for Concern” form (**Ref: Appendix 4**). The “Cause for Concern” form, which, once completed, must be handed to a member of designated staff – Nick Collins (Assistant Principal), James Clarke (Head of Pastoral Care), Debbie Fenwick (Attendance Officer), Denise Rathmell (6th Form Pastoral Support) or Dan Stucke (Vice Principal).
- Deal with a disclosure of abuse from a child in line with the recommendations in (**Ref: Appendix 3**). These must be passed to one of the Designated Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium October 2015).

3.3 Pupil Information

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

- names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to Early Intervention Single Assessment (EISA) or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

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

3.4 Child Protection Information

Lightcliffe Academy is committed to the proper secure storage of child protection information including:

- Chronologies
- All completed child protection cause for concern forms
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or service
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms sent to MAST, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, e.g. Child Protection plans, Early Help (previously known as CAF's), risk assessments etc.

Lightcliffe Academy will also ensure that:

- child protection and Early Help records are held securely, with access being restricted to the DSL, other trained Designated Child Protection staff in the school, the Principal or in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer.
- each child protection file contains a chronological summary of significant events and the actions and involvement of the school.
- when a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to-face meeting unless the child moves out of area, if this is the case the file is transferred by recorded delivery, signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.
- the school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, or the age of 35 years if the child was subject to Child Protection procedures. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.
- if a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Sue Read, Home Education Officer, Calderdale MBC, following the above procedure for delivery of the records.
- When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

3.5 Child Protection Issues

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

All staff will also have an awareness of specific safeguarding issues as referred to in this Safeguarding Policy. These include in particular: Domestic Abuse, Child Sexual Exploitation (CSE), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME). Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truancy and youth produced sexual imagery (sexting) put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and youth produced sexual imagery (sexting). Staff are clear as to the school's policy and procedures with regards to peer on peer abuse.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (or the Deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, this school will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our Designated Safeguarding Lead and their counterpart within the Alternative Provision.

Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of CSE
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

3.6 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Vulnerable students or those with SEND will be supported by their key staff in school and/or the SEND co-ordinator to help them overcome any difficulties they may face when making a disclosure. Appropriate arrangements will be made to help students who have communication difficulties to ensure that their voice is heard.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a contemporaneous record.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that they can make an informed decision of what to do next.

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, explain to me, describe to me....'

- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead. Children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including what the child has said verbatim on the electronic system CPOMS or using a Cause for Concern Form if they are unable to access CPOMS for any reason. They will also 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

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

Following any information raising concern, the Designated Safeguarding Lead will consider:

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

Then decide:

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

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. Early Intervention Single Assessment - EISA) 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. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated appropriately until the DSL feels that some resolution has been achieved. Initial escalation would be to the Team Manager but may need progressing to the Service Manager if felt appropriate.

3.8 Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by Multi-Agency Screening Team (MAST) (e.g. a decision not to apply child protection procedures or not to convene a child protection conference) follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures - 8.2 Resolving Professional Disagreements.

Calderdale MAST management team operate an escalation policy which can be triggered in the event of any professional disagreement as to a course of proposed action.

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

3.9 Recording and monitoring

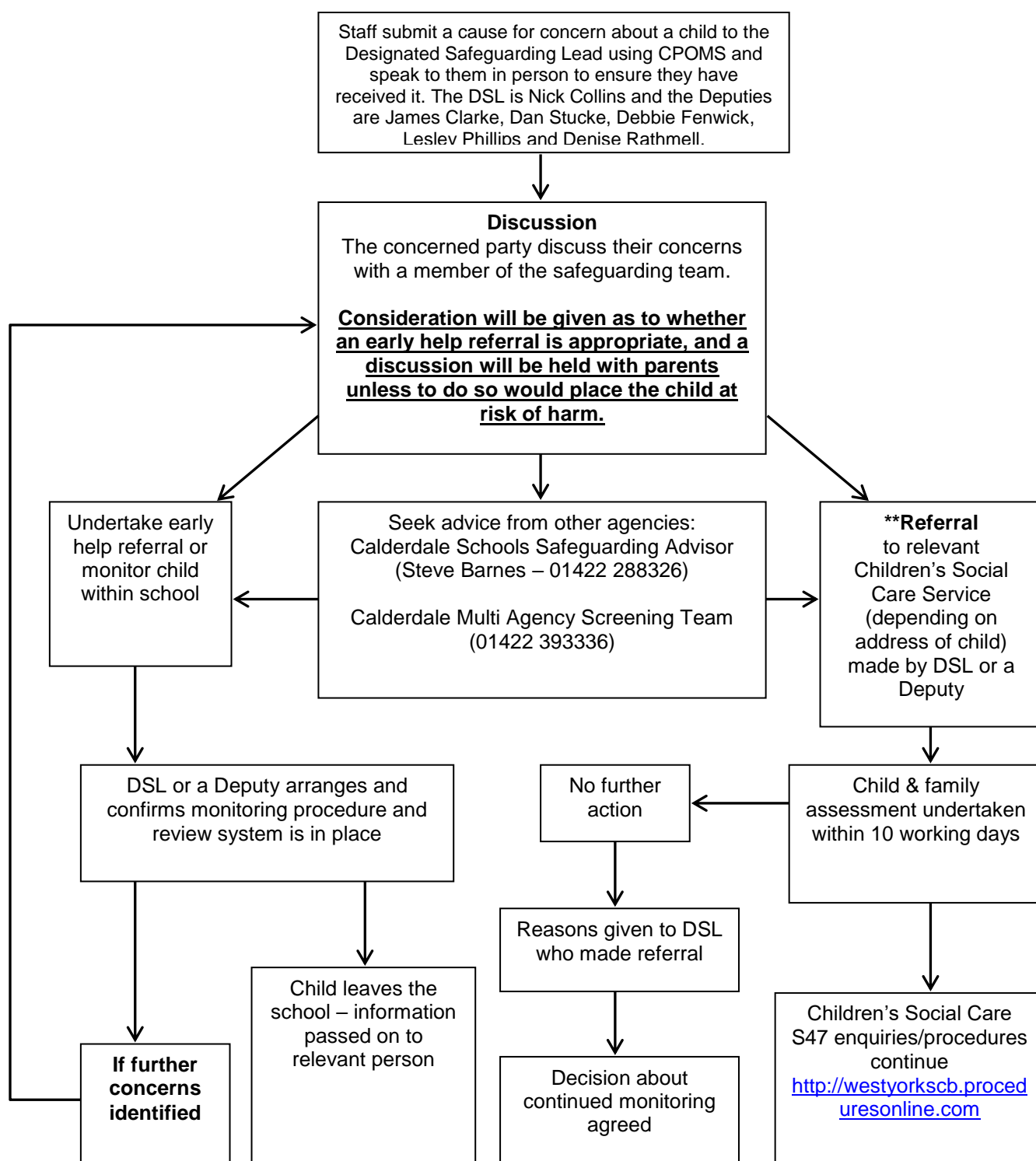
Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location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

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

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

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

3.10 Summary of in-school procedures to follow where there are concerns about a child



**If unhappy about the outcome of the referral to Children's Social Care, the DSL will follow the escalation procedures.

Section 4 Providing a Safe and Supportive Environment

4.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2018. We ensure that all appropriate measures are applied in relation to everyone who works in the school and others who are likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSIE (2018 Part 3) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

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

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;
- all members of the proprietor body

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

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

Thomas Rothwell (Principal)

Fran Baker (School Governor) and

Dan Stucke (Vice Principal)

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

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, 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 school will consider on a case by case risk assessment basis whether such checks are necessary.

4.2 Safe Working Practice

The Teaching Standards (March 2013) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Code of Conduct and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

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

4.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, including but not limited to the premises and equipment, on-site activities, off site activities and the transport and venues used for trips. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

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

4.4 Safeguarding Information for pupils

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

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are the school council, peer mentoring and a wraparound pastoral support system.

We make pupils aware of these arrangements through assemblies, PSHCE drop-down days and daily Form Time.

Safeguarding is a priority which is reflected in the curriculum. It is used to promote safeguarding and is tailored to local concerns. Issues covered in the curriculum include: bullying, knife crime, extremism, radicalisation, FGM, youth produced sexual imagery, E-safety, social media use, healthy relationships, consent, sexual health, self-harm, drugs, smoking and alcohol.

4.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. We will seek to provide parents with all relevant information to keep their children safe e.g. guidance as to safe use of different social media platforms and news about any local concerns.

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

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

We encourage parents to discuss any concerns they may have with Nick Collins (Assistant Principal) or James Clarke (Head of Pastoral Care) and we encourage use of Parent View as an opportunity to provide feedback to the school. We make parents aware of our policy via the school newsletter and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum via the school newsletter and parent information evenings.

4.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. Some examples of relationships that Lightcliffe Academy has to help promote a safe and supportive environment include Calderdale, Bradford and Kirklees Local Authorities, Multi-Agency Screening Team (MAST), Children's Social Care, CAMHS, Police, Health, Samaritans, NSPCC, National Youth Advocacy Service, Surestart, Young Carers, Halifax Women's Centre and Branching Out. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

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

As part of Abbey MAT, Designated Safeguarding Leads from Lightcliffe Academy are part of the MAT safeguarding team which meets every half-term to ensure best practice is shared.

4.7 School Training and Staff Induction

The school's Designated Safeguarding Lead and Deputies undertake refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL also attends other opportunities such as DSL Network Events to ensure that they are up to date with current practices and procedures and to further their continuous professional development.

The Principal and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis. Lightcliffe Academy ensures that this takes place as the DSL provides an annual update via face-to-face delivery supplemented with online training.

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

4.8 Support, Guidance and Supervision for Staff

Staff will be supported by the Designated Safeguarding Leads, the Local Authority and professional associations.

The designated safeguarding leads for Safeguarding/Child Protection will be supported by the Principal, the nominated Governor for safeguarding and Designated Safeguarding Leads from other schools within the Multi-Academy Trust.

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

Safeguarding is also an agenda item for staff briefings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads receive electronic supervision from one another via CPOMS with each safeguarding referral and formal supervision on a half-termly basis, again from each other. The MAT Central Services team also provide supervision through the Director of Attendance, Behaviour and Safeguarding and DSLs from across the MAT meet each half-term to provide further supervision opportunities.

4.9 Alternative Provision including Work Placements

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

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

Section 5 Ensuring that Children are Safe at School and at Home

5.1 Overview of Types of Abuse

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

Definitions:

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

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

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

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

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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

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

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

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

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

All staff follow the schools Child Protection Procedures (detailed earlier in this policy) which are consistent with 'Working Together to Safeguard Children 2018' and the Calderdale Safeguarding Children Board guidance.

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

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

5.2 Supporting the child and partnership with parents

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

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

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

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

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

5.3 The Prevent Duty

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

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

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

The Prevent Coordinator at present is Sadia Hussain, who can be contacted on: sadia.hussain@calderdale.gov.uk or prevent@calderdale.gov.uk or phone on 07702656834.

Lightcliffe Academy will also incorporate the promotion of fundamental British Values into the PSHCE and pastoral curriculum in order to help build pupils' resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments, again through the PSHCE and pastoral curriculum.

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

5.4 Child Sexual Exploitation

Lightcliffe Academy is aware that Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017))

Staff have been made aware of some of the key indicators of CSE through the annual safeguarding basic awareness training delivered by the DSLs. In addition, Lightcliffe Academy appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum through topics such as healthy relationships, consent and grooming.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead or a Deputy. The DSL can then refer cases where relevant to Early Intervention Panels or MAST and the CSE Hub, including a CSE Risk Assessment. Lightcliffe Academy also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

5.5 Female Genital Mutilation

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

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead or a Deputy. The DSL can then make appropriate referrals to MAST and support the member of staff in reporting to the Police as is their mandatory duty.

5.6 Domestic Abuse

Lightcliffe Academy understands that the cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

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

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

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

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

5.7 Forced Marriage

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

Staff at Lightcliffe Academy understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead or a Deputy.

5.8 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and youth produced sexual imagery. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns. Staff at Lightcliffe Academy are aware and vigilant that children with Special Educational Needs and Disabilities are particularly vulnerable to peer on peer abuse.

5.9 Youth Produced Sexual Imagery

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

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

5.10 Attendance and Children Missing from Education

Lightcliffe Academy understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that all relevant information is shared with Debbie Fenwick, Attendance Officer, who is also part of the Safeguarding team. Likewise, school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

Lightcliffe 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. We will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

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

5.11 Child Criminal Exploitation: County Lines

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

5.12 Contextual Safeguarding

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. 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 school will provide as much information as possible to children's social care as part of any referral undertaken.

5.13 Children with Family Members in Prison

School 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 school 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.

5.14 Sexual Violence and Sexual Harassment between children

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

Section 6 Managing Allegations

6.1 Allegations Made Against Staff

- Where an allegation is made against any person working in or on behalf of the school the procedures detailed in Keeping Children Safe in Education 2018 Part 4 and the Managing Allegations procedures below will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Calderdale.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Calderdale MAST. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

6.2 Managing Allegations Procedures

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

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

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical - including, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- Emotional - including, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality
- Sexual - including, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape
- Neglect – including, for example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Principal immediately. If the complaint involves the Principal, then the next most senior member of staff must be informed and the Chair of Governors.

The case manager should gather as much information about the alleged incident as possible to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form (Ref: Appendix 11) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with the school's HR Advisor/provider/contact. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action.

The case manager should not carry out an investigation or directly interview an individual about whom there is a concern, until the above process has been duly completed and relevant partners have been consulted.

A multi-agency allegation meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

6.3 Outcomes

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

LADO Contacts: Cheryl Baxter Tel: 01422 394086

Advice can also be sought from the School Safeguarding Advisory: 01422 392134

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm Monday to Friday or email: help@nspcc.org.uk.

6.4 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Lightcliffe Academy recognises that the only purpose of confidentiality in this respect is to benefit the child.

Appendix 1

Useful Contacts within the local authority

Children's Social Care

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

Schools Service

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

Prevent Team

Prevent Co-ordinator Sadia Hussain	sadia.hussain@calderdale.gov.uk	07702 656834
Prevent Education Engagement Officer Emma Hygate	emma.hygate@calderdale.gov.uk	07967837822

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Appendix 2

Signs and Indicators of Abuse

Reference: Working Together to Safeguard Children (DfE 2015) Neglect

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 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.

Signs which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad 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 or 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 (it is 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, wealds
- 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 PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

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

Examples which may indicate sexual abuse (it is 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 including 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 PE or swimming
- Bruises, scratches in genital area

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), 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 (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, 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.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, 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 removal of the child from home
- Violence between adults in the household

Children with Disabilities

When working with children with disabilities, practitioners need to 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 on an ambulant child such as the shin, might be of concern on 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. callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Invasive procedures

Appendix 3

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse, but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his 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 s/he has a right to be safe and protected.
- Do not tell the child that what s/he 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 s/he has 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 own language. Include any questions you may have asked. Do not add any opinions or interpretations.

It is not education 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 you must pass the information on to the DSL as clear indications or disclosure of abuse must be reported to MAST without delay.

Appendix 4

Page 1 of 2

Strictly Confidential

Cause for Concern Form

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child Class / Tutor group

Name of staff member completing the form

Day Date Time Place

(of observed behaviour / discussion / disclosure)

Nature of incident / concern including relevant background (Record child's word verbatim and any wishes and feelings expressed)

Signed: _____

Action/passed to: _____

For: Designated Safeguarding Lead Officer Use

Name: Date: Time:

Action Taken	By whom	Outcome
<p>Discuss with child</p> <p><i>Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded</i></p>		
Monitoring sheet		
Check behaviour database		
<p>Contact parents (Please tick)</p> <p>Telephone Call</p> <p>..</p> <p>Meeting</p>		
Check SEN Register		
Refer to Social Care		
Other (Please specify)		