

## Safeguarding Policy

The Safeguarding Policy will be reviewed and ratified annually by the governing body or as events, or legislation requires.

Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2015/16	Lesley Phillips	Diane Hancock	Claire Pyrah	Kerry Stewart

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2016		

**Lightcliffe Academy** recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children
- Everyone who comes into contact with children and families has a role to play
- Everyone working with children maintains an attitude of 'it could happen here' (Keeping Children Safe in Education, March 2015).

And we believe:

- Schools can contribute to 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.
- Children need to be safe and feel safe in school.

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school, to contractors, supply staff and visitors during any interactions they may have with children.

Lightcliffe Academy will fulfil local and national responsibilities as laid out in the following documents:-

- [Keeping Children Safe in Education – Statutory guidance for schools and colleges, March 2015](#)
- [Working Together to Safeguard Children, March 2015 \(Statutory guidance\)](#)
- [Statutory guidance on children who run away or go missing from home or care – January 2014](#)
- [What to do if you're worried a child is being abused – March 2015](#)

- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015
- Calderdale Safeguarding Children Board Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers Standards' 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)

The Policy conforms to locally-agreed inter-agency procedures. 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 (See section 7 below).

## Overall Aims

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

To contribute to supporting our pupils in the following ways:

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

## 1. In-school procedures for protecting children

### All staff and visitors will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2015)
- Be familiar with the school's child protection policy including issues of confidentiality.
- Remember that the child's welfare and 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. (Refer: Appendix One) for current definitions of abuse and examples of harm.
- Record concerns on a, "Cause for Concern" form (Refer Appendix 4). Staff have blank copies of the, "Cause for Concern" form, which, once completed, must be handed to the Designated Staff – Lesley Phillips or Diane Hancock.

- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix Two. 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 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 the Guidance for Safer Working Practice for People who Work with all Children and Adults at Risk (Leeds City Council 2014) which Lightcliffe Academy will use for reference.

## **2. Responsibilities of the Designated Safeguarding Lead/Officer**

- Our named designated safeguarding lead officer from our senior leadership team with lead responsibility and management oversight/accountability for child protection is Lesley Phillips
- The designated safeguarding lead officer is supported by the following appropriately trained designated staff - Diane Hancock, John Simpson and Debbie Fenwick. Along with the Principal, they are responsible for co-ordinating all child protection activity.
- The designated safeguarding lead officer for child protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These reviews must be evidenced by minutes and recorded in case files.
- The designated safeguarding lead officer must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision. (Refer: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).
- Where the school has concerns about a child, the designated safeguarding lead officer will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- The designated safeguarding lead officer or deputy lead officer is responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team. Keeping Children Safe in Education (DfE 2015) dictates that anyone in the school setting can make a referral, however, wherever possible this should be done by appropriately trained designated safeguarding staff.
- The designated safeguarding lead officer will liaise with the principal to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the designated safeguarding lead feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Once a child protection cause for concern form has been passed to the designated safeguarding officer or to the deputy designated safeguarding officer, a separate child protection file for the child will be started, where the form is stored and any responses and outcomes will be recorded.

- A separate child protection file must be created regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated, often from a variety of sources, over time.
- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- If concerns relate to more than one child from the same family at the establishment, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, e.g. child protection conference notes, should be duplicated for each file.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.

## **2.2 Training for Designated Safeguarding Staff**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- 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 and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- Designated staff must 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.

- Designated staff must 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.
- Designated staff must ensure each member of staff and volunteer has access to and understands the school's or college's child protection policy and procedures, including new and part time staff
- Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers
- Designated staff must obtain access to resources and attend any relevant or refresher training courses
- Designated staff must encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

### **2.3 Raising Awareness**

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is on the school's website, 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 in this.
- Link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **2.4 Child Protection Records**

- Child protection files are held in a locked cabinet with only the designated officers or Principal having access. To help other staff to identify that there is a cause for concern with a child, a note will be placed on SIMS. This will indicate to staff that there is another file without them knowing what the content of the file is.

The following information is kept in the locked stand-alone file, whether paper or electronic:

- Chronology
- 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 services
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms (sent to Children's Social Care, 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.
  - A copy of the support plan for the young person.
- Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school.
- Where children leave the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- There is no need to keep copies of the child protection file, apart from the chronology summary and in either of the following instances:
    - Where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*
    - Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.
    - Where the destination school is not known, *(the original file should be retained by the school)*
    - Where the child has not attended the nominated school *(the original file should be retained by the school)*
    - There is any on-going legal action *(the original file should be retained by the school and a copy sent)*
- Children records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt.
- If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should always be done with a face to face handover.
- If sending by post children records should be sent, "Special Delivery", a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the local authority children's services EHE team, following the above procedure for delivery of the records.
- When a designated safeguarding lead/ member of staff 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.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

### 2.4.1 Archiving

Responsibility for the pupil record once the pupil leaves the school

- The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to Children's Social Work Social Services. If no referral has been made to Children's Social Work Service the child protection record should be retained until the child's 25<sup>th</sup> birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officers or principal)

### 2.4.2 Access to files

- A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under the Data Protection Act 1998. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner

### 2.4.3 Children's and parents' access to child protection files

- Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or

- is likely to prejudice an on-going criminal investigation; or
- the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the Multi-Agency Screening Team (MAST) Team/ Rezina Kelly, Schools Safeguarding Advisor.
- The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

### 2.4.3 Safe Destruction of the pupil record

- Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

## 3. Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If designated safeguarding leads are in doubt, they should consult MAST 01422 393336.
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from MAST 01422 393336.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult;
  - prejudice the prevention, detection or prosecution of a crime;
  - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

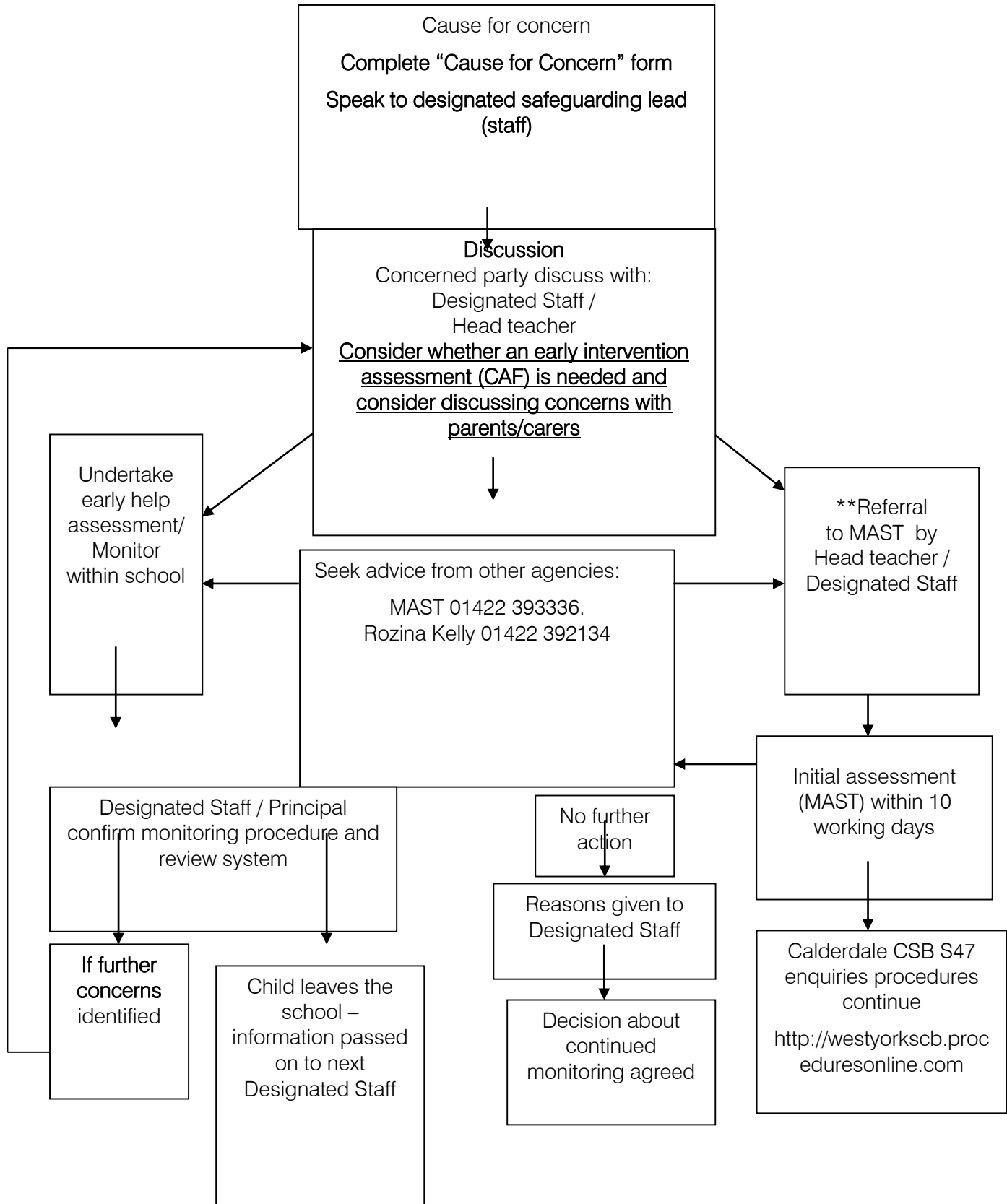


- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

#### 4. The Governing Body

- The Nominated Safeguarding Governor for child protection at the school is Claire Pyrah
- She is responsible for liaising with the Principal / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – she will not be involved in concerns about individual pupils.
- The nominated Safeguarding Governor will support the designated safeguarding lead in her role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The designated lead officer and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The designated safeguarding lead must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/Calderdale Safeguarding Children's Board. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school/college's safeguarding arrangements.
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal.
- In the event of allegations of abuse being made against the Principal allegations should be reported directly to the local authority designated officer (LADO) **within one working day**. (Refer 8.2).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

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



## **5. Working with parents and other agencies to protect children**

- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the Calderdale CSB procedures and contact MAST to discuss their concerns.
- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding lead. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.
- The vehicle for informing parents/carers about our child protection policy is the Academy Website

### **5.1 Multi-agency work**

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Work Service. Referrals (contact) should be made, by the Safeguarding Designated Staff, to the MAST 01422 393336.- Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.
- We will co-operate with MAST where they are conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.

## **6. Our role in the prevention of abuse**

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

### **6.1 The Curriculum**

- Relevant issues will be addressed through the PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, Child Sexual

Exploitation (CSE), Female Genital Mutilation (FGM), preventing radicalisation and anti-bullying.

- Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, PSCHE, Art and RS.

## 6.2 Other areas of work

- All our policies which address issues of power and potential harm, e.g. Anti- Bullying, Equal opportunities, Handling, Behaviour, will be linked, to ensure a whole school approach.
- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

## 7. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- Where children and young people have exhibited sexually inappropriate/harmful behaviour and/or exhibited sexually inappropriate/harmful behaviour towards others, an AIM checklist must be completed and contact made with MAST if appropriate (Refer: Appendix 9). Good practice dictates that there should be a co-ordinated multi-agency approach through an AIM risk assessment to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social work service and health.
- A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Calderdale LA procedure
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection. The DSL should complete a CSE Checklist (Refer: Appendix 8);
- <http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Toolfor-Partner-Agencies.docx> (for reference) and refer to local authority (LA) children's social care and the police, if appropriate, regardless of whether the child is engaging with services or not.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

- We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## 7.1 Children with additional needs

Lightcliffe Academy recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body.

## 7.2 Children in Specific Circumstances

This school follows the Calderdale SCB multi-agency procedures and will where necessary have due regard to the government guidance on the issues listed below via the GOV.UK website: for children in specific circumstances as outlined below.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

### **\*Female Genital Mutilation: The Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider

and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. (*Keeping Children Safe in Education, July 2015*)

### 7.3 Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists

#### Seeking to recruit others to an extremist ideology

**PREVENT** is part of the UK's counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

#### Responding to concerns

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 should seek advice appropriately with the designated safeguarding lead who should contact the Education & Early Years Child Protection Team or the Local Authority Prevent Lead – MAST 01422 393336 for further advice.

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. MAST and the PREVENT lead can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available.

## 8. A Safer School Culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

Whistle Blowing/Confidential reporting; Lightcliffe Academy's Whistle Blowing/Confidential reporting Policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

### 8.1 Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2015).
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (Refer : Appendix 7).
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Leeds LSCB.
- The school will ensure that where relevant, individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

### 8.2 Procedures in the event of an allegation against a member of staff or person in school

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

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. 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 includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, 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 includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include 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 Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal **should not** carry out the investigation itself or interview pupils. As part of this initial consideration, the Principal should consult with the school's HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), **within one working day**.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Principal /a senior member of school staff / Chair of Governors (where appropriate) 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.

**LADO Contact: Keith Watson Tel: 01422 394086.**

### **8.3 Training and Support**

All staff members should be aware of systems within our school which support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's child protection policy; the school's safer working practice document and the designated safeguarding lead and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (names of designated safeguarding staff). MAST 01422 393336.

- Designated Safeguarding Staff must have attended the 3-day Children's Services Education child protection training course (or equivalent), and the Calderdale SCB multi-agency 1-day course *Level 2 Working Together*. They will attend refresher training at least every two years.
- The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years. Access to training can be via the Rezina Kelly and the Calderdale Safeguarding Team.
- The Principal will attend appropriate safeguarding training at least every three years.
- Governors, including the Nominated Governor will attend specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Calderdale Safeguarding team.

### **8.4 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 One

### Definitions 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.

Examples 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, weight

Failure to develop intellectually or socially

Neurotic behaviour

## Physical abuse

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: 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: 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

Reference: What to do if you are worried a child is being abused (DfE 2015)

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.

## Responses from parents

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

## Disabled Children

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 Two

### 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.

NB 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 not deal with this yourself. Clear indications or disclosure of abuse must be reported to Calderdale MAST without delay, by the Principal / designated safeguarding team.

### Appendix 3

Strictly Confidential

#### Chronology of key events

Guidance Notes: What was our involvement with this child and family?

Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the child and family over the period of time set out in the review's terms of reference. Briefly summarise decisions reached, the services offered and/or provided to the child (ren) and family, and other action taken.

Name of child.....Class / Tutor group.....

Date	Event – CFC/Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/ Follow up action

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



Appendix 5

Strictly Confidential

Ongoing Monitoring Form

Name of child..... Class / Tutor group.....

Day & Date	Observation / incident	Staff initials	Action taken

## Appendix 6

### Recruitment and Selection Checklist

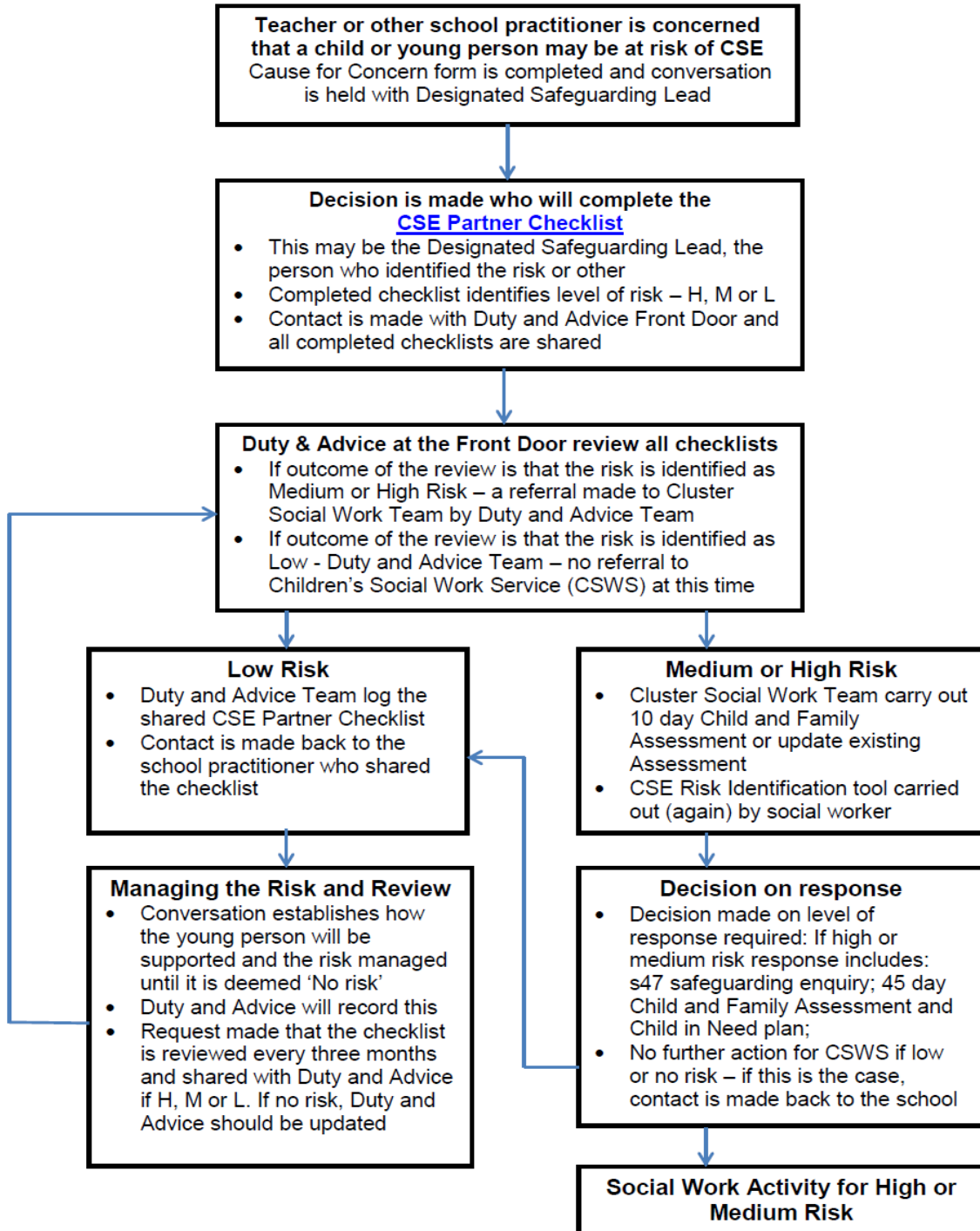
Pre-interview:	Initials	Date
<b>Planning</b> - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
<b>Vacancy advertised</b> (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
<b>Applications on receipt</b> - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
<b>Short-list prepared</b>		
<b>References – seeking</b> Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
<b>References – on receipt</b> Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)		
<b>Invitation to interview</b> - Includes all relevant information and instructions		
<b>Interview arrangements</b> - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
<b>Interview</b> - Explores applicants' suitability for work with children as well as for the post		
<b>Note:</b> identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
<b>Conditional offer of appointment:</b> pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
<b>References:</b> (if not obtained and scrutinised previously)		
<b>Identity</b> (if that could not be verified at interview)		
<b>Qualifications</b> (if not verified on the day of interview)		
<b>Permission to work in UK, if required</b>		
<b>DBS certificate</b> - where appropriate satisfactory DBS certificate received		
<b>DBS Barred list</b> – person is not prohibited from taking up the post		
<b>Childcare(Disqualification) Regulations 2009</b> - For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals caught up in these regulations are not disqualified under the Childcare (Disqualification) Regulations 2009.		
<b>Health</b> – the candidate is medically fit		
<b>Prohibition</b> – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		
<b>Qualified Teacher Status (QTS)</b> – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
<b>Statutory induction</b> (for teachers who obtained QTS after 7 May 1999)		
<b>Child Protection training</b> and others such as H&S induction, Safe Working Practice, etc.		

## Appendix 7

Appendices 7 and 8 are both new additions

### Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

Education professionals can also use the [WY Police CSE information report form](#) on the Leeds LSCB website to share any information which could help identify possible perpetrators of CSE, or children at risk of CSE.



<http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Tool-for-Partner-Agencies.docx>

## Appendix 8

### HSB – Initial Response

Sexual incident occurs within the school setting



Designated staff to complete cause of concern and record;

- Nature of sexual behaviour observed/disclosed
- Relationship between the children/young people involved
  - What was the reaction of the aggrieved?
- What was the reaction of the child when challenged on their behaviour?
  - What was the context within which the behaviour occurred?



Complete the AIM Checklist; AIM Education Guidelines;

- Two members of staff to complete the checklist; designated CP lead to be one member
  - Use the cause for concern sheet to inform the checklist
    - Child checklist – page 38/39
    - Adolescent checklist - page 41 /42
    - SEN checklist – page 45/46
  - Complete Chronology template from guidelines



**Checklist outcome and response**

Healthy/ Low  
Problematic

- If checklist results are: healthy, low problematic use your school behaviour policy, expectations and resources from the AIM curriculum tools section of your AIM guidance.
- Continue to monitor behaviours and support young person.

Medium Problematic/  
Harmful

- If checklist results are: medium Problematic to Harmful, seek support from the Education and Early Start Safeguarding Team, Parents will need to be informed and A referral to social care MUST be made.
- Medium Problematic to Harmful - A RAMP assessment may need to be undertaken with either the Education or safeguarding Team or the Health and Safety Team.
- RAMP to be reviewed three monthly & de-escalation of supervision to occur when appropriate

**Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff**

