



School Safeguarding Policy

Updated September 2014

Updated September 2014

School Safeguarding Policy

2014/2015

School/College Birkby Infant & Nursery School

Head teacher/Principal Diana Wilson

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead	Safeguarding Governor	Chair of Governors
2014-2015	Diana Wilson	Donna Todd	Karin Westemann	Ali Stopher

Policy review dates

Review Date	Changes made	By whom	Date Shared
SEPT 2014	Updates	Diana Wilson	8.9.14

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

Whole school	Designated Safeguarding Lead	Cover for the role of Designated Safeguarding Lead
September 2014	Annually	Annually

Governor Review of policy dates

October 2014

Designated Governor			
September 2014			

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Introduction

Original information provided by North Yorkshire County Council which contributed to the development of Kirklees Model Policy for Safeguarding in Schools is acknowledged.

The policy is in line with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Board website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorkscb/>)
- “Working Together to Safeguard Children” (2013)
- ‘What to do if you are worried a child is being abused’ (2006)
- ‘**Keeping Children Safe in Education**’ (2014)

Section 1 School Commitment

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

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

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

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



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' April 2014. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll, (**Please see guidance.**)
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff – a copy is also held at the Personnel and Payroll Unit, Kirklees Council
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

Diana Wilson (Head teacher) Donna Todd (Deputy Headteacher)

Ali Stopher(Chair of Governors) Shazia Naveed (Governor)

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

2.2 Safe Practice

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

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

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question

- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

2.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of 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. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of to whom they might talk, 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. We use PSHCE and e-Safety awareness materials to help pupils learn how to keep safe.

Our school will ensure that pupils are made aware that information can be found at the following *on school posters displayed in all classrooms and main areas.*

School's arrangements for consulting with and listening to pupils are *during weekly circle times and assemblies*

We make pupils aware of these arrangements through assemblies and follow up class circle times.

2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. *School provides parents with information on keeping children safe and how they can report concerns if they are worried a child is at risk of harm e.g. by alerting them to the information for parents at www.kirkleessafeguardingchildren.co.uk; www.nspcc.org.uk; www.ceop.gov.uk or Kirklees Duty and Assessment Team on 01924 326093*

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

Birkby Infant & Nursery School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by *Designated Safeguarding Lead*)

We encourage parents to discuss any concerns they may have with *Diana Wilson*. We make parents aware of our policy *through the school web site, parent information notice board, newsletters* and parents are made aware that they can view this policy on request.

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

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Kirklees Safeguarding Children Board e.g. LA, Duty & Assessment, Police, Health, District Council, Childline in Partnership with schools, NSPCC Surestart. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

2.6 School Training and Staff Induction

The school's **designated safeguarding lead with responsibility for child protection** undertakes appropriate child abuse and neglect training and inter-agency working training (provided by the Kirklees Safeguarding Children Board) and refresher training at 2 yearly intervals (courses can be booked on line at www.kirkleessafeguardingchildren.co.uk)

All other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, **which is updated regularly.**

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

The whole school Basic Awareness of Child abuse and neglect training can be booked via the Kirklees Safeguarding Children Board on 01484 225804.

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

2.7 Support, Advice and Guidance for Staff

Staff will be supported by *Birkby Infant & Nursery school, LA and professional associations.*

The designated Safeguarding Lead for Child Protection will be supported by **designated governor, mentoring arrangement with other designated person.** Advice is available from Kirklees Duty & Assessment Team CP Unit

Local Authority Designated Officer (LADO) Phil Holmes
Safeguarding Officer (Schools & Learning)

01484 226 748
01484 225 804

and the Police Child Abuse Investigation Team as well as from the Safeguarding Officer for Schools & Learning, Keely Mathews 01484 225804/07528 252458

2.8 Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health, child sexual exploitation (CSE), bullying including cyberbullying, domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc. There may also be other safeguarding issues that are specific to the school and/or local area. *Keeping Children Safe in Education (2014)*

(Other related school policies and arrangements are confidentiality, admissions, exclusions, anti-bullying & e-Safety))

Children Missing from Education

The school follows the Kirklees LA procedures “Children Who May Be Missing/Lost From Education”. Contact: Children Missing from Education Team on: 01924 326509. Where children on roll at a school do not arrive and attend, and the school has made the usual enquiries they should refer the case to the Attendance & Pupil Support Service in the usual way. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the Attendance & Pupil Support Service that they can take the child off roll (usually after 4 weeks).

Confidentiality

School has regard to “Information Sharing: Practitioner’s guide” HM Government, 2006

www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00807-2008

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

The School should have a clear and explicit confidentiality policy.

The school policy should indicate:

- a) **When information must be shared with police and Duty and Assessment where the child/young person is / may be at risk of significant harm**
- b) **When the pupil’s and/or parent’s confidentiality must not be breached**
- c) **That information is shared on a need to know basis**

2.9 Pupil Information

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

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

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

2.10 Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a Safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and is available on the School Website.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training (**reviewed every 5 years**)
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- E-safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff including the Head teacher undertake appropriate child protection training which is updated **regularly.**
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- Governors (Safeguarding Governors) to attend safeguarding training.

Our Head teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the **designated safeguarding lead** and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Designated Safeguarding Lead with Responsibility for Child Protection will:

Referrals:

- refer cases of suspected abuse or allegations to the relevant investigating agencies and liaise with other agencies
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training:

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how Kirklees Safeguarding Children Board operates, the conduct of a child protection conference and be able to attend and contribute to these and ongoing child protection plans
- ensure that all staff have access to and understand the school's Safeguarding policy;
- ensure that all staff have safeguarding and e-Safety training as part of their induction;
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness:

- ensure the Safeguarding policy is updated and reviewed annually and work with the Governing body regarding this;
- ensure parents are made aware of the Safeguarding policy (copy on school website) which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the school/setting, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main school file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Attendance & Pupil Support Service.

Where the parents inform school that they wish to 'home educate' their child, the school should contact the PRS Business Support for EHE - Kimberley Dyson 01484 456838.

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

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- complete refresher training regularly
- inform the designated safeguarding lead of any concerns (asap)

Section 3 Identifying Children who are Suffering or Likely to suffer Significant Harm

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

Definitions:

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

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

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

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

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

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

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

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

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

(Working Together to Safeguard Children, 2013)

On the 3rd April 2014 Safeguarding Children and Safer Recruitment in Education 2006 was updated with '**Keeping Children Safe in Education**' (DfE 2014). The new guidance asks all staff working in an educational setting to read part 1 of the guidance and specifically mentions; Child Sexual Exploitation and Female Genital Mutilation.

Child Sexual Exploitation (CSE)

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

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

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

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2013' and 'What to do if you are worried a child is being abused'.

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

4.1 Concerns that staff must immediately report:

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

4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. *Pupils with communication difficulties are enabled to express themselves to a member of staff with appropriate skills e.g. signing, bi-lingual.*

Such information cannot remain confidential and staff will immediately communicate what they have been told to the **designated safeguarding lead**, make a contemporaneous record and then the **DSL will contact Kirklees Duty & assessment team for consultation.**

Principles:

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

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. 'Can you tell me what happened?' rather than 'Did x hit you?'
- 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**
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

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

Following any information raising concern, the **DSL** will consider:

- any urgent medical needs of the child
- *making an enquiry to find out if the child is subject to a child protection plan by ringing **01924 326097 or 01924 326076***
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Duty & Assessment
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (**i.e. sexual abuse, forced marriage or fabricated illness**)
- whether to make a child protection referral to Duty & Assessment 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. (EHA) Early Help Assessment**) and/or make a referral for other services.

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

4.4 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 Duty & Assessment e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 Resolving Professional Disagreements
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Duty & Assessment.

4.5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Protection' file, separate from the child's school file. This will be locked away and only accessible to the head teacher and **designated safeguarding lead**. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of **Designated Safeguarding Lead** for Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any child protection file should be copied and the copy sent to the Attendance & Pupil Support Service. Original copies will be retained until the child's 25th birthday.

4.6 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated 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.

- Working Together 2013 states; Anyone working with children should see and speak to the child; listen to what they say, take their views seriously, and work with them collaboratively when deciding how to support their needs. A child centred approach is supported by; the Children Act 1989, the Equality Act 2010 and the United Nations Convention on the Rights of the Child.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child’s safety.

4.7 Preventing violent extremism

‘Learning Together to be Safe, a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism’ was published in October 2008, as part of the previous Government’s strategy on Preventing Extremism, or ‘Prevent’.

Preventing violent extremism can be seen as a negative, deficit model. There are, however, many opportunities for schools to promote positive thinking and to explore ideas on how to harness energies towards creating a better world.

Advice is presented under a number of strands which are universal to schools but particularly the ‘Leadership and values’ and the ‘Curriculum, teaching and learning’ strands. For two - ‘Learner support and challenge’ and ‘Managing risk and responding to events’ - the level of response from schools will vary and be based on risk assessments and local intelligence. The universal elements have been rooted firmly within the initiatives schools undertake to promote community cohesion¹.

Schools need to build an understanding of their context and the Prevent agenda. The four strands then help to mainstream Prevent work within the School Improvement Plan:

Harmful local influences

ICT

Responding to local events

Responding to national or global events

Section 5 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

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

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

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at <http://westyorkscb.proceduresonline.com/> at section 6 Safe Workforce. Detailed records will

be made to include decisions, actions taken, and reasons for these. All records will be retained securely *in the Headteacher's office*.

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

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The head teacher (or Chair of Governors if the allegation is about the Head Teacher) will consult with the Local Authority Designated Officer (see Contacts List – Phil Holmes) within 24 hours, in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Duty & Assessment and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The head teacher will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR (see contact sheet)

(School may wish to expand this section to include procedures with reference to the West Yorkshire Consortium Safeguarding Children Procedures and Kirklees Disciplinary Procedures. NB Social media is now commonly used to make allegations against school staff. Advice can be obtained from Kirklees, Unions or nationally via the helpline <http://www.saferinternet.org.uk/helpline> on how to deal with these).

Appendix 1 - Contacts

Local Authority Designated Officer (LADO) Phil Holmes	01484 226 748
Safeguarding Officer (Schools & Learning)	01484 225 804
Keely Mathews	07528 252 458
Safeguarding Officers email	schools.safeguardingofficers@kirklees.gov.uk

Learning Service

E-safety ITCAS team	01484 225 724
Special Schools Simon Taylor	01484 225 807
Secondary Schools Helen Metcalfe	01484 225 208
Primary Schools Janet Bolton	01484 225 882
Children Missing Education/Child Employment Missing Children Education Team	01484 225 509

Attendance and Pupil Support

Service Manager: Nick Bartholemew	01924 326 509
Deputy Service Managers: Alastair Megahy (North Kirklees)	01924 326 004
Linda King (South Kirklees)	01484 221 919

Stronger Families

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

Prevent Co-ordinator

Lee Hamilton is the new PREVENT Coordinator for Kirklees Council.

You can contact Lee on 01484 221000 or lee.hamilton@kirklees.gov.uk

6 November 2014

PREVENT briefing for Schools and Educational Establishments

Prevent is one strand of the Government's counter terrorism Strategy, CONTEST. Its main aim is to prevent people from becoming terrorists or supporting terrorism.

The PREVENT strategy has three clear objectives;

1. Terrorist ideas should be identified and challenged.
2. Vulnerable people should be supported and protected from becoming terrorists or supporting terrorism.
3. Communities, institutions and the Governments should all work together to tackle the problem of extremism.

There is no specific Ofsted guidance around PREVENT for schools and institutions. However, Ofsted **WILL** inspect the Leadership and Management of Schools to ensure the safeguarding of all children. *This includes safeguarding from radicalisation and extremism* as announced in the letter to the head teachers of all schools in England from the Secretary of State for Education in May 2014.

We are in the process of producing a Self-Assessment Tool that will enable you to identify, assess and then develop your own schools safeguarding procedures around the four key areas in relation to the PREVENT agenda. These key areas include;

1. Leadership and accountability structures
2. Training for staff, SLT's and governing bodies.

3. Reporting and referral routes (including Channel).
4. Broad and balanced curriculum that helps protect children against extremism.

In addition to this, we understand the need for training in the area of PREVENT. We are in the process of establishing a number of briefing and training sessions for Schools, details of which will be available in due course.

In the meantime should you have any queries or concern around PREVENT you should raise this with your Schools safeguarding lead. Alternatively you can contact Lee Hamilton who is the new PREVENT Coordinator for Kirklees Council on 01484 221000 or lee.hamilton@kirklees.gov.uk

Additional links and reading:

<http://www.kirklees.gov.uk/community/yourneighbourhood/crimeSafety/counterTerrorism>

<http://www.westyorkshire.police.uk/about-us/smart-cv/prevent>

Human Resources

Child Protection leads

Gary Scargill	(Mon to Fri)	07976 497 848
Tracey Russell	(Wed to Friday)	07976 497 850

Duty & Assessment

Duty and Assessment Team (Duty Social Workers):	01924 326 097
	01924 326 076
	01924 326 073
	01924 431 429
	01924 483 784
	01924 482 173
	01924 482 109
	01924 483 792

If you need to contact Duty & Assessment in a non-emergency you can email using CYPDASAL.kirklees.gov.uk. This email address can also be used to request a ring back.

Emergency Duty Team (Out of Hours)	01924 414 933
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Child Protection & Review Unit	01924 483749
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e-Safety incidents	
INTECH helpdesk	01484 414714
National helpline	http://www.saferinternet.org.uk/helpline

West Yorkshire Police, Child Protection Units	Kirklees	01924 431134
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Early Help Access Team	01484 456823
earlyhelpaccessteam@kirklees.gov.uk	

Useful websites, guidance documents, training materials

Websites

Kirklees Safeguarding Children Board (Safeguarding children procedures and training)	www.kirkleessafeguardingchildren.com
Children Missing from Education	maggie.featherstone@kirklees.gov.uk
CAPE (Child Protection in Education)	www.cape.org.uk
Keeping Children Safe KS2/3 Bullying & child abuse	www.ceop.gov.uk www.missdorothy.com www.anti-bullyingalliance.org www.kidscape.org.uk www.childline.org.uk www.nspcc.org.uk
Internet Safety	www.ceop.gov.uk/thinkuknow www.childnet-int.org
KS2/3 Jenny's story	www.kidsmart.org.uk www.childnet-int.org/jenny www.yhgfl.net
Forced Marriage	www.fco.gov.uk/forcedmarriage
The Female Genital Mutilation Helpline	fgmhelp@nspcc.org.uk 0800 028 3550

Safe Practice in Physical Education in Schools and School Sport 2008
<http://www.afpe.org.uk/membership-services/health-a-safety/safe-practice>

DfE (DCSF) Documents www.dfe.gov.uk/childprotection

Keeping Children Safe in Education (DfE 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf

Working Together to Safeguard Children (DfE 2013)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281368/Working_together_to_safeguard_children.pdf

What to do if you're worried a child is being abused (DfE 2006)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190604/DFES-04320-2006-ChildAbuse.pdf

School Documents

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (March 2009)

Guidance for Education Staff Facing Allegations of Abuse (August 2004)

Definitions and Thresholds for Managing Allegations against School Staff (February 2005)

Managing the Aftermath of Unfounded and Unsubstantiated Allegations (February 2005)

NEOST Guidance www.lge.gov.uk

Training Materials

Online Basic Awareness Training	www.kirkleessafeguardingchildren.com
Whole School Safeguarding Training	
Keely Mathews Safeguarding Officer for Schools & Learning	01484 225804
Safer Recruitment Training - Traded Learning Service (class room based course)	01484 225828