

The Gleddings Preparatory School

Child Protection & Safeguarding Policy

2020/21

The Gleddings Child Protection & Safeguarding Policy

The Proprietor is Forfar Education

The Headteacher is Mrs Jill Wilson

This policy was developed on 03 September 2020

This policy was signed off by the Headteacher on 03 September 2020

The policy will be reviewed in August 2021

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is

Veronica Kitson

The Deputy Designated Safeguarding lead(s) is Elizabeth McHugh

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

Veronica Kitson

The named Member of the Governing Body for Safeguarding is John Forsyth

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Introduction

The policy reflects Calderdale local safeguarding partnership arrangements and in line with:

- Calderdale Safeguarding Children Partnership Policies and Procedures which are available on www.calderdale-safeguarding.co.uk
- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Information Sharing (2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (March 2013)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium May 2019)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- The Education (Independent School Standards) Regulations 2019

The Independent School Standards Commentary on the Regulatory Requirements (September 2019)

Safeguarding is defined as:

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

(Working Together to Safeguard Children, 2018)

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

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Section 1 School Commitment

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

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

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

- reading and understanding Part 1 of Keeping Children Safe in Education (2020)
- 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 at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

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



This policy is to be read in conjunction with all other policies. Please particularly cross refer to The Gleddings policies:

- Anti Bullying (including Cyber Bullying and Homophobic Bullying)
- Behaviour and Discipline
- Code of Conduct
- Collecting Children from School
- Critical Incident
- Computing
- Drug Education and Alcohol
- Early Years Foundation Stage
- First Aid & Administering Medicines
- Missing Child
- Online Safety
- Recruitment
- Special Educational Needs, Learning Difficulties, Disabilities and Inclusion
- Whistleblowing

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' (KCSIE) 2020 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 as laid out in KCSE (2020 Part 3) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

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

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

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

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

Jill Wilson (Head teacher)

John Forsyth As Proprietorial Governor

The above people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Home-stays (Exchange Visits)

There are currently no plans to organise exchange visits at The Gleddings. Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require submitting to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

2.2 Safe Working Practice

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

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (May 2019) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

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

The School Manager carries out an enhanced disclosure background check of all staff prior to being employed in the school including a check of the banned list for those who are eligible. All necessary recruitment checks including an overseas check the EEA check where appropriate, prohibition from management check and Employer Access check which includes prohibition checks for teachers in the European Economic Area are also carried out by the School Manager.

Disclosures will be handled in accordance with the Disclosure and Barring Service (DBS) Code of Practice & Explanatory Guide. Decisions regarding the suitability of staff will be made using evidence from references; full employment history; qualifications; interviews; identity checks and any others checks deemed necessary e.g. medical checks, the person's right to work in the United Kingdom.

Accessible individual records will be kept on the premises containing the name and address of staff members and any volunteers and also information about recruitment, training and qualifications.

No member of staff will be permitted to work in the school under the influence of alcohol, illegal substances or whilst taking medication that is likely to impair their ability to care for the children appropriately.

In accordance with good practice, the use of employees' personal mobile telephones and cameras are prohibited within school.

Appropriate child protection checks and procedures apply to any staff employed by another organisation working with the pupils on another site.

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, (such as premises and equipment, on-site activities, off-site activities, venues used, and transport). Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

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

2.4 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. We aim for all pupils to know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection. Likewise pupils are informed that there is a Deputy DSL who they would talk to if the DSL was not in school. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are School council, buddy system, class teachers form time, 1:1 support time. We make pupils aware of these arrangements by talking to children in form time and assemblies.

Children will learn how to 'stay safe' and know what to do if they feel at risk delivered through

- curriculum content.
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- the Behaviour and Anti-Bullying policies which are aimed at supporting vulnerable pupils in the school and which ensures that the pupils understand that some types of behaviour are unacceptable.
- appropriate support in conjunction with CSCB when necessary.

Great emphasis is placed on children learning to take responsibility for their own safety. The proprietor Forfar (also Headteacher) in her governance role will monitor online security by means of firewalls etc within school with regard to radicalisation and will, through interaction with parents, encourage close vigilance of their children's online activities outside of school. Online safety is integral to the ICT curriculum (and the PSHE programme) when using electronic equipment and the internet. Children will be made aware that there are people who use the internet to influence others (including radicalisation) and to recognise that people are not necessarily who they say they are online. Children learn that they can be bullied, abused, groomed or radicalised through the use of the internet and social media.

PSHEE, RE, SMSC and assemblies, embed the school ethos of good choices, tolerance and living harmoniously together. Children are encouraged from the earliest age to recognise that they are entitled to have their own beliefs and share their personal views. They also learn that there are others who may hold strong views and that these people may try to influence them. The Gleddings strives to equip all of our children with confidence, self belief, tolerance and respect for others and themselves.

Children with special educational needs (SEN/D) and disabilities can face additional safeguarding challenges and vulnerability and it may be more difficult to recognise abuse and neglect in this group of children. A culture of listening and taking account of SEND children's wishes and feelings without assuming that indicators of possible abuse (such as behaviour, mood and injury) relate to a child's disability will be maintained. Children who experience communication barriers and difficulties will be particularly vulnerable and will be closely monitored.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm.

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

The Gleddings School will share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm.

We encourage parents to discuss any concerns they may have with the head teacher, form teachers and the DSL. We make parents aware of our policy by publishing information in the digital newsletter on the school website and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum by sending out curriculum information, inviting them in to school to discuss issues and watch assemblies.

Confidential information about the children and their home or personal circumstances may be exchanged between staff and parents during parental consultations. Parents can be assured that any such information they provide the school with will only be used by the members of staff directly involved with their child's learning and care and where requested kept confidential. The school will not disclose any personal information about the staff, other parents or pupils with parents. Staff however, will be happy to share any information with parents about their child's personal and social development in school.

The school recognises that any decision by the Headteacher/Proprietor Forfar Education not to refer to CSCB will be properly recorded and form part of the Registration and Inspection Unit's inspection of the school.

N.B. Child protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

2.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. The school promotes a safe and supportive environment by working e.g. Calderdale Safeguarding Children Board, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, Childline in Partnership with schools, NSPCC, and There is a joint responsibility on all these

agencies to share information to ensure the safeguarding of all children.

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

2.7 School Training and Staff Induction

The school's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale Council's Schools safeguarding Service. The DSL also attends other opportunities such as Calderdale DSL training events, DSL Network events and Multi-Agency Training where appropriate, to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Head teacher and all other school staff, including non teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. The Gleddings School ensures that this takes place by the school accessing external whole school training provided by the Local Authority.

All staff

- i) must have appropriate qualifications, training, skills and knowledge relevant to the job for which they have been employed.
- ii) will be fully informed about their roles and responsibilities which will be explained verbally and provided for them in written form.
- iii) will be expected to ensure that their behaviour and actions do not place pupils or themselves at risk of allegations or harm (for example during one to one tuition, sports coaching, when transporting a pupil by car and during all extra-curricular clubs and out of school activities).
- iv) will not behave inappropriately including sexual comments; excessive one to one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- v) will ensure that, when changing children following a toilet accident, another staff member is within the immediate area.
- vi) will work with the door open when working in a 1:1 situation with a child, including peripatetic music teachers if not in a glass fronted room.
- vii) will not engage in any electronic communications with pupils other than for the purposes of setting homework assignments through the school's Virtual Learning Environment (VLE) – Edmodo.
- viii) will not use personal mobile phones, cameras and electronic equipment within classrooms both in EYFS and the rest of school. Mobile phones brought into school by staff will be handed in and signed in at the front desk on arrival.
- ix) will be aware that in the event of them becoming a risk of harm to children a referral would be made to the Local Authority Designated Officer (LADO), who has responsibility for dealing with allegations or suspicion of abuse directed against anyone working in the school. The LADO will provide advice and preside over any investigations.
- x) will receive training at the beginning of each school year. Prevent awareness and online safety will be included within this training.
- xi) will have opportunities to contribute their thoughts and ideas on safeguarding arrangements and the child protection policy.

- xii) will undergo Induction Training (including temporary staff and volunteers). Each new member of staff will be provided with a named mentor to become aware of the agreed procedures, policies and routines. The induction training includes the Child Protection and Safeguarding Children Policy, the Staff Code of Conduct, the Whistle Blowing Policy, the names of the Designated Safeguarding Leaders, a copy of part one and Annex A of KCSIE and the Prevent Duty. Each time Part One of KCSIE or any other document i.e. the introduction of Prevent, is written or updated by the DfE, staff will be asked to read the new document with particular reference to the changes. The existing record of awareness and understanding which staff will already have signed will be reissued to ensure that everyone has read the updated document.
- xiii) will be provided with access to an electronic Handbook containing all the relevant school information, roles and responsibilities and copies of all school policies.
- xiv) will have the opportunity to observe and work alongside other members of staff before they take up full responsibility for their new role.

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

2.8 Support, Guidance and Supervision for Staff

Staff will be supported by the *LA and* professional associations.

The designated safeguarding lead for Safeguarding/Child Protection will be supported by Steve Barnes, Local Authority Safeguarding in Education lead for Calderdale. Advice is available from the Schools Safeguarding Advisor from the Local Authority.

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

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive support from the Head Teacher with the ability to make personal contact both in and out of school hours

2.9 Alternative Provision

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

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

Section 3 Ensuring that Children are Safe at School and at Home

3.1 Child Protection Procedures

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

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2020)

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

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

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

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

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

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

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

Mental abuse. Mental health problems can be an indicator that a child is or is at risk of, suffering abuse, neglect or exploitation. Staff are not expected to be mental health professionals but are well placed to observe any child’s behaviour which might suggest they are experiencing a mental health problem.

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

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

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

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Calderdale Safeguarding Children Partnership guidance.

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

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention

Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues, the most relevant to our setting are detailed below:

- emotional harm

Different members of staff will have particular opportunities to observe and get to know the children. If any member of staff or volunteer working in the school has a concern they must speak to one of the designated members of staff for Safeguarding Children as soon as possible. Staff should not assume or take for granted that someone else will be aware of what has been observed and have done something. Close liaison must take place between the two Designated Safeguarding Leaders with responsibility for Safeguarding Children.

Staff must inform one of the Designated Senior Leaders for Safeguarding Children of:

- poor attendance and punctuality, particularly any who are missing repeatedly (staff have a duty to report children missing education under KCSIE);
 - concerns about appearance/dress/signs of neglect;
 - changed or unusual behaviour;
 - concerns about health and emotional well-being;
 - deterioration in educational progress;
 - discussions with parents about concerns relating to their child;
 - concerns about home conditions/situations;
 - concerns about child on child abuse (see anti-bullying policy).
 - concerns that a girl may have been subjected to (or is at risk of) female genital mutilation.
- or any other reasons which may suspect neglect, abuse or radicalisation outside the setting.

Staff may sometimes have no more than an uneasy feeling about a child but a clear observation, which is reported, may help to crystallise matters.

Significant changes in behaviour of both adults and children may be noted in:

- the playground;
- the hall/dining room;
- the cloakrooms and toilets;
- during PE/swimming lessons/ when changing clothes;
- in classrooms, including the computer suite and DT rooms.

All staff should be vigilant in their day to day observations of the children in their care.

We recognise that a child who goes missing could possibly be at risk of abuse and neglect, including sexual exploitation. Please see Appendix 5 for the procedures to be followed in the event of a child going missing from school.

Staff may, from time to time, be asked to monitor a particular child more carefully. This does not mean that the child is being abused but that he/she may need to be closely monitored for a variety of reasons. N.B staff should make it clear to children that confidentiality cannot be guaranteed in respect of child protection issues.

Concerns or suspicions may arise in a number of ways:

1. A direct allegation made by:
 - a) the child – him or herself
 - b) another child
 - c) an adult
 - d) someone anonymously
2. Physical injury
 - a) poor physical condition (indicating lack of care, nourishment or hygiene)
 - b) unexplained bruising, marks or other signs of possible abuse
 - c) a child's behaviour towards an adult
 - d) a child's behaviour towards another child
3. Observed changes in a child's attitude, behaviour or general well-being including:
 - a) attitudes to school work/activities
 - b) standard of attainment
 - c) concentration
 - d) use of language (swearing or sexually explicit words)
 - e) attention seeking behaviours with adults or children
 - f) social behaviour, for example becoming aggressive or withdrawn or children who seek to hide their views which could be a sign of radicalisation
 - g) inappropriate sexual behaviour
 - h) children's comments which give cause for concern, particularly any which indicate possible extremist views.

3.2 Supporting the child and partnership with parents

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

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

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

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

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

Early help is vital and

- an assessment will be undertaken with the agreement of the child’s parents or carers. The Headteacher would meet with the parents and the DSL’s to discuss the concerns and the need to provide support, including that from local agencies.
- school, where appropriate, will work with relevant local agencies.
- decisions will be made about the best possible help for the child, taking into account the needs of the child and the family. We will be alert to the potential need for early help for children with SEND.

Should any parents or carers refuse to consent to an early help assessment we will make a judgement as to whether, without help, the needs of the child will escalate. If this is the case then we would consider making a referral to local authority children’s social care.

3.4 The Prevent Duty

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

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

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

The Prevent Team can be contacted as follows: prevent@calderdale.gov.uk

The Gleddings School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils’ resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. This is done in an age appropriate way during in assemblies, in PHSE lessons and form time

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

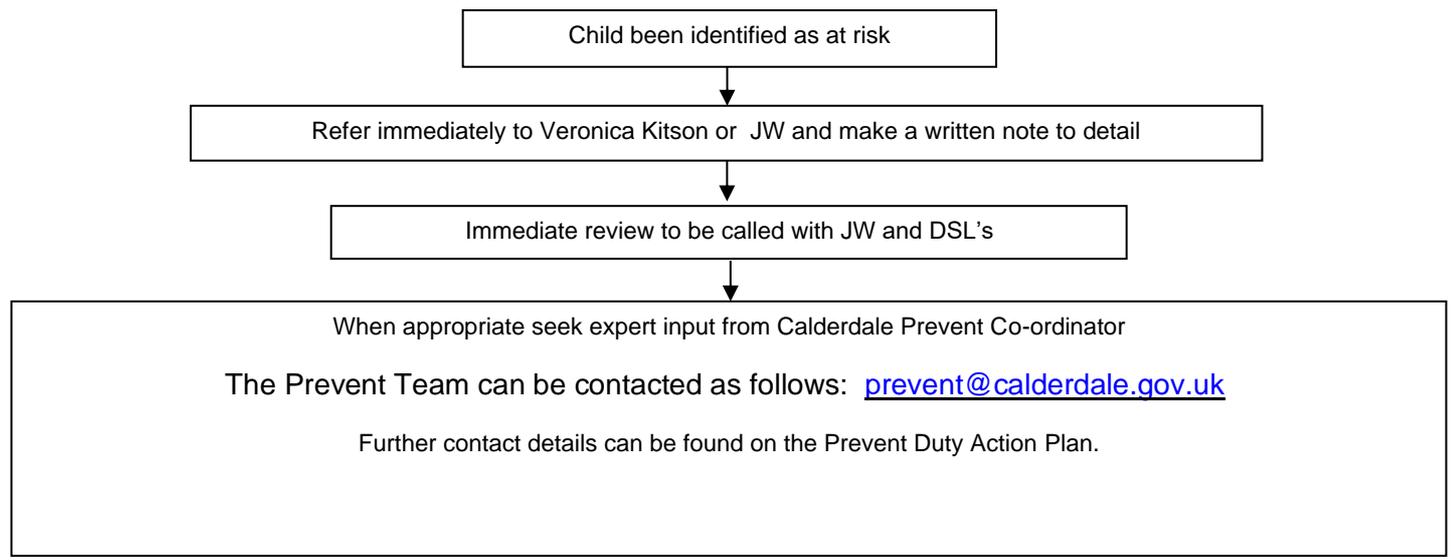
Veronica Kitson is the person responsible for the prevention of radicalisation.

We will:

1. work in partnership with all agencies (police, local authority, social services) and interests (schools, parents, carers) to ensure that children are safe from terrorist and extremist material and influence.
2. train staff in line with WRAP guidance.
3. ensure all online activity within school is screened and controlled to prevent the possibility of any radical or extreme information or influence impacting on any child.

4. identify vulnerable children who may be at, or become at, risk of radicalisation.
 5. build children’s resilience to any potentially harmful extremist views and behaviour.
 6. teach children that some people hold extremist views which may be vocal or active opposition to fundamental British values. Through PSHEE, RE and SMSC teaching and the whole school ethos of making the right choices.
 7. promote the importance of tolerance, diversity and living harmoniously with people of all cultures and beliefs.
 8. embed ‘Different is Good’ and ‘You Choose’ in all learning.
 9. ensure children understand how faith and spiritual experiences can affect the behaviour of individuals and the larger community.
 10. establish, through effective PSHE, RE, SMSC teaching the whole school and assemblies.
 11. be aware of behaviour which could be a sign or symptom of radicalisation and take account of the Prevent Duty guidelines (DfE April 2020).
 12. provide the right help at the appropriate time to prevent any issues escalating if children were identified as being at risk. In the event of this situation the level of risk will be considered in order to identify the most appropriate referral which could include Channel or Children’s Social Care.
- Should we need to make a referral we will normally consult with parents. However, if it was determined that a child was at risk of significant harm, a referral would be made without the parent’s consent.

Prevent Duty Action Plan Summary



3.5 Child Sexual Exploitation

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

Staff have been made aware of some of the key indicators of CSE by Steve Barnes. In addition, The Gleddings School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum eg. Healthy Relationships

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

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and Child Protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant to MAST and the Child Exploitation (CE) Hub.

3.6 Female Genital Mutilation

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

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

Staff are trained in the awareness of the indicators of FGM. If they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they must follow the normal safeguarding process and Child Protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and make appropriate referrals to MAST and the Police as per their mandatory reporting duty.

3.7 Domestic Abuse

The Gleddings School understands that the cross-government definition of domestic violence and abuse is:

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

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

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

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

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

3.8 Forced Marriage

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

Staff at The Gleddings School understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST

3.9 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

Staff are aware that safeguarding issues can manifest themselves with peer on peer abuse. All deliveries at The Gleddings minimise the risk of peer on peer abuse.

- the ethos of 'Different is Good'
- the 'You Choose' ideology
- PSHE lessons
- assemblies
- having a high ratio of staff to children monitoring children's behaviour both in the classroom and outside

Peer on peer abuse can take different forms and may include:

- emotional abuse (being unfriendly, excluding, tormenting or using threatening gestures)

- physical abuse (kicking, hitting or any use of violence or threatening to use violence)
- sexual or sexist abuse (making comments re: gay/lesbian tendencies and about physical features, sexting, touching/feeling where not appropriate)
- gender abuse
- racist abuse (racial taunts, graffiti, gestures)
- verbal abuse (name calling, sarcasm, spreading rumours, teasing, intimidation)
- religious or cultural abuse (name calling, teasing in relation to religious and cultural beliefs and practices such as praying, going to church or the wearing of religious symbols)
- homophobic or cyber abuse - See Appendix 2 - Cyberbullying - Homophobic Bullying
- abuse of children with special needs and/or disabilities
- abuse of children who are adopted or who are a carer

Staff are aware that peer on peer abuse should never be passed off as “banter” or “part of growing up”.

Victims of peer on peer abuse will be supported by staff who will:

- reassure them that the perpetrator will be dealt with appropriately
- make it clear that they do not have to suffer and that help will be provided
- help them to rebuild confidence and self esteem where necessary
- assure them that continuous support is available

‘Upskirting’ is also recognised as a form of peer on peer abuse.

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.’

It is a criminal offence and may also constitute sexual harassment.

Staff becoming aware of incidents of peer on peer abuse must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST and potentially the Police.

3.10 Youth Produced Sexual Imagery

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

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

3.11 Attendance and Children Missing from Education

The Gleddings School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between the front desk staff and the DSL after the registers are reviewed after morning registration. Likewise school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school’s ‘First’ Day Calling’ procedure in these circumstances in order to try and locate the child and ensure that they are safe.

The Gleddings School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education.

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

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

3.12 Child Criminal Exploitation: County Lines

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

3.13 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of a child by deceiving or manipulating them into any criminal activity (a) in exchange for something the child needs or wants (b) for the financial or other advantage of the perpetrator and (c) through violence or the threat of violence.

Some of the following can be indicators of CCE

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education.

3.13 Contextual Safeguarding

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

3.14 Children with Family Members in Prison

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

3.15 Sexual Violence and Sexual Harassment between children

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

3.16 Homelessness

The school are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social Behaviour. The school recognise that referrals to Calderdale Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified or a child has been harmed or is at risk of harm. In some cases children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified Children's Social Care will be the lead agency and the Designated Safeguarding Lead at school will ensure that an appropriate referral has been made to the Calderdale Multi-Agency Screening Team in the first instance.

The [Homeless Reduction Act 2017](#) places a legal duty on councils to provide advice and support.

3.17 Transporting EYFS Children

When transporting EYFS children risk assessments, including seatbelts/booster where necessary, are carried out to assess the required level of supervision.

Whilst children will always be supervised by Gleddings staff and no account be unaccompanied with only the driver or anyone not employed by the school, it is important that parents understand that any private arrangements that they make between themselves are their own responsibility and not covered by the schools policies and procedures that apply to school outings.

Section 4 Managing Allegations

4.1 Allegations

Where an allegation is made against any person working in or on behalf of the school the

procedures detailed in Keeping Children Safe in Education 2019 Part 4 and the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Calderdale.

- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Calderdale MAST. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

Appendix 1

Useful Contacts within the local authority

Children's Social Care

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

Schools Service

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

Prevent Team

Prevent Co-ordinator prevent@calderdale.gov.uk

Managing Allegations

Local Authority Designated Officer (LADO)
Cheryl Baxter (Lead) LADOadmin@calderdale.gov.uk 01422 394055

Whistleblowing – NSPCC helpline

0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

Police

West Yorkshire Police
Child Safeguarding Unit – Calderdale 01422 337362

Calderdale Housing www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page

Safeguarding Nursing Team

St John's Surgery: 01422 307314
01422307316

Appendix 2

Guidance for all staff and volunteers working at The Gleddings

TYPES OF CHILD ABUSE AND THEIR SYMPTOMS

1. **Physical abuse (including Female Genital Mutilation)**
2. **Sexual abuse (including Child Sexual Exploitation)**
3. **Emotional abuse**
4. **Neglect**
5. **Radicalisation** (see section 5 iv)
6. **Peer on peer abuse** (see section 5 iii)

There are also children considered to be of **Grave Concern/At Risk (including children who run away or go missing or are involved in domestic violence** - this is not a distinct category. Such children can be at risk from any combination of the above categories).

In addition all staff need to be aware that there are a number of specific safeguarding issues. These include:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM). It is now mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out.
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting

Staff are aware that abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another.

Further information on all of the above issues can be found within KCSIE (DfE) September 2020.

All staff have a duty to be continually responsible for the identification of children in need or who may be at risk of or suffering significant harm. Guidelines on how to identify these children are within the Signs, Symptoms and Disclosure of any Safeguarding Issues section of the policy. The reporting procedures for any safeguarding issues can be found in section 15 of the policy – Reporting Procedures for Safeguarding Issues.

Children's Social Care (via MAST) may be contacted on an informal basis (contact details – Appendix 1). If individual staff members with concerns wish to contact Children's Social Care (MAST) directly they may do so.

1. **Physical Abuse**

This involves physical injury to a child which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms or, or deliberately induces, illness in a child. It can also include deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of physical Abuse are:

- **Bruises and abrasions** – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic on non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **Slap Marks** – these may be visible on cheeks and buttocks.
- **Twin bruises on either side of the mouth or cheeks** – can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **Bruising on both sides of the ear** – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.

- **Grip marks on arms or trunk** – gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. brain haemorrhage; as the brain hits the inside of the skull. X – Rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **Black eyes** – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B a heavy bang on the nose, however, can cause bruising to spread around the eyes but a doctor will be able to tell if this has occurred.
- **Damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **Bite marks**
- **Fractures**
- **Poisoning or other misuse of drugs – e.g. over use of sedatives.**
- **Burns and / or scalds** – a round, red burn on tender, non protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be a cause of concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.
- **Female genital mutilation** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

2. Sexual Abuse

This involves the forcing or enticing of a child to take part in sexual activities. Non contact activities such as looking at sexual images or encouraging children to behave in sexually inappropriate ways are also forms of sexual abuse. This does not necessarily have to involve a high level of violence, whether or not the child is aware of what is happening, and can be perpetrated by males, females or other children.

Sexual abuse includes

- Physical contact, including assault by penetration (e.g. rape or oral sex)
- Non-penetrative acts e.g. masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities e.g. looking at 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).

Typical signs of abuse are:

- **A detailed sexual knowledge inappropriate** to the age of the child
- **Behaviour that is excessively affectionate or sexual** towards other children or adults.
- **Attempts to inform** by making a disclosure about sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- **A fear of medical examinations.**
- **A fear of being alone** – this applies to friends/ family/ neighbours/ baby sitters etc.
- **A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **Excessive masturbation is especially worrying when it takes place in public.**
- **Promiscuity**
- **Sexual approaches or assaults** – on other children or adults.
- **Urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **Bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **Discomfort or pain** particularly in the **genital or anal areas.**
- The drawing of **pornographic or sexually explicit images.**

3. Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatments – this category should be used where it is the main or sole form of abuse. It also includes Children in whom illness is fabricated or induced. Emotional abuse includes:

Conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person.

- Not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate.
- Age or developmentally inappropriate expectations imposed on child.
- Interactions that are beyond a child’s developmental capability.

- Over-protection and limitation of exploration and learning.
- Preventing the child's participation in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Bullying (including cyber-bullying) causing children to frequently to feel frightened or in danger.
- Exploitation or corruption of children.
- Any maltreatment which results in emotional harm.
-

4. **Neglect**

The persistent or severe neglect of a child's basic physical, emotional and/or psychological needs (e.g. by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Neglect can also occur as early as pregnancy due to substance abuse by the mother. Persistent stomach-aches, feeling unwell and apparent anorexia can be associated with physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or intending to procure food. There is particular cause of concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when school lunches are not available and this is also a cause for concern.
- **Inadequately clad** – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

Failure to protect a child from emotional harm or danger, provide adequate supervision or appropriate medical care or treatment is also a form of neglect.

5. **Radicalisation**

This involves the process of children being enticed into extremist views which may result in terrorism.

Some signs and symptoms which could indicate that a child is being drawn into radicalisation could include the following:

- Isolating themselves from family and friends.
- Day-to-day behaviour becoming increasingly centred in an extremist ideology, group or cause.
- A reluctance to share their views.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Possession of materials or symbols associated with an extremist cause.
- Using insulting or derogatory names for another group.

Grave Concern/At Risk

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. This includes children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstance apply:

- There is a known child abuser in the family.
- Another child in the family is known to be abused.
- The parents are involved with pornographic material to an unusual degree.
- There is an adult in the family with a history of violent behaviour.
- The child is exposed to potential risk or exploitation via the Internet e.g. pornographic chat rooms.

The Symptoms of Stress and Distress

When a child is suffering from any one of the previous four 'categories of abuse' or if the child is 'at risk' he/ she will nearly always suffer from/display signs of stress/ distress.

An Abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and fall-off in school performance.
- Aggressive or hostile behaviour.
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.
- Regression to more immature forms of behaviour e.g. thumb sucking.
- Self harm or suicidal behaviour

- Low self esteem
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual physical abuse.
- Disturbed sleep.
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour.
- A sudden change in school performance.

Parental Signs of Child Abuse

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school until injuries have healed without adequate reason.
- A high level of expressed hostility to the child.
- Grossly unrealistic assumptions about child development.
- General dislike of child-like behaviour.
- Inappropriate labelling of child's behaviour as bad or naughty.
- Leaving children unsupervised when they are too young to be left unattended.
- Neglect to carry out medical care or medical advice given resulting in an adverse effect on the child.

Appendix 3



The Gleddings Preparatory School Safeguarding Children Staff Referral Form

School's Internal Form: Please complete and return as soon as possible to the Child Protection Co-ordinator

Name of child	Class	Date	Time	Persons present
Details of conversation with child/observations of child/specific concerns. Please remember to write in child's own words wherever possible/or appropriate.				
Name of referring staff:			Signature:	
Any other staff member present:			Signature:	
Please keep all original notes signed and dated				
This section to be completed by Safeguarding Children Co-ordinator				
Referred to:			Date received:	
Tick as appropriate:		Comments:		
First referral				
Additional referral				
Register check				
Advice sought				
External referral made (see file)				
Staff notified				

Appendix 4

Immediate actions to be followed by staff if a child goes missing from school

During teaching hours.

1. Inform the Headteacher or Senior Leader immediately. They will inform the School Manager and staff at the School Desk.
2. The teacher of the missing child to take the class register to check that all the other children are still present.
3. Non teaching staff to undertake a careful search of the school buildings (including cupboards, bathrooms and grounds) whilst the Senior Leaders and School Manager (carrying a mobile phone) will search the area immediately outside the school. All doors and gates will be examined for signs of entry/exit.
4. The teacher of the missing child to ask the children in his/her class if they can say when they last remember seeing the missing child and report any useful information to the front desk staff. Useful information can be passed on to the Headteacher/School Manager/Senior Leaders via the mobile phone. For this reason the staff at the front desk must remain at the desk throughout the search.
5. The teacher will make sure the children in his/ her class are fully occupied whilst the search takes place. On no account must the children leave their classroom to take part in the search.

If the child is still missing (at any part of the school day), the following steps will be taken:

1. The Headteacher to phone the child's parents and the police and explain what has happened and what steps have been set in motion. The parents will be asked to come to the school.
 2. The search in the school and grounds will continue and the School Manager/Senior Leaders will drive around the immediate area of the school in search of the missing child.
 3. The school will co-operate fully with any Police investigation and any safeguarding investigation by Social Services.
 4. If the child is injured by means of a serious physical nature a report will be made under RIDDOR to the HSE.
- A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted. Insurers will be notified if appropriate.

Lunch Time and Playtimes

1. An immediate head count to be carried out in order to ensure that all the other children are present.
2. A phone call will be made to the Front Desk. All available staff will be alerted and procedures from the immediate actions above will be followed.

Early School/Late School

1. An immediate head count to be carried out in order to ensure that all the other children are present.
2. The Early School or Late School Leader to take the registers to check all the other children are still present.
3. Non supervising staff to undertake a careful search of the school buildings (including cupboards, bathrooms and grounds) whilst the Senior Leaders and School Manager (carrying a mobile phone) will search the area immediately outside the school. All doors and gates will be examined for signs of entry/exit.
4. The Early School or Late School Leader to ask all children if they have any useful information which will immediately be reported to the Headteacher/Senior Leader, School Manager and the front desk.
5. All other children must continue to be fully supervised and occupied. On no account must children take part in the search.

Actions to be followed by staff if a child goes missing on an outdoor activity/visit

1. An immediate head count to be carried out in order to ensure that all the other children are present.
2. Adults to be directed by the member of staff in charge to search the immediate vicinity (to include toilet areas and where they were last seen).
3. If the search does not prove fruitful after a reasonable amount of time the remaining children should be taken back to their base. The adult/s involved in the search should remain behind with a mobile phone or they should have access to a telephone.
4. The Headteacher/School Manager/Senior Leader to be immediately informed using a mobile phone.
5. The Headteacher to telephone the child's parents and explain what has happened and what steps have been set in motion. The parents will be asked to come to the venue or to the school at once.
6. The remaining staff are responsible for contacting the Manager of the venue to arrange a search and for contacting the Police.
7. The school will co-operate fully with any Police investigation and any safeguarding children investigation by Social Services.
8. If a child is injured a report will be made under RIDDOR to the HSE if appropriate.

A full record of all activities taken up to the stage at which the child was found will be made for the incident report. If appropriate, procedures would be adjusted. Insurers will be notified if appropriate.

Actions to be taken by staff once the child is found

1. Care for the child as appropriate.
2. Speak to the other children to ensure they understand why they should not leave the premises or separate themselves from a group on an outing.
3. The Headteacher to speak with the parents to discuss events and give an account of the incident.
4. Where appropriate, a full investigation will take place and the findings also shared with the parents.
5. The investigation will involve all concerned providing written statements.
6. The report will be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, the purpose of the outing, the length of time the child was missing and how he/she appeared to have gone missing and was found, lessons for the future.
7. Any media queries will be referred to the Headteacher and not be dealt with by the staff.

Appendix 5

Thresholds Tool

Following assessment, of all the risks and unmet needs for a child, this Thresholds Tool is designed to guide you to the most appropriate referral route by estimating:

What's the worst that could happen?

- How severe might the consequences be (in terms of impact on the child) on a scale of 1 to 5? (*Severity*)
- How likely/probable is that to happen on a scale of 1 to 5? (*Likelihood/Probability*)
- What is the score of severity multiplied by likelihood/probability?

As a multi-agency group, the professionals involved will need to have analysed the information to consider and determine the severity and likelihood/probability of each identified need of risk. This will involve discussing and arriving at a shared understanding of SEVERITY, LIKELIHOOD/PROBABILITY, IMPACT ON THE CHILD. The compilation of a multi-agency chronology as part of the assessment process will help to identify evidence and assist this discussion. The group should score the severity of potential impact on the child on a scale from 1 to 5. The likelihood/probability of the need not being met or risk occurring should be scored on a scale from 1 to 5. Multiply the likelihood/probability by the severity score. This will result in a score which indicates the level of risk.

Use this table to help you to define 'severity'

	Severity	Description
1	Insignificant	None or insignificant injury, illness or harm
2	Low	Minor accident, injury, illness or harm; needs minor treatment or support
3	Medium	Harm including emotional, injury or illness; needs ongoing treatment or intervention
4	High	Major injuries or harm including emotional harm/incapacity
5	Catastrophic	Fatality/severe incapacity

Use this table to plot the likelihood/probability and severity (impact) of harm/unmet need

	SEVERITY				
Likelihood/probability	Insignificant	Low	Medium	High	Catastrophic
Very unlikely	1	2	3	4	5
Unlikely	2	4	6	8	10
Possible	3	6	9	12	15
Likely	4	8	12	16	20
Very likely	5	10	15	20	25

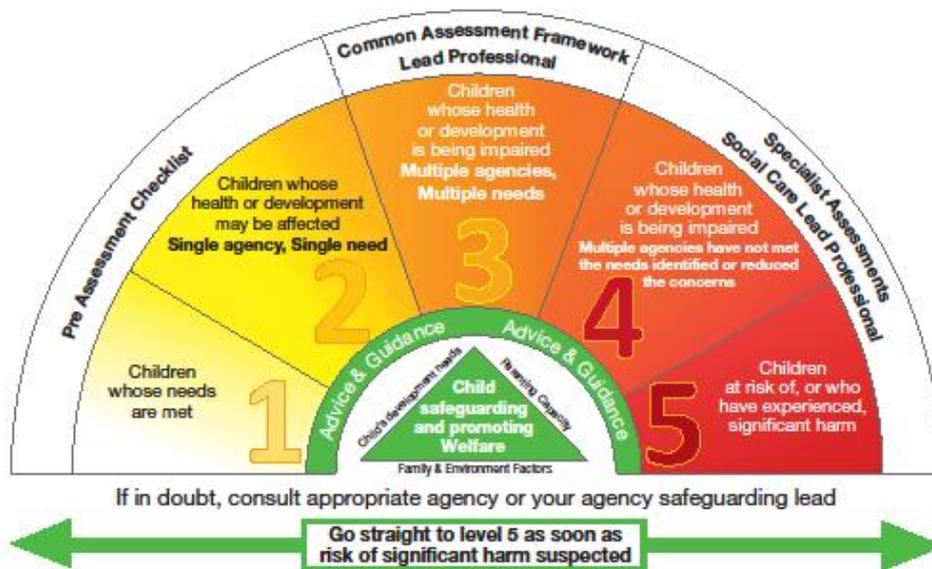
Once the score has been entered into the table, the result will indicate the threshold at which the case can be managed.

- 0-6 could be managed by Universal or Targeted Services and Early Intervention Services at the higher end – *something that's very likely to happen but insignificant or could be catastrophic but is very unlikely/very improbable.*
- 6-12 could suggest it's more appropriate to manage at Tier 3 of the Continuum of Need with support from the Early Intervention panel and Child in Need at the higher end – *the impact could be catastrophic but unlikely to happen, or it may be very likely/very improbable to happen but comparatively low in impact.*
- 15 suggests the concerns should be discussed with Children's Social Care or other appropriate specialist agency (such as CAMHS) to decide the best course of action for the child – *ranging from medium risk but very likely/probable or something that would be catastrophic and has a possible chance of happening.*
- 16 and over indicates a referral to Children's Social Care, or other appropriate specialist agency (such as CAMHS)

NB: the severity of the potential consequences or impact will stay the same, but the likelihood/probability can reduce if appropriate safety control measures are put in place, or can increase if there is a change in the circumstances or people involved.

The SMART plan which is produced from assessment and analysis should include actions to reduce the likelihood/probability of the harm occurring. This tool can be used again at a later date to review what impact the SMART plan has made by re-assessing the level of risk. The updated risk level assessment makes it simple to consider if the plan has been effective and the decision whether to continue with the plan is more straightforward, along with deciding whether to make any changes to the plan.

Continuum of Need and Response for all Children, Young People and Families in Calderdale



Whenever possible the service response must be directed at reducing risk and vulnerability and meeting needs at the appropriate, lowest level of intervention. The availability of and access to effective early intervention and preventative services is essential in order to achieve this.

Level 1 represents children with no identified additional needs. Their needs are met through accessing universal services.

Level 2 represents children with additional needs that can be met by targeted support by a single practitioner or agency - universal services.

Level 3 represents children with additional needs that can be met by targeted support by a multi-agency integrated support package - mainly universal services co-ordinating their approach.

Level 4 represents children with significant additional needs that have not been met following a co-ordinated, multi-agency response and for whom significant concerns remain. This is when Children's Social Care may become involved.

Level 5 represents children with complex needs at the highest level of vulnerability which will be met by multi agency support from specialist services. (Social Care will always be the lead professional when a child protection enquiry is necessary, S47 Children Act 1989).

Useful contacts

Family Information Service

Northgate House
Northgate, Halifax
HX1 1UN
Telephone: 01422 253053
Fax: 01422 392481

First Response Team - Calderdale Multi-Agency Service (CMAS)

Northgate House
Northgate, Halifax
HX1 1UN
Telephone: 01422 353279
Fax: 01422 392889

West Yorkshire Police, Calderdale Division

Safeguarding Unit
Halifax Police Station
Richmond Close, Halifax
HX1 5TW
Telephone: 01422 337199

