



School Safeguarding & Child Protection Policy

2017/18

The Principal is Ms Lisa Corrigan.

This policy was developed on September 2017.

This policy was signed off by the Governing Body on 25th September 2017.

The policy will be reviewed in September 2018.

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Sadie Williams, Assistant Headteacher.

The Deputy Designated Safeguarding lead(s) is Justine Turner.

The name of the Designated Teacher for Children who are Looked After is Sadie Williams, Assistant Headteacher.

The named Member of the Governing Body for Safeguarding is Joanne Taylor.

Section 1 - Introduction

Section 2 - School commitment

- 2.1 Pupil Information
- 2.2 Transfer of files
- 2.3 Roles and Responsibilities
- 2.4 Key definitions

Section 3 - Provide a safe and supportive environment

- 3.1 Safer recruitment and selection
- 3.2 Safe working practice
- 3.3 Risk assessments
- 3.4 Safeguarding information for pupils
- 3.5 Partnership with parents
- 3.6 Partnership with others
- 3.7 School training and staff induction
- 3.8 Support advice and guidance for staff

Section 4 - Ensuring that Children are safe at school and at home

- 4.1 Early help
- 4.2 Child protection procedures
- 4.3 Concerns that staff must immediately report
- 4.4 Responding to disclosure
- 4.5 Recording and monitoring
- 4.6 Specific Safeguarding Issues
- 4.7 The Prevent Duty
- 4.8 Child Sexual exploitation
- 4.9 Female Genital Mutilation
- 4.10 Domestic Abuse
- 4.11 Fabricated/Induced Illness (F11)
- 4.12 Child Trafficking
- 4.13 Forced Marriage
- 4.14 Peer on Peer abuse
- 4.15 Youth produced sexual imagery
- 4.16 Attendance and Children missing from Education
- 4.17 Alternative Education
- 4.18 Children looked after (CLA)
- 4.19 SEN
- 4.20 Transgender
- 4.21 Online

Section 5 - Managing allegations against those who work with children.

The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on www.calderdale-scb.org.uk
- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Information Sharing (2015)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2012
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)

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, 2015)

SECTION 1: Introduction

We believe that:

- Safeguarding and promoting the welfare of children is everyone's responsibility.
- 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.

The governors and staff of Park Lane Academy fully recognise the contribution it makes to safeguarding children. **Our aim is to create a culture of vigilance at all times.** We recognise that **all** staff, including volunteers, have a full and active part to play in protecting our students from harm and **will always work in the best interests of the child.**

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, spiritual, cultural and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teachers and associate staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for robust levels of communication between all members of staff.
- To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.

To ensure that the school contributes to inter-agency working in line with statutory guidance 'Working together to safeguard children' March 2015. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection procedures and plans. The school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

To ensure that all adults within our school who have access to children have been rigorously checked as to their suitability. An Enhanced DBS will be carried out for all staff working at the school and in-line with our Trust Policy.

To raise awareness of safeguarding among our students and to teach them about safeguarding, including online risks and develop the skills needed to keep themselves safe and free from harm.

This policy should be read in conjunction with the following policies or procedures:

- Anti-bullying procedures
- Behaviour for Learning Policy
- Health and safety policies and procedures

Section 2: School Commitment

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

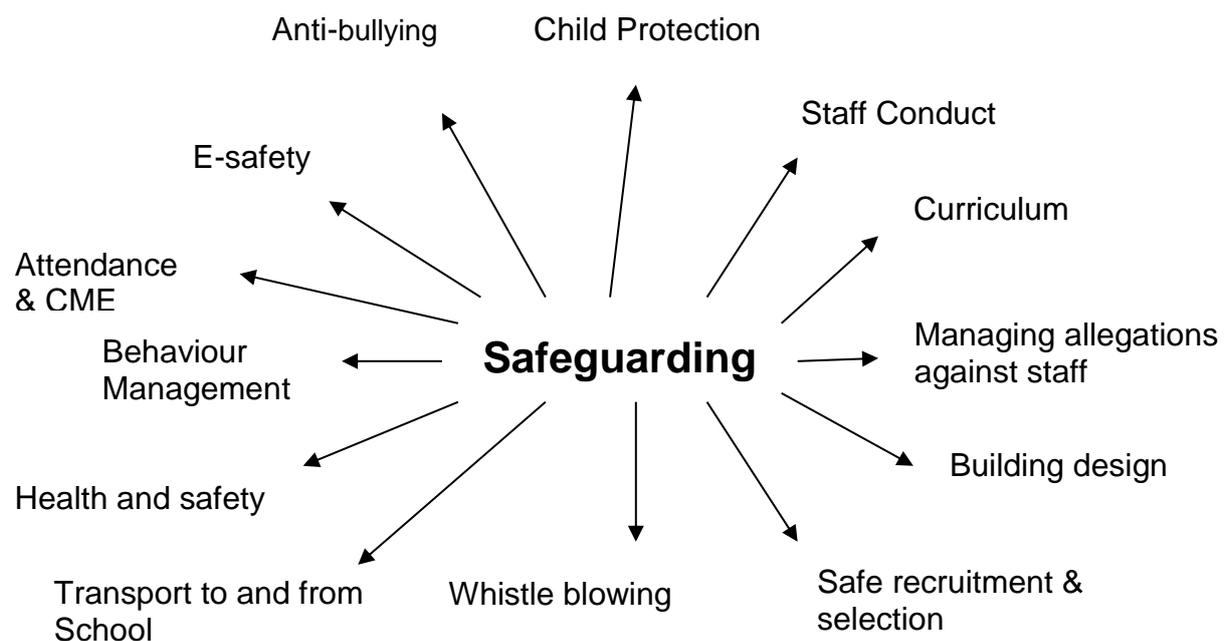
The purpose of this policy is:

- 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 (2016);
- providing a safe environment for children and young people to learn and develop in our school setting;
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Park Lane is committed to safeguarding and promoting the wellbeing 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, 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. 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 policy.



2.1 – Pupil Information:

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

- Names, contact details and relationship to the child of any persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan
- If the child is or has been subject to Early Intervention Single Assessment (EISA) or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

2.2 Transfer of school records:

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.

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to-face meeting unless the child moves out of area. If this is the case the file is transferred by recorded delivery and signed for, and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

The school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, or the age of 35 years if the child was subject to Child Protection procedures. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

2.3 Roles and Responsibilities:

Our Governing Body will ensure that:

- There is a named Safeguarding Governor
- The school has an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-

agency procedures, and the policy is available publically via the school website or other means

- The school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- The school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- A senior member of the school's leadership team is appointed to the role of DSL
- Staff including the Head teacher undertake appropriate safeguarding training which is updated annually
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- A governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the 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

Our Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- There are arrangements in place for Safeguarding Supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s)
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- The Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed

- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);

Our Designated Safeguarding Lead (DSL) as stated in KCSIE (2016) will ensure that they:

Manage referrals:

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

Work with others:

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

Undertake training:

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

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

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

Raise Awareness:

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

Availability:

- During term time the designated safeguarding lead (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns.
- There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

All staff and volunteers will:

- Read and sign to say that they understand and will fully comply with the School's policies and procedures.
- Read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2016).
- Attend annual whole school training and other appropriate training identified

- Identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- Provide a safe environment in which children can learn
- Be aware that they may be asked to support a Social Worker to take decisions about individual children
- Inform the designated safeguarding lead of any concerns about a child at the earliest opportunity
- Inform the head of any concerns regarding an adult within school at the earliest opportunity
- Inform the Chair of Governors of any concerns regarding the head at the earliest opportunity

2.4 Key Definitions:

(‘Working Together’ 2015 and ‘Keeping Children Safe in Education’ 2016)

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; 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Section 3 Providing a Safe and Supportive Environment

3.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2016. 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 (2016) 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.

Ms L.Corrigan (Principal)
Mrs P. Hill (Chair of Governor)
Mohammed Naeem (School Governor)
Ms R. Ahmed (Deputy Head)
Mr S. Wakefield (Assistant Head teacher)
Mrs S. Oldroyd (Office Manager)
Mrs P. Oldroyd (Business Manager)

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).

3.2 Safe Working Practice

The Teaching Standards (2012) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Handbook (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)

3.3 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, 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.

3.4 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 who 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. We make pupils aware of these arrangements by regular year group assemblies on topics such as bullying, resilience, Human rights, International woman day, Internet safety, Healthy body and minds. On the Park Lane website (see it, report it, stop it) students can self-refer their concerns directly to the Safeguarding designated lead, plus raising awareness of Child Line and CEOP websites.

As a school we believe that a child's emotional and physical wellbeing is as important as their capacity to learn. Therefore, as part of our wellbeing provision, we have a 'No Worries' clinic running once a week in school; this will be manned by qualified staff from Branching Out, Calderdale Sexual Health Services and Healthy Minds.

Students are able to access support and advice on a range of areas such as drugs and alcohol, smoking, mental health, contraception, healthy relationships, self-harm and coping with stress. Students will be able to self-refer via a drop-in service but there will also be the option for Heads of Year and other pastoral staff to refer students who we feel need some extra support.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns and key themes identified in the Keeping Children Safe in Education statutory guidance.

3.5 Partnership with Parents:

The school shares a purpose with parents to educate and keep children safe from harm. The school provides e-safety advice to parents and provides an extensive parent and carer information section on the school website. Included on the website is advice on reporting issues to appropriate authorities (MAST – Multi Agency Screening Team and First Response).

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.

Park Lane Academy will share with parents any concerns we may have about their child, unless to do so may place a child at risk of harm. In addition, parents will not be informed prior to a social care referral if it may jeopardise a police investigation.

We encourage parents to discuss any concerns they may have with the Year Team in school and we encourage use of Parent View as an opportunity to provide feedback to the school.

We make parents aware of our policy through the parent and carer section on our website and all safeguarding policies are available to read on the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum via our termly Newsletter,

3.6 Partnerships with others:

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. These include LA, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, Childline in Partnership with schools, NSPCC, National Youth Advocacy Service, Surestart, Children's Fund, First response, Branching out. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with social care agencies where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, CAF (Common Assessment Framework) and TAC (Team Around the Child) meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. For

allegations against staff the school works closely with the LADO, (Local Authority designated officer).

3.7 School Training and Staff Induction:

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

The Principal is a trained DSL, in line with Trust expectations. All other school staff, including support staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis. Park Lane Academy ensures that this takes place by Annual training on CP for all staff and additional training for any new members of staff who join the school throughout the year, as recommended by Calderdale Safeguarding Children Board.

All staff (including temporary staff and volunteers) are provided with the school's staff handbook, part 1 and Annex 1 of the Keeping children safe in education 2016, Child Protection booklet identifying the possible physical and emotional indicators of abuse and are informed of school's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

3.8 Support, Guidance and Supervision for Staff:

Staff will be supported by the schools safeguarding team within school, LA and professional associations. The designated safeguarding lead for Safeguarding/Child Protection will be supported by the Head teacher, supervision with other DSL and nominated governor advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also an agenda item for whole school training. The Child Protection team attend weekly supervision meetings to discuss and if necessary raise concerns. In addition, formal supervision process is in place for staff on the safeguarding team.

Safeguarding is also an agenda item for Heads of Year, Aspire staff, Senior Leadership Team and Inclusion panel. There is a whole school weekly pastoral briefing, which facilitates an opportunity for discussion and raise individual concerns.

Section 4: Ensuring that Children are Safe at School and at Home

4.1 EARLY INTERVENTION HELP

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if a child's behaviour is becoming problematic due to lack of appropriate guidance and boundaries at home. Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Park Lane Academy is committed to early help and the identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. All staff are aware of the early help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking early help assessments.

4.2 Child Protection Procedures 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 of the four main types of abuse are within the Safeguarding Policy.

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

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

4.3 Concerns that staff must immediately report

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

If children are placed in any form of Alternative Provision for any part of their school day, this school will seek reassurance that the same child protection procedures will be followed and

that any concerns will likewise be reported to our Designated Safeguarding Lead and their counterpart within the Alternative Provision.

Concerns that staff must immediately report:

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

4.4 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.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a hand written record on a safeguarding form then pass to the DSL. Staff must not email.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that she 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. using TED technique – 'Tell me, explain to me, Describe to me....'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and who will be involved as appropriate
- Record details including what the child has said, in the child's words on a safeguarding concern form and record any visible signs, injuries or bruises on a Body Map.
- Record the context and content of their involvement, and distinguish between fact, opinion and hearsay

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

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

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

Then decide:

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

OR

- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment (e.g. Early Intervention Single Assessment - EISA) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Multi-Agency Screening Team (MAST) will be followed up in

writing using the Calderdale Request for Service/Referral Form and these referrals will always be kept on file irrespective of the outcome.

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

Action following a child protection referral:

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

- Make regular contact with the social worker involved to stay informed
- Wherever possible, contribute to the strategy discussion
- Provide a report for, attend and contribute to any subsequent child protection conference
- If the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- Where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision made by Multi-Agency Screening Team (MAST) e.g. 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 Multi-Agency Screening Team (MAST)

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 state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed.

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

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

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

4.6 Specific safeguarding issues:

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Other areas staff need to be aware of are:

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE) – see also below
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Prevent and radicalisation
- Relationship abuse
- Sexting
- Trafficking

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

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website, Calderdale Safeguarding Children's Board website <http://www.calderdale-scb.org.uk/>

They can be contacted by;

- Email: <mailto:Allison.waddell@calderdale.gov.uk>
- Writing to **Calderdale Safeguarding Children Board** Northgate House, Northgate, Halifax, HX1 1UN.
- Tel: 01422 394074

4.7 The Prevent Duty

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

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

arelys.gomez-reve@calderdale.gov.uk or prevent@calderdale.gov.uk , or by phone on 07929010016.

Park Lane Academy will also incorporate the promotion of fundamental British Values into the *Safeguarding Curriculum* in order to help build pupils' resilience and enable them to challenge extremist views. 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.

4.8 Child Sexual Exploitation

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

All Staff have been made aware of some of the key indicators of CSE by training provided by the Designated Safeguarding Lead – Sadie Williams. In addition, Park Lane Academy appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum e.g. 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. Park Lane Academy also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

4.9 Female Genital Mutilation

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

4.10 Domestic Abuse

Park Lane Academy understands that the cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional.

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

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

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

4.11 Fabricated/induced Illness (F11)

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusion and include:

- **fabrication** of signs and symptoms. This may include fabrication of past medical history.
- **fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;

- **induction** of illness by a variety of means.

4.12 Child Trafficking

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, or fraud, of deception, of the abuse of power or of a position of vulnerability or the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

4.13 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 Park Lane Academy understands 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).

4.14 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.

4.15 Youth Produced Sexual Imagery

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

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

4.16 Attendance and Children Missing from Education

Park Lane Academy 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 Attendance Team to the DSL by daily attendance alerts onto CPOMS. 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.

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

Park Lane Academy understands that it is essential that contact is made with the Education Welfare Service (Lindsey Cummings 01422 266126) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition Park Lane Academy 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.

Notification and Referral Route

If a practitioner becomes aware of a child missing from education (CME), in whatever capacity, they should notify the CME Officer.

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a referral.

Process within Calderdale

Discuss with Attendance Officer and refer

The CME Officer will make necessary enquiries and create a referral to the Early Intervention Team Service, if appropriate, so that further investigations can be undertaken

4.17 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.

What do you need to do?

If a member of staff believes a child may be privately fostered they must inform the designated safeguarding lead, who must inform the Local Authority.

4.18 Children with special educational needs and disabilities:

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

EQUALITY AND DIVERSITY:

4.19 Transgender

Park Lane Academy understands that promoting equality and diversity and tackling discrimination is essential in safeguarding the pupils. The school has separate policies and procedures in place to address issues such as transgender. Park Lane Academy also has an anti-bullying policy that covers harassment and discrimination.

4.20 Online Safety

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's online safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and children understand the possible risks. As schools and colleges increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Park Lane Academy ensures that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (CREATE), tutorials and through sex and relationship education (SRE)".

Section 5:

MANGING ALLEGATIONS AGAINST THOSE WHO WORK WITH CHILDREN

If you have concerns about a colleague:

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff should follow Calderdale Safeguarding Children's Board's 'First Five Minutes' flow chart. Staff must not question the child or the alleged perpetrator.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

Staff who are the subject of an allegation:

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

There is a tracking form that has been devised for schools to record allegations of professional abuse.

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO).