Safeguarding and Child Protection Policy (Pivot Academy Kirklees)

2025 - 2026

‘Because Children Deserve Better’

This safeguarding policy has been informed by guidance from Kirklees Council. Certain sections are derived directly from Kirklees Council’s model safeguarding policy. Kirklees Council retains the intellectual property rights to their policy. We acknowledge their contribution and expertise in shaping this document.

The policy was developed and produced in partnership with the following schools and agencies:

- Kirklees Learning Service
- Kirklees Safeguarding Children’s Partnership
- Kirklees Children & Families - Early Support
- Kirklees Children & Families - Early Learning
- Kirklees Duty & Advice (CSC)
- Woodley School & College
- Newsome High School
- Howard Park Community School
- BBG Academy (The Rodillian Multi Academy Trust)
- Leeds City Council

Reviewed By:	Tina Quirke, Lead Social Worker and DSL
Approved By:	Kathryn Parkinson, COO
Responsible Person:	Tina Quirke, Lead Social Worker and DSL
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1. Overview

Part 1 of this policy is for all staff, including directors and safeguarding leads.

Part 2 of this policy document has a suite of model pro-formas for schools to adapt to support their in-house safeguarding arrangements is principally for use by designated safeguarding staff, lead directors, and senior leadership teams.

Academic year	Social Worker / Lead Designated Safeguarding Lead	Designated Safeguarding Lead/s	Proprietor	Director with Responsibility
2025-2026	Tina Quirke	Amy Thornton Emma Goddard Emma-Jane Barber Rebecca Hall Tom Laurie	Michael Smith	Kathryn Parkinson

Child Protection and Safeguarding Advice
Contact List – September 2025

Role / Agency	**Name and role**	**Contact Details**
School Designated Safeguarding Lead (DSL)	Amy Thornton, Pivot Outreach Provision (POP), Kirklees	amy.thornton@pivot-group.co.uk 07935 352011
School Designated Safeguarding Lead (DSL)	Emma Goodard, Kirklees, Tech House	emma.goddard@pivot-group.co.uk 07511 037627
School Designated Safeguarding Lead (DSL)	Emma Jane Barber, Kirklees, Salus House	emma-jane.barber@pivot-group.co.uk 07895 304727
School Designated Safeguarding Lead (DSL)	Rebecca Hall, POP, Wakefield	rebecca.hall@pivot-group.co.uk 07860 312737
School Designated Safeguarding Lead (DSL)	Tom Laurie, Pivot 6	tom.laurie@pivot-group.co.uk 07511 037629
Social Worker / Lead DSL	Tina Quirke	tina.quirke@pivot-group.co.uk 07521 389805
Proprietor	Michael Smith	michael.smith@pivot-group.co.uk
Director with responsibility for Child Protection and Safeguarding	Kathryn Parkinson	Kathryn.parkinson@Pivot-group.co.uk
Designated Teacher for Looked After and previously Looked After Children	Erica Strickland, Kirklees and Pivot Outreach Programme (POP)	erica.strickland@pivot-group.co.uk 07521 389802

SENDCo	Erica Strickland, Kirklees and POP	erica.strickland@pivot-group.co.uk 07521 389802
Designated Teacher for Looked After and previously Looked After Children	Mark Lee, Pivot 6	mark.lee@pivot-group.co.uk 07933 504402
SENDCo	Mark Lee, Pivot 6	mark.lee@pivot-group.co.uk 07933 504402
PSHE Coordinator	Peter Foster	Peter.foster@pivot-group.co.uk
Mental Health Lead	Lisa Eagleton	lisa.eagleton@pivot-group.co.uk 07521 389798
KCSC Duty and Advice	Urgent Child Protection concerns / initial referral	Professionals – 01484 414960 Members of the public – 01484 456848
LA School Safeguarding Officers	Advice / Training / Safeguarding Audit	schoolsafeguardingofficer@kirklees.gov.uk
Local Authority Designated Officer	Allegations against adults in school	01484 221126 LADO.cases@kirklees.gov.uk
PREVENT Team	Prevent training/advice	01924 483747 prevent@kirklees.gov.uk

2. Aims

The school aims to ensure that:

- Appropriate action is taken promptly to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed
- Staff are properly trained in recognising and reporting safeguarding issues.
- A culture of vigilance is created and maintained to ensure that we will act in the best interests of children to protect them online and offline
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children
- The Directors and staff of Pivot Academy (hereinafter referred to as "our school") take as our priority the responsibility to safeguard and promote the welfare of our learners, to minimise risk, and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.
- The responsibilities set out in this policy apply (as appropriate) to all members of the school community including learners, staff, directors, visitors/contractors, volunteers, and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within Personal, Social and Health Education (PSHE) and the safety of the physical environment provided for the pupils.

3. Legislation and statutory guidance

- If This policy is based on the Department for Education's statutory guidance, Keeping children safe in education - GOV.UK (www.gov.uk) and Working Together to Safeguard Children (WTTSC 2023) we comply with this guidance and the procedures set out by Kirklees Safeguarding Children partnership (KSCP)
- The policy conforms to locally agreed inter-agency procedures and has been developed by Kirklees Learning Service and Kirklees Safeguarding Children's Partnership. It is available to all interested parties on our website and by request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), provides a framework for the care and protection of children.
- General Data Protection Act (2019) Guide to the General Data Protection Regulation - GOV.UKhttps://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation.
- Data Protection Act http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, defines what 'regulated activity' is about children.
- Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 for protecting people from the risk of radicalisation and extremism.
- Children and Social Work Act 2017 https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted
- Guidance for safer working practices for those working with children and young people in education settings https://www.saferrecruitmentconsortium.org/
- Kirklees Safeguarding Children Partnership Procedures https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/.
- Children Missing Education – Statutory guidance for local authorities (DfE August 2024)

- Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
- Information sharing advice for safeguarding practitioners - GOV.UK
- https://www.gov.uk/government/collections/online-safety-act
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK
- Mobile phones in schools - February 2024 (publishing.service.gov.uk)
- Alternative Provision Guidance February 2025
- Working Together To Improve School Attendance 2024
- Care Act 2014
- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, set out who is disqualified from working with children.

4. Definitions

Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.
- **Child protection** is part of this definition and refers to activities undertaken to prevent children from suffering or being likely to suffer, significant harm.
- **Children** include everyone under the age of 18. College students between the ages of 18 and 25 if they are considered at risk; for example, learners with learning disabilities, those in care or previously in care, those with an EHCP and those with mental health concerns are supported by adult services when reporting any Safeguarding concerns. Adult services can be contacted via the link below.

https://www.kirklees.gov.uk/beta/social-care/contact-adult-social-care-services.aspx

5. Equality statement

Some learners have an increased risk of abuse, and additional barriers can exist for some leaners for recognising or disclosing it. We are committed to anti-discriminatory practice and recognise learners' diverse circumstances. We ensure that all learners have the same protection, regardless of any barriers they may face.

We give special consideration to learners who:

- are disabled or have certain health conditions and have specific additional needs.

- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home or care.
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised or exploited.
- have a parent or carer in custody or is affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- are misusing alcohol and other drugs themselves.
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- are a privately fostered child.
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- have English as an additional language.
- are asylum seekers, refugees or migrants.

6. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by this school), volunteers, and directors in this school. Our policy and procedures also apply to extended school and off-site activities.

All staff

- All staff will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (KCSiE) and review this guidance at least annually.

All staff will be aware of:

- Our systems to support safeguarding, include Guidance for Safer Working Practice, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to learners who go missing from education.
- The early support process includes identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

- The process for making referrals to Kirklees children's services duty and advice and for statutory assessments that may follow a referral, including the role they might be expected to play. (Fig 1 page 10) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, Social Worker / Lead DSL, or headteacher (in the absence of a DSL) first to agree on a course of action. In the absence of a DSL, Social Worker / Lead DSL or headteacher being available, staff must not delay directly contacting the duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- Working in partnership with other agencies in the best interests of the children. Requests for service to children's social care duty and advice team should (wherever possible) be made by the DSL. Where a learner already has a child protection social worker, we will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation.
- What to do if they identify a safeguarding issue or a learner tells them they are being abused or neglected, including specific issues such as child exploitation or FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing may be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The in-school procedures for recording any cause for concerns and passing information on to DSLs following the school's recording systems.

The designated safeguarding lead (DSL) and deputy designated staff:

- Our schools have a named DSL on each site as named in the table on Page 3 of this document. The DSL takes the lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems in place)
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- Some of our DSL's work all year round so even during the school holidays the roles will be covered by a trained DSL. Information regarding who is working and how they can be contacted during the holidays will be shared prior to the holiday commencing.
- The optimal scenario is to have a trained DSL or Lead DSL available on site. Where this is not possible a trained DSL or Lead DSL will be available to be contacted via phone or online video – for example when remotely.
- When the DSL is absent, the Social Worker / Lead DSL Tina Quirke, contact details on Page 3 of this policy will act as the point of contact.

- If the DSL's and Social Worker / Lead DSL is not available Katie Lockwood (Headteacher) or Craig McElhatton (Deputy Headteacher), Danielle Augustine (Deputy Head) or Oliver Roberts (POP Lead) will act as contact points.

The DSL will be given the time, training, resources and support to:

- Respond to daily Operation Encompass notices when required.
- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of learners.
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Tina Quirke will ensure that all staff involved in direct case work of vulnerable learners, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSL will also keep the Headteacher informed of any issues and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- We will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, Planning and Core Group meetings, as well as team around the family meetings (TAF).
- Provide reports as required for meetings. If we are unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours before the meeting.
- Where a learner in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the designated safeguarding lead will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023). When to call the Police (NPCC 2020) should help DSL understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of learners with a social worker and other learners deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Undertake a Prevent risk assessment which is shared with all staff

The full responsibilities of the DSL are set out in Annex C of Keeping Children Safe in Education (KCSiE) – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

The Directors

- Our Board of Directors will approve this policy at each review and hold the head teacher to account for its implementation.
- Our Board of Directors will ensure that all policies, procedures and training are effective and comply with the law.
- Our Board of Directors will ensure that all staff undergo safeguarding and child protection training, including online safety training providing an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- Our Board of Directors will appoint a Lead DSL to oversee the effectiveness of safeguarding policies (e.g. online safety, whistleblowing, behaviour), in collaboration with the full Board. This Lead DSL must not be the Director responsible for safeguarding. Both the Lead DSL and the safeguarding Director must complete LA-designated safeguarding and online safety training every three years, with online safety included at induction.
- If an allegation of abuse is made against the headteacher, the safeguarding director will act as the 'case manager'.
- Our Board of Directors, along with this school's senior leadership team, are responsible for satisfying ourselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff.
- Our Board of Directors will ensure that this school has robust IT filtering and monitoring systems in place and will be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. Our Board of Directors will consider the number and age range of learners, those who are potentially at greater risk of harm and how often they access the IT system.
- Our Safeguarding Director will supply information as requested by the KSCP (including ensuring completion of the section 175 Annual Review Monitoring) and the Local Authority Learning Service
- Where this school places a learner with an alternative provision provider, we continue to be responsible for the safeguarding of that learner and will be satisfied that the placement meets the learner's needs. The guidance set out in Arranging Alternative Provision February 2025 will be followed.

The full responsibilities of the Board of Directors are set out in Part Two of KCSiE – The management of safeguarding. All Directors should read Part Two of KCSiE to ensure that the school is fully compliant with its statutory safeguarding responsibilities.

The Headteacher

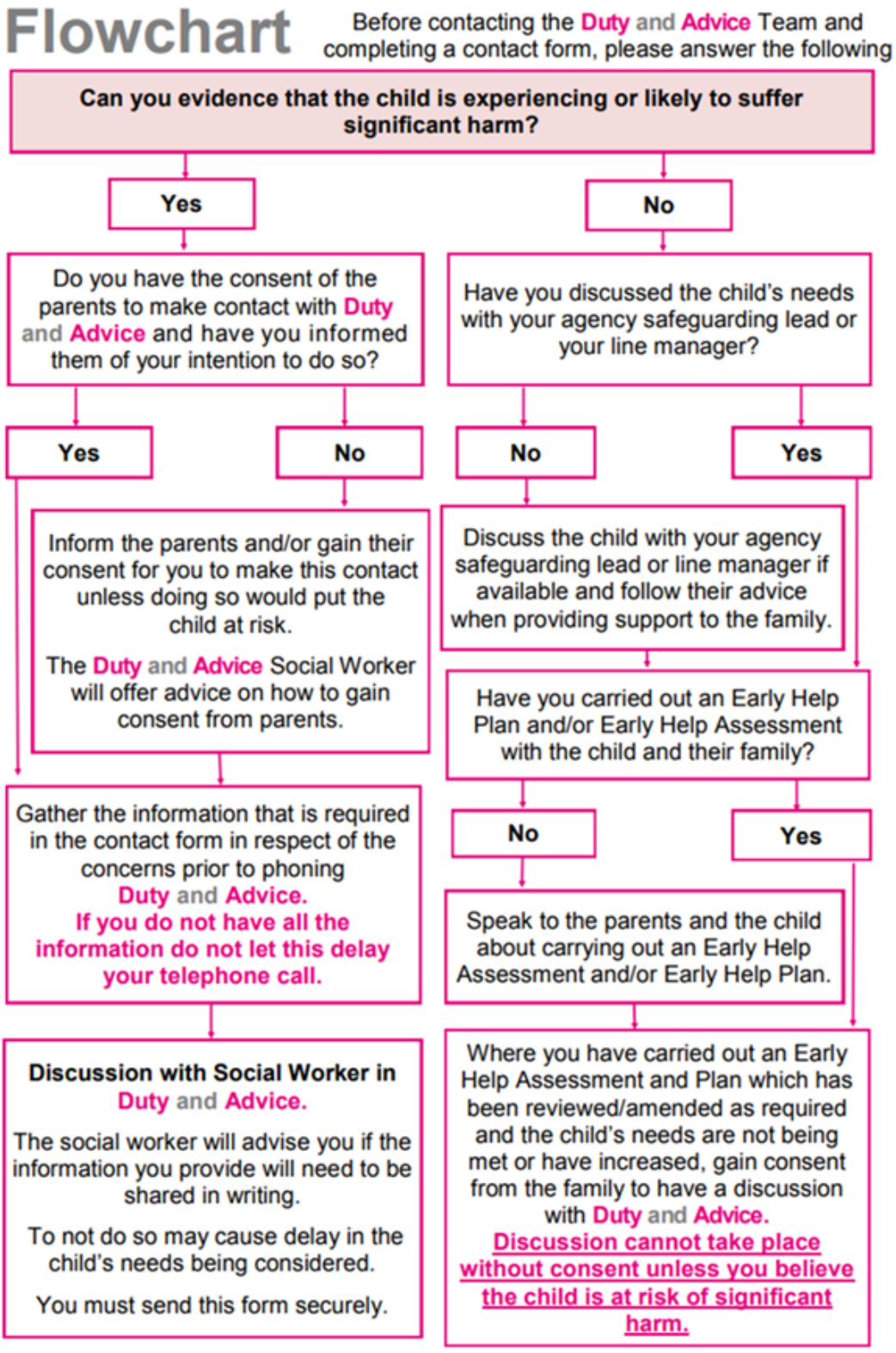
The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the roles and responsibilities of the DSL as referenced in Annex C of KCSiE, are reflected in their job description.
- Ensuring that the designated safeguarding lead has appropriate time, training and resources and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.

Fig 1 Summary of School Procedure to Follow Where There Are Concerns about a Child.

All staff must report any concerns about a learner to the named school DSL on page 3 of this document in the first instance



7. Confidentiality

- Confidentiality is an issue that needs to be understood by all those working with learners, particularly in the context of safeguarding.
- This School recognises that the only purpose of confidentiality in this respect is to benefit the learner. Staff, volunteers, and visitors to the school should never promise a learner that they will not tell anyone about an allegation or disclosure and must pass any cause for concern immediately to a DSL.
- Confidentiality is addressed throughout this policy for record-keeping (section 12), dealing with disclosure (Appendix 2), allegations of abuse against staff (section 11), information sharing and working with parents (section 6).
- Pivot staff are not legally bound to inform parents / carers of any pregnancy disclosures made by learners. However, Pivot staff will endeavour to take all necessary steps and provide relevant support to encourage the learner to do so. Pivot staff should always seek consent from a learner for any disclosure, having made it clear that they cannot offer or guarantee learners' confidentiality if there are child protection concerns. The Sexual Offences Act 2003 is not intended to criminalise people under 16 of a similar age who have consensual sex. A child protection issue arises when there has been non-consensual sex or an exploitative relationship, particularly with an older person or someone in a position of trust. Pivot will support all pregnant learners to safely continue their education with an individualised, regularly reviewed risk assessment. These procedures take into account the organisation's responsibility to safeguard the learner and promote their welfare

Record Keeping, Information sharing and General Data Protection Regulation (GDPR)

- Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing or electronically. Information will be kept confidential and stored securely. Records will include;
    1. A clear comprehensive summary of the concern.
    2. Details of how the concern was followed up and resolved.
    3. A note of any action taken, decisions reached and the outcome.
- The storing and processing of personal data are governed by the General Data Protection Regulations 2017 and Data Protection Act 2018. This school will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.
- Staff may have access to special category personal data about pupils and their families which must be always kept confidential and only shared when legally

permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

- Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of our learners.

Working with parents and other agencies to protect children

- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its learners. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill-treatment or neglect, or other forms of harm, staff have no alternative but to follow the Kirklees Safeguarding Children's Partnership procedures and contact the duty and advice team to discuss their concerns.
- In keeping with Keeping Children Safe in Education (KCSiE) and Children missing education: statutory guidance for local authorities, we will endeavour wherever possible to obtain at least two emergency contacts for every learner in the school in case of emergencies, and in case there are welfare concerns at the home.
- **In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency**. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the learner.
- Parents/carers are informed about our safeguarding policy through school information, website, newsletters etc. A poster identifying DSL's and Headteachers is displayed in prominent areas of school sites.

Multi-agency work

- We will co-operate with children's social care duty and advice (DAAT) by following the requirements of the Children Act and allowing access to pupil and child protection records for them to conduct section 17 or section 47 assessments.

- In the best interests of our learners, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

8. Our role in the prevention of abuse

- This school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment, discrimination and prejudice linked to fundamental values.
- We will identify and provide opportunities for learners to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

- As part of providing a broad and balanced curriculum, the PSHE/RSHE curriculum will reflect the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2025). Relevant issues identified will be addressed through the PSHE curriculum to ensure it is needs led. Some of these include self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety, online bullying, sexting, CSE, CCE, sharing nudes and semi-nudes, FGM, preventing radicalisation, child on child abuse, consent, anti-bullying, unhealthy and abusive family relationships.

The curriculum

This school understands the importance of delivering an effective safeguarding curriculum which includes:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice, and equality.
- Body confidence and self-esteem, wellbeing and resilience.
- How to recognise an abusive relationship, including coercive and controlling behaviour.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online Safety

This School is committed to meeting the requirement to keep learners safe when using technology. Our named designated safeguarding lead as detailed on Page 3 of this document takes responsibility for ensuring that this schools filtering and monitoring systems remain effective by overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The system/process is checked and reviewed at least annually to ensure this school meets the DFE guidance 'Meeting digital and technology standards for schools and colleges'. We believe the whole school community can benefit from the opportunities provided by the internet and other technologies used in everyday life. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

1. **Content**: being exposed to illegal, inappropriate, or harmful content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

2. **Contact:** being subjected to harmful online interaction with other users; for example, child to child pressure, commercial advertising and adults posing as children or young adults to groom or exploit them for sexual, criminal, financial, or other purposes.

3. **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying.

4. **Commerce**: risks such as online gambling, inappropriate advertising, phishing, and/or financial scams. If we feel our learners or staff are at risk, we will report it to the Anti-Phishing Working Group (https://apwg.org/)

Our schools' expectations for responsible and appropriate conduct are set out in the school's online safety policy and acceptable use policies (AUP) which includes the use of 3/4/5G devices on school site which we expect all staff, visitors and pupils to follow.

This policy should also be read in conjunction with this schools Online Safety Policy.

Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Other areas of work

- All our policies that address issues of power and potential harm, e.g., Anti- Bullying, Equal Opportunities, Positive Handling, and Behaviour, will be linked to ensure a whole school approach.
- Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which ensures that leaners are treated with respect and dignity, feel safe, and are listened to.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between learners outside the school. All staff, but especially the DSL and deputy
- designated safeguarding lead will consider the context within which such incidents and 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 welfare.

9. Our role in supporting children

- We will offer appropriate support to individual learners who have experienced abuse or who have abused others. In cases where learners have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual risk assessment will be devised, implemented, and reviewed regularly should the learner (victim, perpetrator, or other child affected) require additional pastoral support or intervention.

- Our staff are aware that learners may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, learners may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. This school will determine how best to build trusted relationships with children and young people which facilitate communication.
- For learners who have been found to be in possession of a knife or bladed implement whilst on an education setting/grounds, or have used a weapon, or have threatened the use of a weapon information will be passed to the DSL as soon as possible and the appropriate referrals and risk assessments will be actioned. Any weapons or items which are evidence of a suspected offence will be passed to the police as soon as possible.

Early Support

- If we identify additional unmet needs for a learner that does not require intervention by social workers, then in the first instance it may be beneficial to speak to the **Families Together Consultant linked to our community hub**. They can advise us whether family support may be required, this may help us to understand what support we can offer if we complete an Early Support Assessment (ESA). The ESA is a tool and not a referral mechanism.
- For learners, whose needs and circumstances make them more vulnerable, a coordinated multi-disciplinary approach is usually best, based on an **ESA**, with a Lead Practitioner to work closely with the child and family to ensure they receive the right support.

ESA explained

- The school will gather further information, if required, to provide evidence when statutory services are needed.
- If it is not clear who is best placed to provide support, an ESA will be undertaken before a referral is made to the Early Support Service.
- If additional support is required from the Early Support Service, then a referral will be made by the school. The school will in most cases consider completing an ESA to ensure the right level of support is offered. (Appendix 11).
- The Kirklees Safeguarding Children Partnership monitors referrals to Early Support to promote improvement in assessment practice within all partner agencies.
- If the school undertake a referral which relates to a family where there is an existing TAF in place an ESA will already have been completed.

Early Support - The Kirklees Early Support Partnership - KSCP (kirkleessafeguardingchildren.co.uk)

Children in Specific Circumstances

We recognise that all children can be at risk of abuse however we acknowledge that some groups are more vulnerable, this can include:

- the experience of abuse within their family.
- young people in care.
- children who go missing.
- children with additional needs (SEN and/or disabilities).
- children who identify as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.
- children living with domestic violence or drug/alcohol abusing parents.
- this school follows the Kirklees Safeguarding Children Partnership (https://www.kirkleessafeguardingchildren.co.uk/) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex B of Keeping Children Safe in Education (KCSiE).

Remote Learning and Remote Welfare

- If children are being asked to learn online at home, we will follow advice from the DfE on safeguarding and remote education (DfE, 2021b). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022) https://www.saferrecruitmentconsortium.org/

- Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. The communication plans will include remote contact, phone contact, home visits. Other individualised contact methods will be considered and recorded. Details of this plan will be recorded, as should a record of contact made.

- We recognise that school is a protective factor for children, and extended periods of closure can affect the mental health of learners and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of learners s' work where they are at home.

Female Genital Mutilation (FGM) the Mandatory Reporting Duty

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs."
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation.'

- **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** will immediately (in consultation with the designated safeguarding lead) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine pupils.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** will speak to the designated safeguarding lead and follow our local safeguarding procedures.
- **Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM will speak to the DSL and follow our local safeguarding children's partnership procedures.

Honour-based abuse (including forced marriage)

This School recognise that Honour-based abuse (HBA) encompasses incidents that have been committed to protect or defend the honour of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our school have a concern regarding a learner that might be at risk of HBA or who has suffered from HBA they will immediately speak to the DSL who will follow the school safeguarding procedures. For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Some victims have very restricted movements and are under constant supervision having little contact with the outside world.

Crimes committed may include:

- false imprisonment or kidnap
- Domestic Servitude
- ABH or GBH
- threats to kill
- harassment and stalking
- sexual assault
- rape
- female genital mutilation
- forced to commit suicide
- Forced Marriage (since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages)
- murder

Further information and resources can be found via the links below:
https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/different-types-of-abuse/honour-based-violence/

Preventing Radicalisation

Children may be susceptible to extremist ideology and radicalisation.

Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach in line with the statutory Prevent Duty Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- For further information on this subject please refer to page 149 of Keeping Children Safe in Education (2024) or the UK Counter Terrorism Strategy Counter-terrorism strategy (CONTEST) 2023 - GOV.UK (www.gov.uk)

Responding to concerns about radicalisation

- If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will follow the NOTICE, CHECK, SHARE principles and seek advice appropriately with the designated safeguarding lead who will contact The Prevent Hub–01924 483747 or prevent@kirklees.gov.uk for further advice (Appendix 8).
- We will assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology and determine the most proportionate course of action to safeguard these individuals. This means being able to demonstrate both a general understanding of the risks affecting learners in the area and a specific understanding of how to identify individual learners who may be at risk of radicalisation and what to do to support them. The Prevent Hub will advise us and identify local referral pathways.
- Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for learners and what support may be available. Our school will ensure that as far as possible all staff will undertake Prevent awareness training as informed through the Prevent Duty Guidance and our training will satisfy that of the statutory Prevent Duty Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk). Training accessed will include information on the National and Local (Kirklees) context, Extremist signs and symbols, propaganda and upskill staff in identifying and responding to Prevent concerns in line with the NOTICE, CHECK, SHARE principles.https://www.support-people-vulnerable-to-

radicalisation.service.gov.uk/awareness-course/introducing-notice-check-share-procedure

- Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for learners and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g., Workshop to Raise Awareness of Prevent [WRAP]).
- For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website *www.kirklees.gov.uk/prevent* or contact the hub via *01924* 483747 or via email prevent@kirklees.gov.uk.

Child-on-child abuse: Sexual violence and sexual harassment between children in schools and colleges

- We recognise that pupils can abuse their peers and that child-on-child abuse can manifest in many ways, including physical abuse, prejudice-based and discriminatory bullying, on-line bullying, youth-produced imagery (sexting), abuse in intimate personal relationships between peers, criminal and sexual exploitation, upskirting, initiation and inappropriate harmful sexualised behaviours, and that it could happen here. It is very clear that this abuse should always be treated seriously, and never just as banter, having a laugh or part of growing up. This School has a zero-tolerance approach to sexual violence and sexual harassment as it is never acceptable, it will not be tolerated and will always be challenged. We recognise that even if there are no reports in our school it does not mean it is not happening therefore school will promote an ongoing culture of vigilance to create a safe place for learners **Any concerns around child-on-child abuse must be reported and recorded in line with the child protection procedures outlined in this policy and reported to the designated safeguarding lead or deputy as soon as possible.** It should be noted upskirting became a criminal offence in April 2019 and any such incidents, in line with this policy should be treated as such. 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. The DSL is responsible for responding to such concerns in keeping with Kirklees Safeguarding Children Partnership protocols. The designated safeguarding lead is responsible for providing support to all victims, and the perpetrators.
- Where learners have exhibited inappropriate/harmful sexualised behaviour and/ exhibited inappropriate harmful sexualised behaviours towards others, **the KSCP Harmful Sexual Response Checklist and The Hackett Harmful Sexual Behaviour Framework** will be used, and contact made with duty and advice, police, or early support if appropriate (Appendix 7). School may choose to manage the incident or concern internally if a crime hasn't been committed and depending on the nature and the child/children involved through the behaviour policy and pastoral support. In all cases, the decisions and reasons for decisions will be recorded.
- The school will ensure that **all** victims are reassured that they will be taken seriously regardless of how long it has taken them to come forward and that they will be supported and kept safe. All staff will be trained to manage reports of Harmful Sexual Behaviour. In the event of a disclosure or report school will:

1. Listen carefully, reflecting using the learner's language.
2. Reassure the learner that this will be taken seriously.
3. Ask open-ended questions.
4. Not promise confidentiality.
5. Inform the DSL or Social Worker / Lead DSL as soon as practically possible if either are not involved in the initial report.
6. A written record of the facts will be made.
7. The school will consider whether electronic devices will need to be confiscated at this point.
8. The school will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with school safeguarding arrangements.

- The school will ensure that the needs of pupils who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s). A coordinated multi-agency approach will take place through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice, police (where appropriate), children's social work service, and health which will be kept under review.

Further information and guidance can be found in our school's standalone child-on-child abuse policy which all school staff are expected to follow.
Harmful Sexual Behaviour (HSB) - KSCP (kirkleessafeguardingchildren.co.uk)

Mental Health

- We will ensure that we have clear systems and processes in place for identifying learners in need of extra mental health support, this will include working with external agencies. All staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. This school is aware of how these children's experiences, can impact their mental health, behaviour, education and progress at school.
- If staff have mental health concerns about a learner that is also a safeguarding concern immediate action will be taken, following the child protection procedure and speaking to the DSL or DDSL.

Additional guidance: Mental health and behaviour in schools - GOV.UK

Child Sexual Exploitation (CSE) and Child Criminal Exploitation: (CCE):

- Both child sexual exploitation and criminal exploitation are forms of abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce,

manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantages (such as increased status) of the perpetrator or facilitator in exchange for something the victim needs or wants and/or will be for the financial advantage or increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups of males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

- It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders, and decision-makers working to protect children from child sexual exploitation* (https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners). Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection.

- The DSL will complete the Child Exploitation Partnership Assessment and Decision-making Tool (Appendix 6) and refer to the table at the end of the tool to decide how to proceed. A copy of the completed tool will be kept in the learner's child protection records for future reference.
- If the child /young person already has an allocated social worker, the DSL will contact them (or their team manager) to discuss any concerns about exploitation.

A copy of the Child Exploitation Partnership Assessment and Decision-making Tool can be obtained from the KSCP Website: Child Exploitation - KSCP (kirkleessafeguardingchildren.co.uk).

School will work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return-to-home interviews as requested.

Indicators to look out for are:

1. Appear with unexplained gifts, money, or new possessions.
2. Associate with other children involved in exploitation.
3. Suffer from changes in emotional well-being.
4. Misuse of drugs and alcohol.
5. Go missing for periods or regularly come home late.
6. Regularly miss school or do not take part in education.

Specific indicators that may be present in CSE are children who:

1. Have older boyfriends.
2. Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Young people who are victims of CCE include those who are:

1. Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs.
2. Coerced into the supply, transporting, and dealing of class A drugs. They may be doing this within their local area; however, they are often crossing one or more police force or local authority boundaries.
3. Coerced into carrying drugs, weapons, and money to assist in the trade and movement of drugs.

CCE often occurs without the child's immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them by their age, gender, intellect, and physical strength. Violence, coercion and intimidation are common, and involvement of exploitive relationships is characterised in the main by the child/young person's availability of choice resulting from their social/economic and/or emotional vulnerability. The experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same, however, we are aware that girls are at risk of criminal exploitation too. We also recognise that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Serious Violence

- School recognises when children may be at risk from/or involved with a serious violent crime by identifying the indicators such as:
    1. Increased absence from school.
    2. A change in friendship or relationships with older individuals or groups.
    3. A decline in performance.
    4. Signs of self-harm or a significant change in wellbeing.
    5. Signs of assault or unexplained injuries.
    6. Unexplained gifts or new possessions.
- School recognises the risk factors which increase the likelihood of involvement in serious violence such as:
    1. Being male.
    2. Having been frequently absent or permanently excluded from school.
    3. Having experienced child maltreatment.
    4. Having been involved in offending, such as theft or robbery.

County lines: criminal exploitation of children and vulnerable

Preventing youth violence and gang involvement - GOV.UK

Private Fostering

- Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half-blood or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives.
- The law requires us to notify the authorities if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the learner and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family and maintaining cultural identity. If we become aware of a child in a private fostering arrangement within Kirklees Council, we will notify Duty and Advice by calling **01484 414960.**

https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/keeping-children-safe/private-fostering/

Children looked after and previously looked after children and children with a social worker

- All our staff recognise that children looked after, previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order), care leavers and children with a social worker are more vulnerable than other children. These children often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which also includes the looked after child who is moving on is paramount. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed, and a full working relationship is maintained with the Kirklees Virtual School headteacher in respect of all pupils at the school who are subject of 'looked after' status or have a social worker. The Virtual School team can be contacted at kirklees.virtualschool@kirklees.gov.uk or by calling 01484 225180.
- Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievements of registered learners who are looked after, designated teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales. (Children and Social work Act 2017). The designated teacher will have appropriate training and the relevant qualifications, and experience.

Children potentially at greater risk of harm

- School recognises that while all learners have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse e.g., those with a disability or special educational needs, those living with domestic abuse or drug/alcohol abusing parents.
- Provisions within the Equality Act allows this school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or learners with certain protected characteristics in order to meet their specific need.

Children who are lesbian, gay, bi, or trans (LGBTQ+)

- The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In this school, we, therefore, endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a trusted adult.

Children who need a social worker (child in need and child protection plans)

- Children may need a social worker due to safeguarding or welfare needs; we recognise that children may need help due to absence, neglect, and complex family circumstances. This school will work in partnership with Kirklees Council where children have been allocated a social worker, the DSL will hold this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where we have learners on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services).

Children with special educational needs, disabilities, or physical health issues

This school recognises that children with (SEN) and disabilities can face additional safeguarding challenges, these can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood, and injury are related to the child's disability without further exploration.
2. These children are more prone to peer group isolation or bullying (including prejudice-based bullying and online abuse) than other children.
3. The potential for SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
4. Communication barriers and difficulties in managing or reporting these challenges.
5. Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

This school has a duty to make reasonable adjustments for disabled children therefore to address these additional challenges, we will consider extra pastoral support for children with SEND and disabilities.

10. Responding to domestic abuse

This school understands that the cross-government definition of domestic abuse 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, or 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, intimidation, or other abuse that is used to harm, punish, or frighten their victim if this school does identify children for whom domestic abuse may be a concern, they will apply the usual referral process and child protection procedures and pass this information to the DSL. The DSL can then refer cases relevant to Kirklees DAAT. Where DV Notifications are received from DAAT, this information will be added to a learner's chronology and child protection record to ensure that appropriate support can be provided where necessary.
- This school is aware of and follows the Kirklees Joint Agency protocol for domestic violence and abuse – (Operation Encompass School notification) contact numbers for this must be kept updated by emailing schoolsafeguardingofficer@kirklees.gov.uk.

11. Education safeguarding

Children who are absent from education

- Our school recognises that learners being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines and thus ensures that information is shared between the school admin staff, who are first aware of the absence then share the information with the DSL and Head and an appropriate plan of action is discussed. Likewise, this 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, we will follow Kirklees Councils' guidance 'First Day Calling' procedures.

- Learners who abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Our staff members will follow the Kirklees Council's

guidance for schools where learners absent themselves during the school day and school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future. (Appendix 9)

- If we have further concerns about your child's truancy, we will follow the West Yorkshire Police Truancy Policy.

All the above documents can be viewed by clicking on the link below:

School Safeguarding Officers | Kirklees Business Solutions

- Our School appreciates that Kirklees Council has a statutory duty to ensure that all learners of compulsory school age receive a suitable and appropriate education. We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE August 2024). There are specific duties in respect of Children who are absent from education and there are strict guidelines in respect of both the definition of absent from education and the legalities of deleting a learner from a school roll. A learner's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. A learner's name must not be removed for any other reason and doing so could constitute off-rolling (Working together to improve school attendance (applies from 19 August 2024)

- If a school attendance order is in place for the learner, and the name of the school has not been replaced by the relevant local authority with that of another school, their name must not be deleted from the admission register.

Kirklees Children Missing Education (CME) team can be contacted via the email below:

ESS.CME@kirklees.gov.uk

Children Missing Education

The DfE statutory guidance on school attendance Working together to improve school attendance will be followed and this school will work with local authority children's services where school absence indicates safeguarding concerns.

Part time timetables

- A part-time timetable will not be used to manage a learner's behaviour and will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the learner is expected to attend full-time education, either at school or alternative provision. There will also be formal arrangements in place for regularly reviewing a part-time timetable with the learner and their parents. In agreeing to a part-time timetable, this school has agreed to a

learner being absent from school for part of the week or day and will treat the absence as authorised.

- Our School is aware that they must follow the Kirklees Part Time Timetable Guidance and inform the Kirklees Education Safeguarding Service if a part time timetable arrangement has been agreed.

Education Safeguarding Resources | Kirklees Business Solutions

Suspensions and exclusions

- When we are considering suspending or excluding a vulnerable learner or a learner who is subject to a S47 Child Protection plan, there have previously been child protection concerns or the family is subject to a court order in relation to education, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to exclude or suspend. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the assessment must be completed before convening a meeting of the Directors.

- When this school is considering excluding, either for a fixed term period or permanently, a vulnerable learner/a child with additional needs and/or a learner who has social care involvement, who is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. We will speak to the named social worker for the child where the exclusion will be to the home to ensure that it is risk is assessed. We will seek advice in the Suspension and permanent exclusion guidance September 2024 (DfE) Section 3. In situations that a looked after child is at risk of exclusion we will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment will be completed prior to convening a meeting of the Directors.

Suspension and permanent exclusion guidance

Alternative Provision

- Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite.
- This school will remain responsible for the safeguarding of learners placed in alternative off site provision by:

1. Satisfying ourselves that the provision can meet the needs of the learner
2. Obtaining written confirmation that staff safeguarding checks have been completed by the provider
3. The provider must notify school of any staff changes or risks
4. Keep accurate records of where the learner is, including all sites attended

5. Review placements at least every half term to ensure safety and suitability
6. Immediately review or end placements if safeguarding concerns arise

https://www.gov.uk/government/publications/alternative-provision

Elective Home Education (EHE)

Elective home education is often referred to as 'education otherwise' in Section 7 of the Education Act 1996 which states: “It shall be the duty of the parent of every child of compulsory school age to cause her or him to receive efficient full-time education suitable to their age, aptitude and ability (and to any special educational needs they may have) either by attendance at school or otherwise”. This means that parents/carers have a legal responsibility to ensure that their child is educated but this does not have to be in school.

This school will follow the Department for Education (DFE) guidance and Kirklees local policy should you as a parent decide to educate your children/child at home. If you are subject to a court order in relation to your child’s education, you may not remove your child from school without permission from the Magistrates’ Court and your Supervising Officer or Responsible Officer. Where a child has an Education, Health and Care plan the local authority will need to review the plan, working closely with parents and carers.

1.4.21 Elective Home Education (proceduresonline.com)

https://kirkleesbusinesssolutions.uk/Page/13204

EHETeam@kirklees.gov.uk

Child Employment

- Child Employment - Properly structured and regulated work can help develop and prepare young people for full-time working life. A young person working part-time between the age of 13 and 16 years old, must request that the employer applies to Kirklees Council for a permit. There is no charge for a work permit. Employers have the ultimate responsibility to ensure that children of compulsory school age are registered with the Local Authority and have a work permit. Parents can also face prosecution if they allow their child to work illegally. Please note that it is against the law to employ children under the age of 13 before 7 am or after 7pm. As a school, we will work in partnership with Kirklees council concerning child employment by completing the Child Employment Referral Form as and when necessary.

Supporting information and documents can be found by clicking on the link below

Education Safeguarding Resources | Kirklees Business Solutions

12. A safer school culture

Our directors have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:

- Whistle Blowing policy (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour).
- School's procedures for managing children who are missing education.
- Safeguarding and child protection policy (including online safety).
- School behaviour policy.
- Staff code of conduct.

Our school will comply with the guidance for safer working practices for those working with children and young people in educations settings in February 2022.

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

- Are responsible for their actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards regardless of gender, sexuality, or disability.
- Comply and are aware of the confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital

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 learners and supported by action plans identifying how potential risks would be managed by EVOLVE.
- Individual risk assessments are also used when deciding a response to a learner 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 Exploitation.

Training, knowledge and skills

- All staff members will be aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the schools safeguarding child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

- DSL's will have a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of learners, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

DSL's in this school will attend:

1. Roles & Responsibilities DSL

2. Multi-agency Working Together to Safeguard Children and Young People

3. A Positive contribution to case conferences and core groups

- They will attend DSL refresher training every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting learners from the risk of radicalisation.

- The school will ensure all staff including temporary and volunteers receive induction and training appropriate to their roles and responsibilities, especially staff new to the school. All staff will complete basic awareness refresher training at least every three years (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), and regular safeguarding and child protection updates via email, e-bulletins, and staff meetings as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Education Safeguarding Service and the Kirklees Safeguarding Children Partnership.

- The headteacher will attend appropriate safeguarding training at least every three years.

- The Directors and the proprietor will complete appropriate safeguarding and child protection (including online) training at induction and update every three years

Providing support to staff

Our school DSL's will:

- Ensure that staff are supported during the referral process.

- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.

- Understand the difficulties that learners may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Training and support can be accessed through Kirklees Schools Safeguarding Officers by emailing schoolsafeguardingofficer@kirklees.gov.uk

Any training accessed through third party/independent providers will reflect the Kirklees Safeguarding Children Partnership protocols this training will be recorded by the school. It is the responsibility of our headteacher to quality assure any training that is delivered to staff in this school.

Safer Recruitment

- Section 175 of the Education Act 2002 requires this school to make arrangements to ensure that functions are carried out to safeguard and promote the welfare of children.

- Regulations made under Section 157 of that Act state that we must make arrangements to safeguard and promote the welfare of pupils.

- This school will create a culture that safeguards and promotes the welfare of children in this school. As part of this culture, we **will** adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment.

- The safer recruitment of individuals to work in this school not only includes directly employed staff (or volunteers), but also includes contractors, self-employed, agency, and third-party staff groups. We will set out our safeguarding and safer recruitment requirements in the contract clearly between the organisation(s) and school.

- Safer Recruitment is a vital factor in keeping children safe within the education environment. Our school when selecting our Safer Recruitment provider will clarify the accreditation / re-accreditation period. We will always ensure a re-accreditation period for safeguarding training.

- We will also follow legislation governing those persons in 'regulated activity' (see below) or within 'regulated establishments and the requirements to carry out criminal records and barred list checks.

Purpose of this schools Safer Recruitment Policy

- This school will consider the legislation highlighted above when we employ staff or engage volunteers, contractors, self-employed, agency and third-party staff groups to

work with learners to adopt a consistent and rigorous approach in their recruitment and selection processes to ensure that those recruited are suitable.

- The intention of our safer recruitment policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to learners within the school.

  Deter. from the beginning of the recruitment process, – this school has a rigorous recruitment process and does not tolerate any form of abuse. The wording in adverts and recruitment information will aim to deter potential abusers.

  Identify and reject. It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information will assist in finding out who is suitable for the role and who is not.

  Prevent and reject. There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and developing and maintaining a safe culture within the school will all help to prevent abuse or identify potential abusers.

Letters of Assurance Parameters:

An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed, and provided by the relevant authorised person on behalf of the individual concerned, for example by the agency on behalf of an agency worker.

The letter will include a statement of assurance that all the checks we specified in our contract for services have been undertaken, the date on which they were completed, and that they are satisfactory.

This school will set out our safeguarding and safer recruitment requirements in any contract clearly between the organisation(s) and this school, as part of our school's commitment to providing a safer environment. Our school expects our providers to have in place the necessary safer recruitment processes and checks that we would otherwise perform as an employer. Our school will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). All providers will provide a Letter of Assurance (LOA) confirming safer recruitment and checks are in place, this LOA will be held with the school SCR.

13. Safeguarding concern or allegations made about a person who is in a position of trust (paid or unpaid) with children, in any setting

All staff should follow the school whistle blowing policy if they have concerns in relation to a colleague

Kirklees Local Authority Designated Officer (LADO) Service is available for this school to contact where we have /or have been made aware of a safeguarding concern or an

allegation concerning any individual who is in a position of trust with children within any setting.

The definition of being in a position of trust with children, working or volunteering with children is as follows:

The definition of being in a position of trust with children, working or volunteering with children is as follows: *An adult who is working or volunteering with children (anyone under the age of 18-year-old) or coming into contact with children through work or volunteering would be seen as being in a position of trust over them. In addition, this would also apply to someone under 18 in the same position e.g. a 17-year-old teaching or instructing a group of children, and/or someone occupying a position of authority, higher position or supervisory duties, over an individual(s) within an organisation.*

All safeguarding concerns and allegations relating to harm of a child or young person by any adult in a position of trust with children, will be taken seriously. Such safeguarding concerns and allegations can cover a wide range of circumstances and may arise from a different source, for instance; a report from a child or young person; a concern raised by another adult in the organisation; and/ or a complaint by a parent. Any safeguarding concern or allegation raised in the context of the adult's personal life.

The LADO will be informed within 1 working day (or the next working day) when a safeguarding concern or allegation is made; our initial actions will be to collate a fact find, however we will not undertake any investigations prior to contacting the LADO service for an initial conversation.

This guidance will be applied in all situations where there are safeguarding concerns or allegations relating to a person who is in a position of trust with children has:

- Behaved in a way which has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates that he/she may pose a risk to children.
- Behave or may behave in a way that indicates they may not be suitable to work with children.

This can relate to the individual's employment or voluntary activity, in relation to a person's private life for instance, where there is transferable risk.

- Children's Social Care are involved with the adult's own child or children or,
- Concerns arise about a person's behaviour about their own children or children for which they have a caring role or other roles where they are in a position of trust with children.
- Concerns arise about the behaviour of a partner, member of the family or other household member.
- Have behaved in a way that raises safeguarding concerns, these concerns do not have to directly relate to a child. Examples of possible concerns may be criminal acts, misuse of substances or alcohol, sexual assaults, unwanted sexual behaviour, violence against a person(s) or social media / internet misconduct. This list is not exhaustive.
- Where other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children.

Kirklees LADO Guidance and how to contact Kirklees LADO can be found by clicking the link below.

Local Authority Designated Officer (LADO) | Kirklees Council

14. Child protection records

- Child protection and safeguarding records will be held securely, with access being restricted to the designated safeguarding lead and their deputies, headteacher and in cases of Early Support, the nominated lead professional, if this is not a designated safeguarding lead. For further information please see Early Support Assessments Early Support - The Kirklees Early Support Partnership - KSCP (kirkleessafeguardingchildren.co.uk) The following information must be kept securely with restricted access, whether paper or electronic:

1. Chronology (summary of significant events and the actions and involvement of the school/college) (Appendix 3).
2. All completed child protection cause for concern records.
3. Any child protection information received from the child's previous educational establishment.
4. Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
5. Professional consultations.
6. Letters and emails sent and received relating to child protection matters.
7. Referral forms sent to Duty and Advice, other external agencies or education-based services.
8. Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., are copied to the file of each child in the family, as appropriate.
9. Formal plans for, or linked to, the child e.g., Child Protection Plans, Early Support risk assessments etc.
10. A copy of any support plan for the learner concerned (Appendix 5).

- When a learner leaves this school, we will ensure that the child protection file is transferred securely and separately from the main learner file to the receiving school/educational establishment (where this is known) as soon as possible, and within 5 days of an in-year transfer or the first 5 days of the start of a new term.
- When there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the learner or others (i.e., self-harming or harmful sexualised behaviour), this information will be shared with the destination provision before the learner starts so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

When a learner leaves school before the statutory school leaving age, the child protection file will be transferred to the new school or college. There is no need for this school to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- When a vulnerable young person is moving to a further education (FE) establishment, consideration will be given to the learner's wishes and feelings about their child protection information being passed on, so that the FE establishment can provide appropriate support. In cases when it is deemed appropriate, relevant child protection information will be shared via the FE Safeguarding Information Sharing Form (Appendix 10). The original records will be retained and archived by this school. Due consideration will be given to the sharing of any additional information requested by the receiving establishment.

- When the destination school is not known *(the original records should be retained by the school).*

- When the child has not attended the nominated school *(the original records should be retained by the school/college).*

- There is any on-going legal action *(the original file should be retained by the school and a copy sent).*

- Learner records will be transferred securely, for example, through secure electronic file transfer or by hand. When hand-delivering learner records, a list of the names of those learners whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt. When sending records through secure electronic file transfer, delivery and read receipt of the transfer will be retained for audit purposes.

- If a learner moves from our school, child protection records will be forwarded onto the new school via CPOMS. The file transfer will be visible via CPOMS for audit purposes. In the event that the new school does not have CPOMS files will be printed and delivered to the new DSL during a face-to-face handover between designated staff or a verbal conversation is had over the telephone if a face-to-face handover is not possible. The DSL will obtain a receipt for the file transfer for audit purposes.

- When sending by post, learners records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

- For audit purposes a note of all learner records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

- If a learner is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded to the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005', following the above procedure for delivery of the records (https://www.legislation.gov.uk/uksi/2005/1437/contents/made)

- When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

- In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the headteacher to ensure that the new post holder is fully conversant with all procedures and case files.

- All DSL's receiving current (live) files or closed files will keep all contents enclosed and not remove any material.

- All receipts confirming file transfers will be kept in accordance with the recommended school retention periods. For further information refer to the archiving section.

Archiving

- The school that the learner attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. Child protection records should be retained until the child's 26th birthday, after which point the file will be deleted from our school electronic system CPOMS. The decision of how and where to store child protection files must be made by our school via our board of directors. Due to the sensitivity of the information, the records should continue to be held in a secure area with limited access e.g., designated officer or headteacher. The DSL is responsible for ensuring that all child protection files are archived on CPOMS in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each learner.

Child and parent access to child protection files

- Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative has several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed professionally. (https://www.gov.uk/data-protection)
- Any learner who has a child protection file has a right to request access to it. However, neither the learner nor the parent has an automatic right to see all the information held in child protection records Information can be withheld if the disclosure:

1. Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person.

2. Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child.

3. Is likely to prejudice an ongoing criminal investigation.

4. Information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

- This school will follow best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Local Authority.

- The establishment's report to the child protection conference will be shared with the child, if old enough, and the parent at least two days before the conference.

If an application is made to see the record, advice must be sought from your data protection officer.

Safe destruction of the learner record

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

15. Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2023). See also Keeping Children Safe in Education Part one and Annex B

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. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Kirklees safeguarding children's partnership (KSCP) has developed in collaboration with a wide range of partners a toolkit to support anyone working with children, young people, parents and families to identify, assess and reduce child neglect: Neglect - KSCP (kirkleessafeguardingchildren.co.uk)

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 caregivers).
- Ensure access to appropriate medical care or treatment.

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

Examples which may indicate neglect (not designed to be used as a checklist)

- Hunger.
- Tiredness or listlessness.
- Child dirty or unkempt.
- Poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.

- Affection or attention-seeking behaviour.
- Untreated illnesses/injuries.
- Pallid complexion.
- Stealing or scavenging compulsively.
- Failure to achieve developmental milestones, for example, growth, and weight.
- Failure to develop intellectually or socially.
- Neurotic behaviour.

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

Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred.
- Finger, hand, or nail marks, black eyes.
- Bite marks.
- Round burn marks, burns, and scalds.
- Lacerations.
- Fractures.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for sports activities.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Examples which may indicate sexual abuse (not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains.
- Eating disorders, for example, Anorexia Nervosa and Bulimia.
- Attention-seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour includes sexual harassment or molestation.
- Unusually compliant.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for sports activities or swimming.
- Bruises and scratches in the genital area.

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also 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.

Examples which may indicate emotional abuse (not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation.
- Delayed physical, mental, and emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away / going missing.
- Compulsive stealing.
- Masturbation, appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Research and experience indicate that the following responses from parents may suggest a cause for concern:

- An unexpected delay in seeking treatment is needed.
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations are offered, and several different explanations or the child is said to have acted in a way that is inappropriate to their age and development.

- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request the removal of the child from home.
- Violence between adults in the household.

Children with Special Educational Needs and Disabilities

When working with children with disabilities school staff will be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern to an ambulant child such as the shin, might be of concern to a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

16. Appendix 2: dealing with a disclosure of abuse

When a child tells me about abuse, they have suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people to do this state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse, but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB, it is not the school staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

All disclosures of abuse will be responded to in keeping with the professional roles and responsibilities outlined in Fig 1 summery of school procedure to follow where there are concerns about a child.

17. Appendix 3: chronology of key events

Strictly Confidential

Guidance notes: briefly summarise decisions reached, the services offered and/or provided to the child (ren) and family, and other action taken.

Name of child……Class / Tutor group……

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

18. Appendix 4: CPOMS log quick reference guide for staff

1. What Happened?

- Briefly describe in your own words.
- Include anything said by learner / adult (put verbatim in CAPITALS).
- If recording a welfare visit, clearly record whether you saw the learner as well as any other children such as siblings / friends OR clearly state if you did not see them.
- Note facts accurately (summarise if needed but keep key details).

2. Concerns / Worries

- What are you concerned or worried about?
- Why are you concerned / worried?
- Mark clearly: **FACT vs OPINION**.

3. Actions Taken

- What have you already done? (e.g., spoke to parents, informed DSL/HT/SENCo, supported learner).
- Keep it short—no essay needed.

4. Outcome / Next Steps

- What happened as a result?
- What do you think should happen next? (Be **realistic & proportionate**).
- Focus on **supporting the child** – not emotive statements.

5. Key Reminders

- Use **only 1 category**.
- Use **Zones of Regulation language** where possible.
- Keep entries **Factual, Balanced, and Respectful**.
- Always **name individuals clearly** (first + surname if duplicates).
- If using acronyms: write full term first, then acronym (e.g., Child Protection (CP).
- **Log ASAP** – If it's urgent / disclosure pass on to DSL or SLT in DSL's absence within **1 hour**. Get someone to cover what you are doing to share the information if needed. **DO NOT WAIT.**
- Use **exact language/slang** if child uses it as it can indicate wider issues.

19. Appendix 5: Pivot assessment and planning tool for children and young people

This assessment should always be completed with the child, young person and family.

Ensure signed consent has been obtained when complete.

Date assessment started:		Date completed:	

Person completing this assessment with the child/young person and family			
Name	Agency	Role	Contact details

Section1: Family composition and details

Include all those living in the family home			
Family address (including postcode):			
Phone number(s):			

Details of two emergency contacts			

Details of any significant others not living in family home		
Name	Relationship	Address

Further information about the family			
Child's first language		**Parent's first language**	
Religion		**NHS number**	
Details of any disability in the family:			

Do any of the children have a caring responsibility?		**Is this child privately fostered? (if yes, please provide details)**	

Section 2: Assessment information

Please select main reason your child is attending Pivot Academy:	
All relevant presenting issues (as agreed by parent/carer)	**Tick**
Child/ren in a household who have been identified as a young carer	
Child/ren in a household who have been identified as having specific additional needs i.e learning disability	
Child/ren in a household who have been identified as having social, emotional, behavioural needs	
Child/ren in a household who have been identified as suffering from low mood, anxiety (mental health)	
Child/ren in a household who have substance misuse issues (drug and alcohol)	
Child/ren in a household who are engaging in anti-social or criminal behaviour	
Child/ren in a household who are being sexually or criminally exploited	
Child/ren in a household who are violent towards other members in the house	
Child/ren in a household who are witness to domestic abuse	
Child/ren in a household who are witness to parental conflict	
Child/ren in a household who may be suffering from abuse or neglect	
Child/ren in a household who has poor school attendance	
Child/ren in a household who has been excluded from school	
Child/ren in a household who have been identified to be in poverty or low income. (Includes parents who receive out-of-work benefits)	
Child/ren in a household whose parent/s have been identified as being in persistent problems with finances/debt	
Child/ren in a household who are living in temporary accommodation (homelessness)	
Child/ren in a household who has a parent / carer or family in Prison	
Child/ren in a household who are witness to or victim/s of peer on peer abuse	
Child/ren in a household who are witness to or victim/s of honour-based abuse / forced marriage, Female Genital Mutilation	
Child on parent/carer abuse	
Child/ren in a household whose parents have substance misuse issues (drug and alcohol)	
Child/ren in a household whose parents are suffering low mood, anxiety (parent mental health)	
Child/ren in a household whose parents have been identified as having specific additional needs i.e learning disability	
Child/ren in a household whose parents have a health need which may impact on their child/ren	
Other: Please give details Child has experienced/suffered abuse	

Details of universal services supporting any of the family members				
Role team/Agency	**Worker name**	**Supporting who?**	**Contact details**	**Contributed to this assessment?**
School/Nursery (indicate Not of School age or NEET where relevant)				
Other professionals already involved with any of the family members				

How has the child/young person been involved in this assessment?

Section 3: Pivot Academy Assessment

Development of the child or young person **Consider:** Health, physical development, speech, language and communication; Emotional, behavioural and social development; Identity, self-esteem, self-image and social presentation; Family and social relationships; Self-care skills and independence; Education: understanding, reasoning and problem solving, participation, progress and achievement in learning; aspirations.

Parents and carers **Consider:** Basic care, ensuring safety and protection; Emotional warmth and stability; guidance, boundaries and stimulation

Family and environmental factors **Consider:** Family history, functioning and well-being; Wider family; Housing, employment and financial considerations; social and community elements and resources, including education

Section 4: Next steps

Is support / signposting required?			
What needs to happen?	**Action(s)**	**Who will do this?**	**By when?**

When and how are we going to review this assessment and how things are progressing?
Date and time for Parent review meeting (6 weeks): **Where:**

Does the child or family want to make any further comments?

Section 5: Information sharing and consent

I agree to the Pivot Academy's Assessment taking place and to attend the review meeting meetings to assess how things are progressing. I understand that information that is relevant to my child's/my needs will be recorded and securely stored as a paper or electronic file. I agree that this assessment can be shared with the agencies listed below to help provide and co-ordinate support to my family – if new agencies were needed in the future, I will be asked for consent again.	
List agencies for consent to share information:	
Parent/carer/child/young person name:	**Signed** (Parent/carer or child/young person)
Practitioner name:	**Signed** (Practitioner)

Date signed (by Parent/carer or child/young person)**:**

If there is evidence or reasonable cause to believe a child/young person is suffering, or at risk of suffering significant harm, practitioners have a legal responsibility to inform Children's Social Care. In most cases, they will discuss this with you first.

20. Appendix 6: Exploitation PARTNERSHIP checklist - assessment and decision-making tool

The tool is designed to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE). It can be used by any professional working with a person under 18.

When to use the tool - This tool is to help you make an initial assessment relating to a child's vulnerability to, and/or risk of exploitation, and what actions are required; it is not intended to be a referral form.

When you have completed the tool, please refer to the section **'What Next'** to inform a conversation with your manager/safeguarding lead regarding how to proceed. If on completion you contact the Children's Social Care (CSC) Duty and Advice Team, an electronic copy of the completed tool will be needed, to inform discussion.

The different sections are indicators of exploitation in order to inform your assessment, but they are not exhaustive. You may have other concerns; please highlight these in the other information box. Additionally, the prompts against each indictor are not exhaustive.

Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, or alternatively this might be an indication of other concerns which require addressing.

It is important that you:

- Provide a narrative and evidence to support your concerns.
- Avoid sweeping statements or blaming language.
- Distinguish between fact and opinion.
- Provide any known information relating to people who may pose a risk to the young person.
- Highlight if concerns raised and/or the information provided is current or historic.
- Consider the young person's use of social media throughout.

A referral to Duty and Advice must always be made when:

- There are sexual exploitation concerns and the **child is under 13 years old.**
- There are concerns of exploitation and the child has **learning difficulties or a disability.**

- **CHILD, PARENT AND PROFESSIONAL DETAILS**

CHILD					
NAME		**DOB**		**AGE**	
GENDER		**RELIGION**		**ETHNICITY**	

ADDRESS				**CONTACT NUMBER**	
CHILD PATICIPATED?	**Y**		**COMMENTS**		
	N				

PRIMARY CARER						
NAME			**CONTACT NUMBER**		**RELATIONSHIP TO CHILD**	
ADDRESS						
CARER CONTRIBUTED?	**Y**		**COMMENTS**			
	N					

PROFESSIONAL				
PERSON COMPLETING THE ASSESSMENT			**JOB ROLE AND ORGANISATION**	
CONTACT DETAILS			**SIGNED**	
CONSENT TO SHARE WITH SOCIAL CARE *(WHERE APPLICABLE)	**Y**		**COMMENTS**	
	N			

• ASSESSMENT OF RISK AND VULNERABILITY

- **NO RISK:** *While there may be concerns for the welfare of the child, there are no current concerns relating to exploitation, above static vulnerability.*

- **LOW RISK:** *The information and assessment raises some concerns relating to risk of exploitation, but there are protective factors in the young person's life.*

- **MEDIUM RISK:** *The information on the assessment indicates that the child is at risk of exploitation. This requires a plan for intervention but isn't an urgent safeguarding concern.*

- **HIGH RISK:** *The child is currently experiencing exploitation, which requires urgent intervention (they may not recognise this).*

1. Friends and Family

POINTERS/EXAMPLES

- Reduced contact with family/friends which is of concern
- New friends who are not known to parents/carers
- Unexplained change in presentation from the child
- Relationship(s) breakdown
- Suspected abuse in family (emotional, neglect, physical or sexual)
- A lack of warmth/understanding/attachment and/or trust from parent/carer
- Carers do not implement age appropriate boundaries (including use around social media)
- Failure to report missing episodes
- Abusive/bullying friendships

- Friends/family are involved in gang activity/known to the criminal justice system/Neighbourhood Police/ASB teams.

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

2. Accommodation

POINTERS/EXAMPLES

- Child or young person and or their family reside in unsuitable/unstable/temporary/overcrowded accommodation
- Concerns about location (neighbourhood, ASB, gang activity)
- Concerns about isolation/safety
- Is unhappy with accommodation (although it meets physical need)
- Often stays elsewhere
- Is homeless and or sofa surfing
- Resides independently in unsupported accommodation.
- Accommodation is being accessed/used by adults/peers of concern or who pose a risk to the young person.

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

3. Education, Training, Employment (ETE)

POINTERS/EXAMPLES

- Is not being engaged in education
- Excluded and/or does not have an education offer
- Whereabouts often unknown
- Frequently late/leaves early/leaves site, incidents of absence without permission
- Change in presentation towards learning/employment
- Regular breakdown of school/training placements due to behaviour
- Friendships/peer groups either within or outside the education setting are with others at risk of criminal and/or sexual exploitation
- Is socially isolated in the setting, and/or experiences bullying, abuse/violence/harassment

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

4. Emotional Wellbeing

POINTERS/EXAMPLES

- Fatigue
- Poor self-image
- Low mood
- Self-harm - Cutting
- Overdosing
- Eating disorder
- Suicide attempts
- Perceived 'risk taking' (substance misuse, sexual, offending)
- Low self-esteem/self-confidence
- Bullying/threatening behaviour
- Displaying aggression/violent outbursts
- Increased substance misuse
- Expressions around invincibility or not caring about what happens to them

- Fear and scare of reprisal or violence from other young people and/or adults

5. Experience of Abuse and Violence

POINTERS/EXAMPLES

- Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, partners
- Physical injuries
- Disclosure/evidence of physical/sexual assault
- Evidence of coercion/control
- Use of sexualised language and/or violence
- Low self-esteem/self-confidence/self-harm
- Displaying bullying/threatening behaviour, aggression, violent outbursts
- Limited or no recognition of abusive/exploitative behaviour or understanding of abusive/exploitative behaviour but unable to apply this to their own situation

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

6. Missing From Home or Care

POINTERS/EXAMPLES

- Stays out late or overnight without permission/explanation
- Whereabouts unknown and young person secretive about where and who they spend time with
- Repeated episodes of running away/going missing/away from home/accommodation (Including short periods)
- Reported missing with other young people assessed to be at risk of exploitation
- Known to spend time when away/missing with peers or adults assessed to be of concern
- Returns looking well cared for/not hungry/with new belongings
- Found/known to have been outside of their local of area or in locations of concern
- No known means self-support or travelling
- Known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

7. Associations and Locations

POINTERS/EXAMPLES

- Extensive use of phone/secret use/calls and contact with unknown others
- Has use of more than one mobile phone
- Spends time at addresses and places not know to parent/carer
- Goes or is taken to places they or their family have no connections with
- Friendships/associations with others at risk of exploitation
- Gang association through relatives/peers/neighbourhood/intimate relationships
- Information suggests that they are at risk of or involved in County Lines (grooming/exploitation, drug dealing, moving money/goods and/or organised crime)
- Use of social media/mobile phone to share sexualised images
- Has arranged to meet up with unknown others via social media contact
- Use of social media/mobile phones for sharing gang related material/activities

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

8. Substance Misuse

POINTERS/EXAMPLES

- Evidence of regular or heavy substance use (including alcohol)
- Professional/parent/carer concern relating to use
- Concern regarding how substance misuse is being accessed/funded/supplied
- Is believed to owe money/be in debited to others related to substance misuse
- Has previously been cautioned/arrested/charged for possession of drugs/dealing drugs
- Offending behaviour related to substance misuse

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

9. Coercion and Control

POINTERS/EXAMPLES

- Limited, reduced or no significant contact with family/friends, significant adults and/or services
- Appears to be 'controlled' or negatively influenced by others
- Concerns about significant relationships and domestic abuse/coercion/control
- Is known to be associating with adults/peers of concern
- Abduction or forced imprisonment
- Gang association
- Sharing of intimate pictures or information online when asked to
- Secrecy regarding relationships
- Presents as being scared
- Picked up/dropped off from appointments by unknown person
- Phone calls that have to be answered and lead to them 'needing' to be elsewhere
- Professional concern relating to modern day slavery/child trafficking

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

10. Rewards

POINTERS/EXAMPLES

- Concern about unaccounted for money or goods (new clothes, jewellery mobile phone, mobile phone top –ups etc)
- Concern regarding the funding of drugs/alcohol/use of tobacco, cigarettes, entry into clubs, trips away from home, through unknown sources
- Has use of more than one mobile phone
- Secrecy about ability to get around without known mode of transport or funds

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

11. Sexual Relationships

POINTERS/EXAMPLES

- Young person is sexually active but not practising safe sex/is not accessing or willing to access sexual health services
- Disclosure from young person regarding feeling pressured to have sex or to perform sexual acts in 'exchange' for status, protection, possessions, substances or affection
- Evidence of having (previously or currently) a sexually transmitted disease
- Concerns about untreated STi's

- Pregnancy/miscarriage/termination
- Physical symptoms suggestive of sexual assault
- Is in a sexual relationship with an adult or where there is a wide age gap
- Is under 13 and sexually active
- Concerns about ability to consent due to intoxication/substance misuse/learning difficulty/disability

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

12. Risk to Others

POINTERS/EXAMPLES

- Can display violence/bullying and threatening behaviour and/or angry outbursts
- Encourages or coerces others to engage in 'risky' situations
- Introduces others to 'risky' people or places, via friendships, associations, venues
- Sexualised bullying, including via the internet/social media sites
- Offending behaviour
- Gang association through relatives, peers or intimate relationships
- Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence
- Sells/distributes/shares drugs
- Displays harmful sexual behaviours

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

13. Engagement with Services

POINTERS/EXAMPLES

- Reduced level of engagement or no meaningful engagement
- Secretive about friendships/associations/behaviours
- Sporadic contact, and/or missed appointments with limited explanation
- Professional concern re their ability to engage with the young person
- Distracted when attends
- Presents as nervous or keen to be elsewhere

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

14. Wider Child and Family Factors

POINTERS/EXAMPLES

Family factors

- Known abuse or neglect in the family.
- Family substance misuse
- Parental mental health
- Adult sex work
- Deprivation
- Social isolation
- Parental experiences of exploitation

Child factors

- Learning disabilities or difficulties (including suspected)
- Financially unsupported
- Unaccompanied migrant/refugee/asylum seeker
- Recent bereavement or loss
- Unsure about sexual orientation or unable to disclose sexual orientation

- Young carer
- Unmet need (social, emotional, physical)

INFORMATION RELATING TO THIS YOUNG PERSON

RISK LEVEL (PLEASE TICK)	NO RISK		LOW		MEDIUM		HIGH	

Identified Protective Factors

Any Other Relevant Information (such as places and people of concern)

Young Person's Views

Parent/Carer's Views

OVERALL LEVEL OF RISK (PLEASE TICK)

NO RISK	LOW	MEDIUM	HIGH
While there may be concerns for the welfare of the child, there are no current concerns relating to exploitation, above static vulnerability.	The information and assessment raises some concerns relating to risk of exploitation, but there are protective factors in the young person's life.	The information on the assessment indicates that the child is at risk of exploitation. This requires a plan for intervention but isn't an urgent safeguarding concern.	The assessment indicates that the child is currently experiencing exploitation, which requires urgent intervention (they may not recognise this).

Please provide a summary of the key points to support your indicated level of concern.

WHAT NEXT

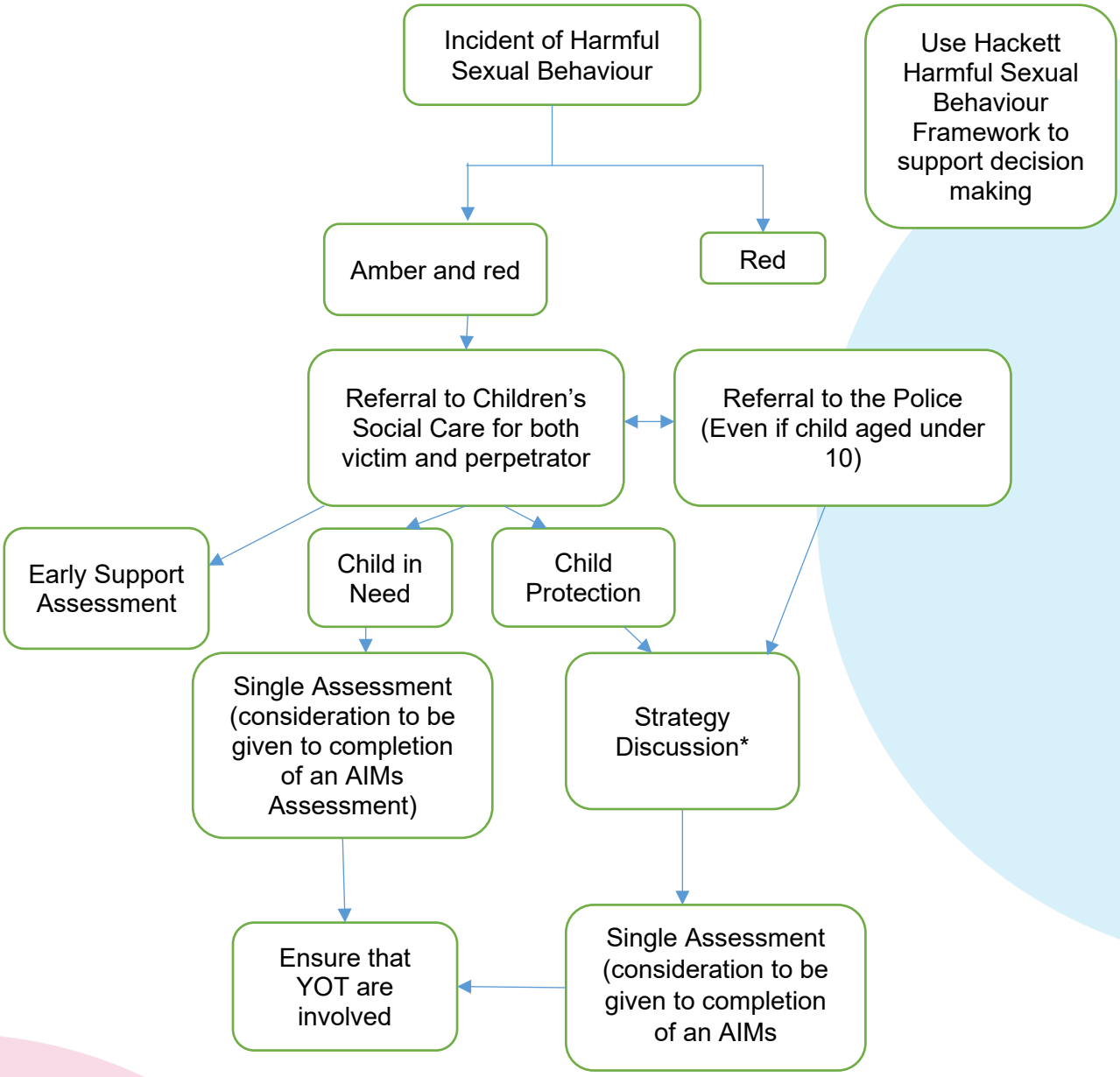
- Where the young person already has an allocated social worker, you must contact them to share this tool. If there is no allocated social worker and your agency has agreed that further oversight and support is required, please contact the Duty & Advice team in Kirklees Children's Services to discuss and agree next steps, by calling **01484 414960.**
- Keep a copy in your agency records and use it to inform decisions around any identified vulnerability, risk or need, as well as for planning intervention or support that the child and their family may require.

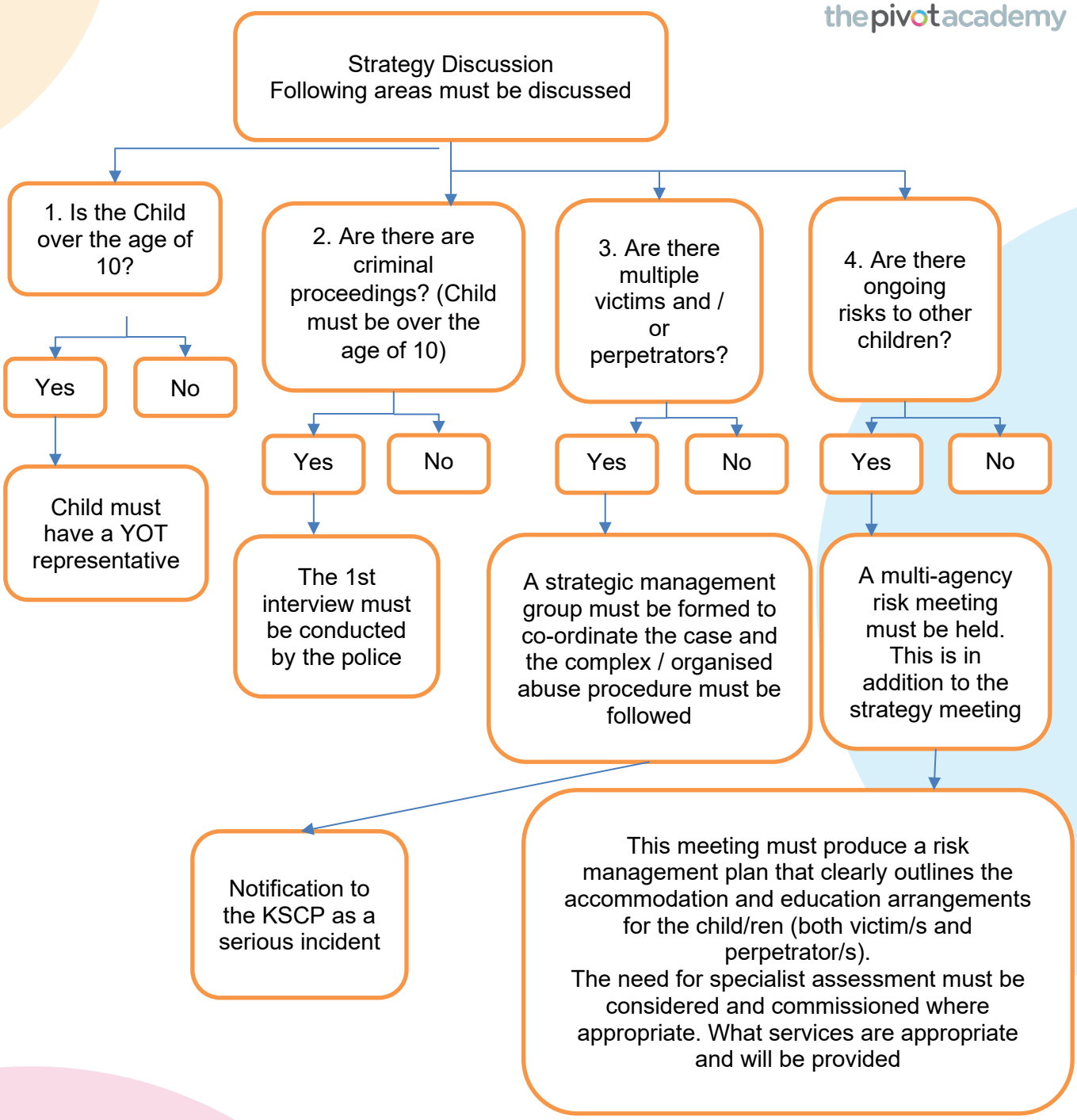
The referral may progress to the **Exploitation Screening Panel**, run by the **Youth Engagement Team:**

- The Exploitation Screening Panel is held every Thursday 11:00-13:00 on Microsoft Teams, in 20 minute time slots per child
- The referrer and the child's education provision (if separate) will receive an invite the week prior to panel.
- The panel includes representatives from YET, West Yorkshire Police, The Base, Sexual Health, Education Safeguarding, Early Support, Careers, Housing and others.
- The panel discuss the information provided on this checklist, share their own agency information, agree on a risk level and decide on further actions.
- YET provide targeted 1-1 intervention for young people assessed as being at risk of exploitation/contextual harm, where this is agreed to be the most appropriate course of action.

Child Exploitation - KSCP (kirkleessafeguardingchildren.co.uk)

21. Appendix 7: KSCP Harmful Sexual Behaviour Pathway




Strategy Discussion
Following areas must be discussed
1. Is the Child over the age of 10?
Yes
No
Child must have a YOT representative
2. Are there are criminal proceedings? (Child must be over the age of 10)
Yes
No
The 1st interview must be conducted by the police
3. Are there multiple victims and / or perpetrators?
Yes
No
A strategic management group must be formed to co-ordinate the case and the complex / organised abuse procedure must be followed
4. Are there ongoing risks to other children?
Yes
No
A multi-agency risk meeting must be held. This is in addition to the strategy meeting
Notification to the KSCP as a serious incident
This meeting must produce a risk management plan that clearly outlines the accommodation and education arrangements for the child/ren (both victim/s and perpetrator/s).
The need for specialist assessment must be considered and commissioned where appropriate. What services are appropriate and will be provided

Assessment guidance

- Need for separate social workers for victim and perpetrator, even if in the same household

All Assessments should include:

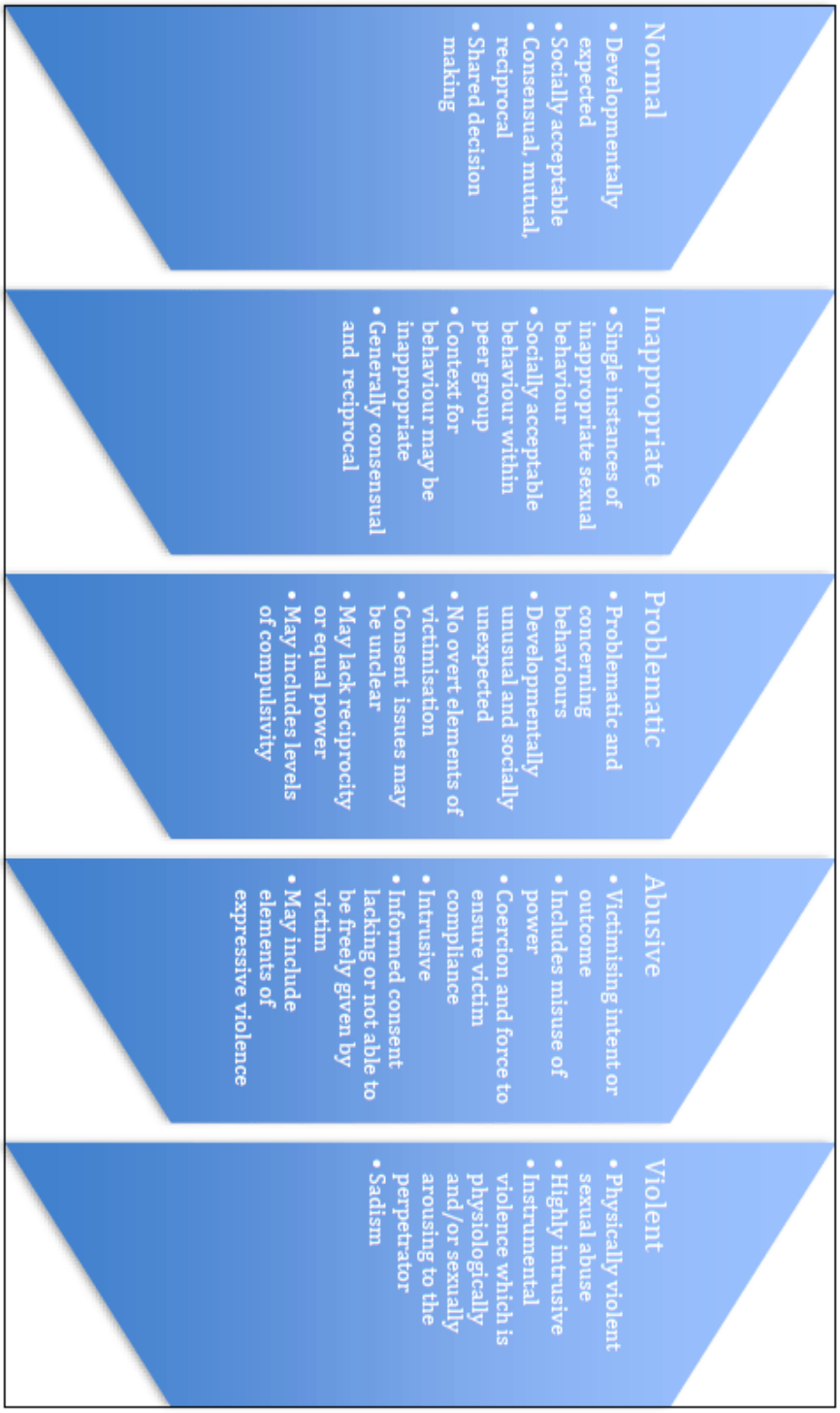
- Details of the incident/s (including impact on victim/s, the context of abusive behaviours, age of victim/s, nature of the relationship between the children / young people involved.
- Child and young person's development, family and social circumstances.
- Whether the "perpetrator" child / young person acknowledges the alleged behaviour.
- Whether there are grounds to suspect that the "perpetrator" child / young person has been abused or there are adults involved in the development of the harmful sexual behaviour.
- Details of previous incident/s.
- Assessment of child's need and the need for any specialist assessments (including capacity / learning disability).
- Safety of other young people including a Risk management plan for school and one for home.
- Accommodation and Education arrangements.
- What services need to be provided.

Harmful Sexual Behaviour (HSB) - KSCP (kirkleessafeguardingchildren.co.uk)

A continuum of children and young people's sexual behaviours

(Hackett 2010)

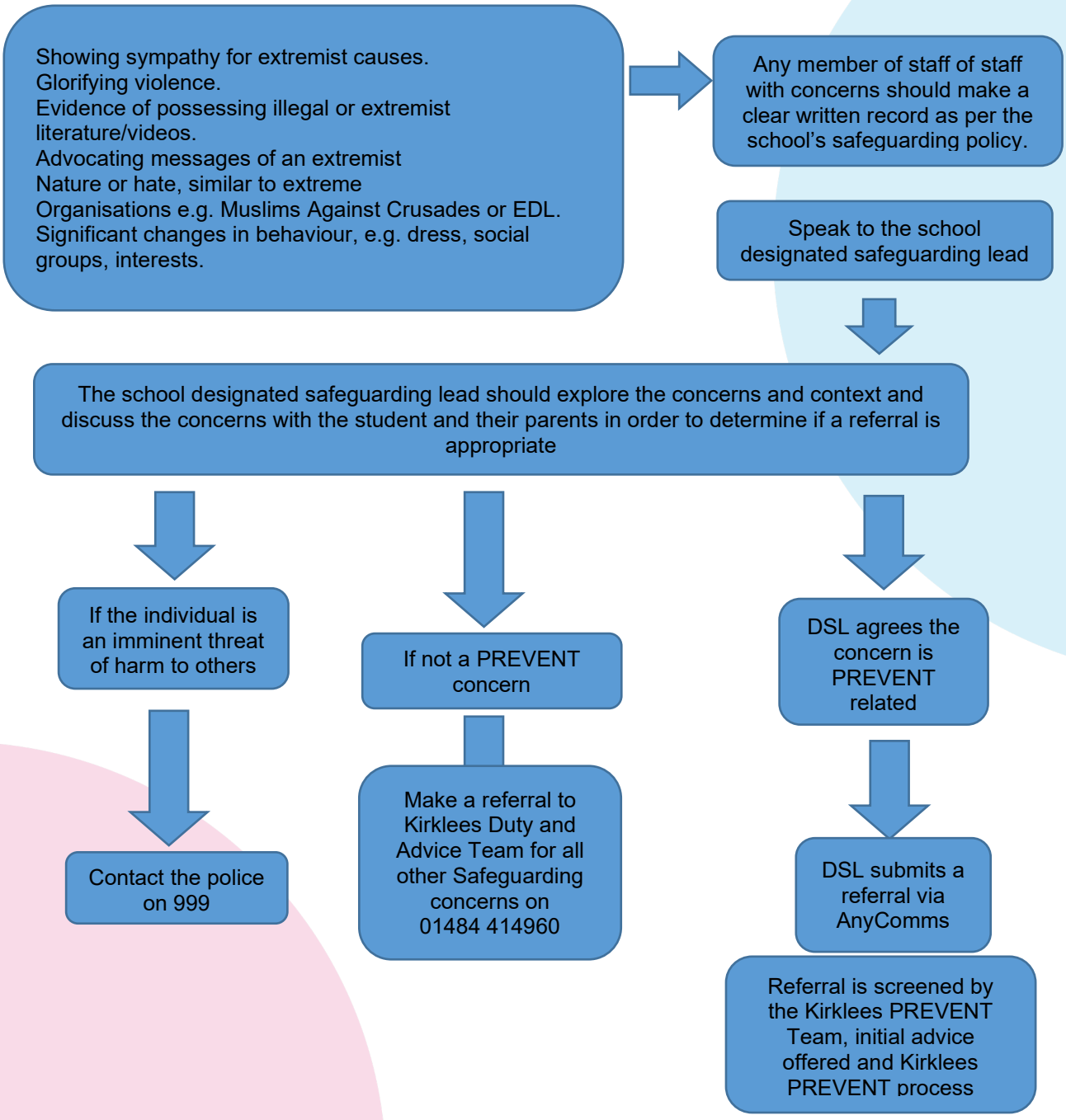
Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:



22. Appendix 8: Radicalisation Response Checklist

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

For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent https://www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx or contact the hub via 01924 483747 Anycomms "Prevent Referral".



23. Appendix 9: Missing from School Response Checklist

Referral pathway for reporting pupils missing / absconded during the school day.

PUPIL IDENTIFIED AS MISSING – REPORT IMMEDIATLEY to a member of your senior leadership team when a child or young person is known to have absconded from lesson / school

Determine the nature / reason for absconding / going missing from lesson
(give consideration to recent events or precipitating factors)

Search school premises and grounds immediately. Contact the child if possible, establish (where possible) their location, undertake (if appropriate) home visit or suspected known destination.
NOTIFY PARENTS / CARERS

FOUND

NOT FOUND

Child located and returned to school

Child located but refuses to return to school. Risk assessment to be made regarding circumstances considering the following

- Visit to known abuser
- Risk of CSE
- To use drink or drugs
- Self-harm / suicidal ideation

CONCERNS

Refer to West Yorkshire police

truancy policy
School Safeguarding Officer policies, guidance and documents | Kirklees Business Solutions

Risk assessment to be made with regards to circumstances considering the following likelihoods

- To visit known abuser
- Risk of CSE
- To use drink or drugs
- Self-harm / suicidal ideation

NO CONCERNS

Update ALL relevant professionals, parents and carers

No concern / low risk
Child is truanting whereabouts of child have been established i.e., child has gone home, refusing to return to school
DO NOT REPORT TO POLICE

On students return to school – DSL to talk to pupil and establish reason behind absconding. Discussion should:

1. Ascertain child's views and perceptions
2. Explore reason for absconding (push / pull factors)
3. Allow DSL to undertake an assessment of presenting risk
4. Ensure that appropriate interventions / referrals / support is actioned to address identified risk and minimise

24. Appendix 10: FE safeguarding information sharing form

Name	
Date of Birth	

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?					
Physical Abuse	☐	Sexual Abuse	☐	Emotional Abuse	☐
Neglect	☐	Mental ill Health	☐	Suicidal intent	☐
Self-Harm	☐	Forced Marriage	☐	Risk to others	☐
Prevent	☐	CSE	☐	Faith Abuse	☐
Financial Abuse	☐	Domestic Violence	☐	Female Genital Mutilation	☐
Fabricated/Induced Illness	☐	Gangs and Youth Violence	☐	Harmful Sexual Behaviour	☐
Institutional abuse	☐	Missing from home	☐	Sexting	☐
Trafficking	☐	Missing in education	☐	Substance abuse	☐
*Child Looked After	☐				
Other (Please State):					

Are there any current or relevant historical safeguarding concerns? *Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social care, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.*		
Safeguarding Issue	**Date**	**What action was taken / Referred to agency?**

Please can you give full details including contact details of which agencies are currently working with the learner?			
Children's Social Care		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, please state			

Has the learner been subject to a Child in Need Plan, a Child Protection Plan, Early Support Assessment, Education Health Care Plan or Personal Education Plan *Please give further details about the support they are currently receiving?*

What areas of support would you recommend the learner will need at college?							
Additional Learning Support	☐	Life Skills	☐	Family support	☐	Substance Misuse	☐
Risk of offending or re-offending	☐	Financial **CLA are entitled to bursaries and discretionary funding*.	☐	Health Advice	☐	Emotional Wellbeing	☐
Basic Skills	☐	Housing	☐	Counselling	☐	Other, please state below	☐
Risk Management Plan	☐	*(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)*					
Please can you provide further information concerning any recommendations for support?							

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by the learner

I Insert Name **give consent for the above information to be shared with** Insert name of provider

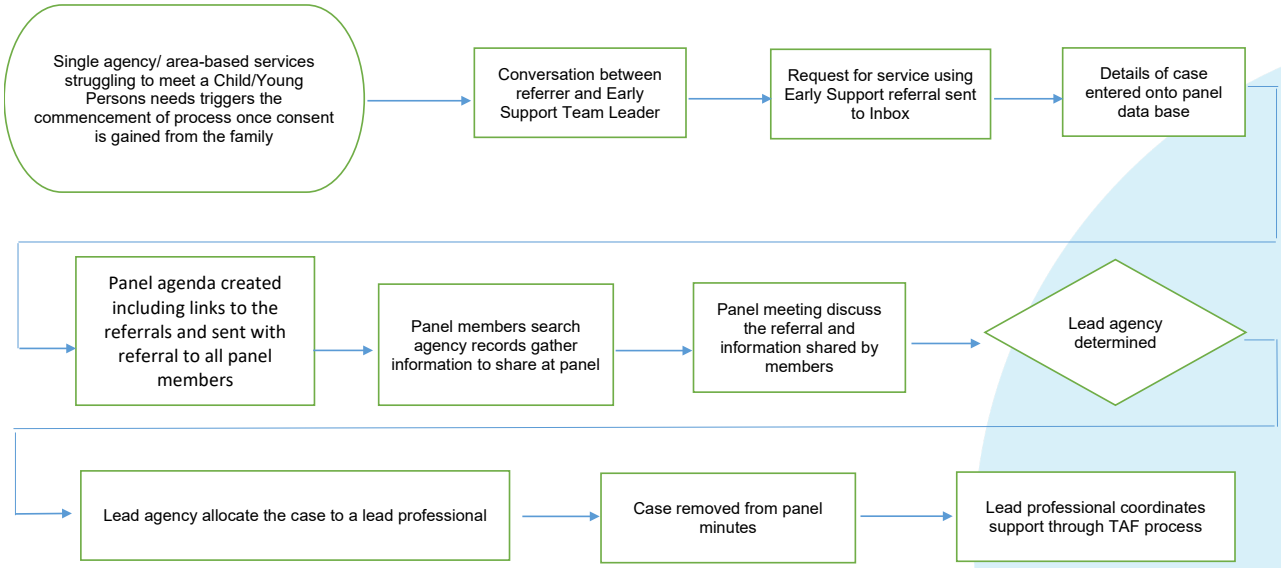
Date	
Signature of learner	

If consent from the learner has not been sought or you wish the FE provider to contact you directly for further information pertaining to this pupil, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.

25. Appendix 11: Early Support Multi Agency Panel Process



Updated: March 2023