Kirklees Safeguarding Children Board
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Moorlands Primary School
*High Expectations, High Achievements, Challenge and Enjoyment for All*

# Child Protection and School Safeguarding Policy including Covid 19 Addendum

| Name of Policy Writer/Amendments | Date Written/Amended | Next Review Date | Approved by Governors |
|---|---|---|---|
| Becky Freeman | November 2016 | November 2017 | November 2016 |
| Becky Freeman | November 2017 | November 2018 | November 2017 |
| Becky Freeman | November 2018 | November 2019 | Nov 2018 |
| Becky Freeman | November 2019 | November 2020 | Nov 2019 |
| Kirklees amendments | Nov 2020 | November 2021 | Nov 2020 |
| Kirklees amendments | Nov 2021 | November 2022 | Nov 21 |

Yellow denotes new amendments

# Child Protection and School Safeguarding Policy

SCHOOL NAME: Moorlands Primary School
Headteacher: Amanda Denney

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

| *Date* | *Course* | *Who* |
|---|---|---|
| 4th and 5th October 17 | Mental health 1st aid | Hannah Woodhouse |
| 29th November 17 | PAMP training | Alison Dean |
| Feb 2018 | DSL refresher | Becky Freeman |
| Feb 8th 2018 | Emergency planning training | Amanda Denney |
| 14th Feb 2018 | Safer recruitment | Anna Bartys and Amanda Denney |
| 7th March 2018 | The impact of parental mental health | Hannah Woodhouse |
| 6th June 2018 | Safeguarding training | Whole staff |
| 12th June 2018 | Gang workshop | Rachel Turner and Hannah Woodhouse |
| 13th November 2018 | EVC training | Becky Freeman |
| 6th December 2018 | Safeguarding level 2 | Chris Duffy |
| 29th January 2019 | DSL training | Amanda Denney |
| 13th February 2019 | Safeguarding training | Hannah Woodhouse |
| 15th February 2019 | Prevent and safeguarding | Whole staff |
| 15th February 2019 | Educational Visits training | Teaching staff |
| 7th March 2019 | Responsible person training (Fire safety) | Becky Freeman |
| 12th March 2019 | Safeguarding- Substance misuse | Amanda Denney |
| 21st March 2019 | Fire Marshall training | Sarah Joyce, Carolyn Coney and Sarah Joyce |
| 24th May 2019 | Safeguarding | Tracy lang and Danielle Augustine |
| March 20 | Responsible person training (Fire safety) | Amanda Denney |
| February 2020 | Managing school safely | Amanda Denney and Becky Freeman |
| July 2020 | First aid at work | Danielle Augustine |
| 30th September 2020 | Safer recruitment | Becky Freeman |
| 28th April 21 | Ream Teach traing | Sarah Hind, Paula Smith, Jen Mellor, Phillipa Stables, Kerry Gallagher, Kia Henry |
| 12th May 21 | Paedatric First aid | Rachel Turner |
| 27th-28th Sept 21 | First Aid at work | Amanda Denney |
| 27th-28th Sept 21 | First Aid at work | Georgina Shaw |
| 7-8th Oct 21 | First Aid at work | Becky Freeman |
| 7-8th Oct 21 | First Aid at work | Chris Duffy |
| 29th September 2021 | Safer recruitment | Amanda Denney |
| 21st-22nd October 2021 | Mental health first aid training | Becky Freeman |

| | | |
|---|---|---|
| 8th November | Monitoring and measuring pupil well being | |

## Governor Review of policy dates

| November 2021 |
|---|

| Designated Governor | | | |
|---|---|---|---|
| Toni Caufield | Gary Laird | | |

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# Overview

This Safeguarding & Child Protection Policy is available on Kirklees Business Solutions School Safeguarding Officers page website and is reviewed and ratified annually

Part 1 of this policy is for all staff and governors.

Part 2 principally for use by Designated Safeguarding Staff, lead governors and senior leadership teams.

Part 2 of this policy document has a suite of model pro-forma for schools to adapt to support their own in-house safeguarding arrangements.

| Academic year | Designated Safeguarding Lead | Deputy Designated Safeguarding Lead/s | Nominated Governor | Chair of Governors |
|---|---|---|---|---|
| *2021/22* | *Amanda Denney* | *Becky Freeman* | *Toni Caufield* | *Gary Laird* |

| ***Review Date*** | ***Changes made*** | ***By whom*** | ***Date Shared*** |
|---|---|---|---|
| *Nov 2021* | *Updated to Kirklees policy* | *Full Governing body* | |

# 1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- The Governing Body and staff of Moorlands Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, 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 pupils, staff, governors, 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 within the safety of the physical environment provided for the pupils

# 2. Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2019 and Working Together to Safeguard Children (WTTSC 2018), we comply with this guidance and the procedures set out by our Local Safeguarding Children partnership
- The policy conforms to locally agreed inter-agency procedures and has been developed by Kirklees Education Safeguarding Service and Kirklees Safeguarding Children's Partners. It is available to all interested parties on our website and 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:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- General Data Protection Act (2018) Guide to the General Data Protection Regulation - GOV.UKhttps://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation
- Data Protection Acthttp://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, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)

- Kirklees Safeguarding Children Partnership Procedures https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/

- Children Missing Education – Statutory guidance for local authorities (DfE September 2016) https://www.gov.uk/government/publications/children-missing-education

- The policy conforms to locally-agreed inter-agency procedures and has been developed by Kirklees Safeguarding Children's Partners. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education

- Elective Home Education https://www.gov.uk/government/publications/elective-home-education Guidance April 2019

- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children

- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

# 3. Definitions

**Safeguarding and promoting the welfare of children means:**

- Protecting children from maltreatment

- Preventing impairment of children's 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 suffering, or being likely to suffer, significant harm
- **Children** includes everyone under the age of 18

# 4. Equality statement

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

**We give special consideration to pupils who:**

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation
- Are asylum seekers, refugees or migrants

# 5. 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 governors 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 A 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 which support safeguarding, including Guidance for Safer Working Practice, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to pupils who go missing from education
- The early support process and their role in it, including 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, deputy DSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting duty and advice team or the police if they believe a child is at immediate risk of significant harm
- We work 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 designated safeguarding lead. Where a pupil 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

- What to do if they identify a safeguarding issue or a pupil tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems

  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

  Appendix 1 details different kinds of abuse.

  Appendix 2 provides guidance to staff on how to handle disclosures.

  **The designated safeguarding lead (DSL) and deputy designated staff:**
- Our DSL is Amanda Denney. The DSL takes lead responsibility for child protection and wider safeguarding
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns
- Out of hours the DSL can be contacted via email adenney@moorlandsprimary.org.uk.
- When the DSL is absent, the deputy DSL – Becky Freeman- Deputy Head Teacher] – will act as cover
- If the DSL and deputy are not available, Hannah Woodhouse and Chris Duffy will act as cover.

  **The DSL will be given the time, training, resources and support to:**
- 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 pupils
- 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 Female Genital Mutilation has been identified
- Amanda Denney or Becky Freeman will ensure that all staff involved in direct case work of vulnerable pupils, where there are child protection concerns/issues, have access to regular safeguarding supervision
- The DSL will 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, and 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 prior to the meeting
- Where a pupil 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 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 Governing Body**

- The governing body will approve this policy at each review and hold the head teacher to account for its implementation

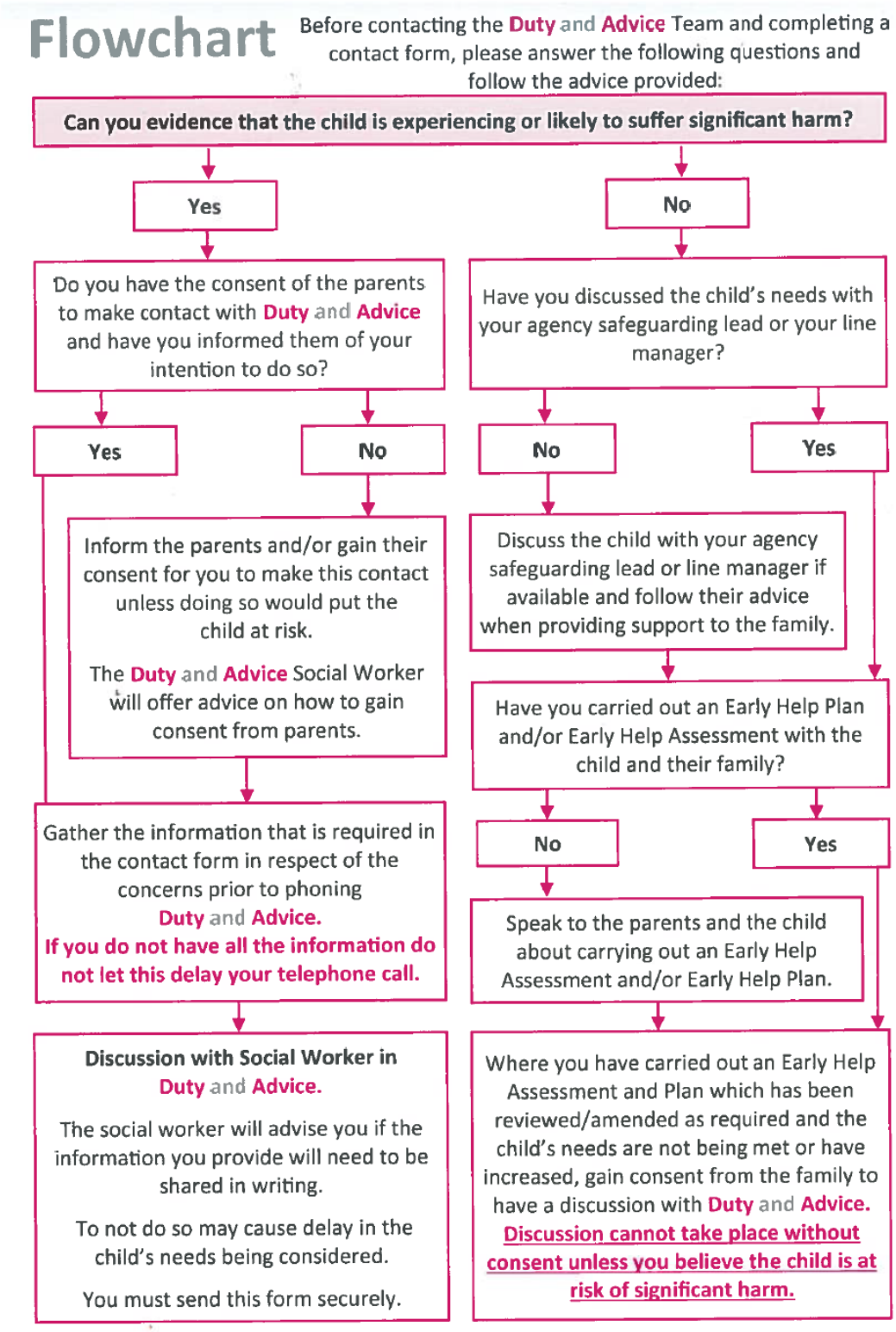
- The governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. The DSL cannot also be the lead governor with responsibility for child protection
- In the event that an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'
- The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with Keeping Children Safe in Education (KCSiE).
- **The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities**

**The Head Teacher**

The head teacher 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 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 the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

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



# 6. Confidentiality

- Confidentiality is an issue that needs to be understood by all those working with pupils particularly in the context of safeguarding
- This School recognises that the only purpose of confidentiality in this respect is to benefit the pupil. Staff, volunteers and visitors to school should never promise a pupil that they will not tell anyone about an allegation or disclosure and must pass any cause for concerns immediately to a designated safeguarding lead
- Confidentiality is addressed throughout this policy with respect to record-keeping (section 12), dealing with disclosure (Appendix 2), allegations of abuse against staff (section 11), information sharing and working with parents (section 6)

**Record keeping, Information sharing and GDPR**

- Timely information sharing is essential for effective safeguarding. This school/college 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 is governed by the General Data Protection Regulations 2017 (GDPR) 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 kept confidential at all times 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

**Working with parents and other agencies to protect children**

Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child 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) we will endeavour wherever possible to obtain at least two emergency contacts for every child 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 designated safeguarding lead. 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 pupil

Parents/carers are informed about our safeguarding policy through school prospectus, website, newsletters etc. A safeguarding and child protection statement is prominent in the school foyer/reception area

**Multi-agency work**

We will co-operate with Kirklees Safeguarding Children Partnership in accordance with the requirements of the Children Act and allow access to pupil and child protection records for them to conduct section 17 or section 47 assessments

In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguarding children and promote their welfare

# 7. Our role in the prevention of abuse

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

**The curriculum**

Relevant issues will be addressed through Relationships Education and Relationships and Sex Education (formally known as Relationships Sex Education) tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) Education, including self-esteem, emotional literacy, assertiveness, power, relationships education, relationship and sex education, health education, online safety, online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), gangs, youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies

**Online safety**

This School is committed to meeting the requirement to keep pupils safe when using technology. We believe the whole school community can benefit from the opportunities provided by the internet and other technologies used in everyday life. The school's online Safety Policy supports this by identifying the risks and the steps we are taking to avoid them. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content; for example pornography, fake news, racism, misogyny, self harm, suicide, anti-semitism, radicalisation and extremism

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

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; and

Commerce; risks such as online gambling, inappropriate advertising, phishing, and/or financial scams

Our schools expectations for responsible and appropriate conduct are set out in the schoolonline safety policy and acceptable use policies (AUP) which we expect all staff and pupils to follow

**Other areas of work**

All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equal Opportunities, Positive Handling, 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 children 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 or college and can occur between pupils outside the school or college. All staff, but especially the designated safeguarding lead 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

# 8. Our role in supporting children

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

In cases where pupils have experienced abuse/abused others, the designated safeguarding lead should ensure that appropriate support is offered. An individual risk assessment will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, of other child affected) require additional pastoral support/intervention

**Early Support**

If we identify additional unmet needs for a pupil that does not require intervention by social workers then in the first instance it may be beneficial to speak to the **casework 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 Early Support Assessment should be a tool in its own right and not a referral mechanism

For pupils whose needs and circumstances make them more vulnerable, a coordinated multi-disciplinary approach is usually best, based on an **Early Support Assessment**, with a Lead Practitioner to work closely with the child and family to ensure they receive the right support

**When we complete an Early Support Assessment**

- The information required to evidence that more targeted or statutory services are needed will be better informed by a good quality assessment having been carried out
- If it is not clear who is best placed to provide the support an early support assessment (ESA) will be requested prior to accepting a referral
- If it is clear that additional support is required from the Family Support Service then a referral will be accepted without an early support assessment (ESA) in order to prevent delay in offering support (Appendix 12)
- Monitoring of referrals made without assessments will be routinely reported to the Kirklees Safeguarding Children Partnership in order to promote improvement in assessment practice within all partner agencies
- If the referral is relating to a family where there is an existing team around the family meeting (TAF) an early support assessment (ESA) should have already been completed and therefore should be included with the referral

**Children with additional needs**

- This school recognises that while all pupils have a right to be safe, some pupils *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc
- When we are considering excluding, either fixed term or permanently, a vulnerable pupil or a pupil who is either subject to a S47 Child Protection plan or there have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the assessment must be completed prior to convening a meeting of the Governing body

**Children in Specific Circumstances**

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 A of Keeping Children Safe in Education (KCSiE)

**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 injury 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 will speak to the DSL and follow our local safeguarding children's partnership procedures
- 

**Honour- based' violence (including forced marriage)**

School recognise that so-called 'honour-based' violence (HBV) encompasses incidents of crimes which have been committed to protect of 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 pupil that might be at risk of HBV or who has suffered from HBV they will immediately speak to the designated safeguarding lead who will follow the schools safeguarding procedures.

**Preventing Radicalisation**

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. For further information on this subject please refer to pages 135 of Keeping Children Safe in Education (2021)

**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 seek advice appropriately with the designated safeguarding lead who will contact The Prevent Hub–01484 483747 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. This means being able to demonstrate both a general understanding of the risks affecting pupils in the area and a specific understanding of how to identify individual pupils 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 pupils 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 Anycomms "Prevent Referral"*

**Peer on peer abuse: Sexual violence and sexual harassment between children in schools and colleges**

- We recognise that pupils can abuse their peers and that peer on peer 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. School have a zero_tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated in this school and will be challenged. School recognise that even if there are no reports in our school it does not mean it is not happening therefore school will promote on ongoing culture of vigilance to create a safe for children. **Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy and reported to the designated safeguarding lead of 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 designated safeguarding lead 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 any victims, and the perpetrators
- Where pupils 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 appropriate 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
- 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:
- Listen carefully, reflecting back using the child's language
- Reassure the child that this will be taken seriously
- Ask open-ended questions
- Not promise confidentiality
- Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report
- A written record of the facts will be made
- School will consider whether electronic devices will need to be confiscated at this point

**Mental Health**

We will ensure that we have clear systems and processes in place for identifying children 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, and education

If staff have mental health concerns about a child that is also a safeguarding concern immediate action will be taken, following the child protection procedure and speaking to the designated safeguarding lead or a deputy

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 where 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 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 designated safeguarding lead will complete the CSE/CCE checklist tool for partners, (Appendix 6) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept in the child's child protection records for future reference
If the child /young person already has an allocated social worker, the designated safeguarding lead will contact them (or their team manager) to discuss any concerns about sexual exploitation
A copy of the CSE checklist tool for partners can be obtained from the KSCP Website: Child Exploitation - KSCP (kirkleessafeguardingchildren.co.uk)

We will ensure that this 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:

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

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

- Have older boyfriends/girlfriend
- 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:

- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs

- 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
- 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 virtue of their age, gender, intellect, physical strength. Violence, coercion and intimidation are common, involvement of exploitive relationships being 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 recognise when children may be at risk from/or involved with a serious violent crime by recognising 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 recognise 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 duty and advice 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 pupil 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, 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**

- 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) and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college 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 head teacher in respect of all pupils at the school who are subject of 'looked after' status. The Virtual School team can be contacted on 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 pupils 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 recognise that while all pupils 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

**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 children 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

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury related to the child's disability without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges

To address these additional challenges, we will consider extra pastoral support for children with SEND and disabilities

# 9. Responding to Domestic Abuse

Moorland Primary 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, emotional harm
- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim if this school do 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 designated safeguarding lead (DSL). The DSL can then refer cases where relevant to Kirklees duty and advice team (DAAT). Where DV Notifications are received from DAAT, this information will be added to a pupils chronology and child protection record to ensure that appropriate support can be provided where necessary
- This school is aware of and follow the Kirklees Joint Agency protocol for domestic violence and abuse – (Operation Encompass School notification) contact numbers for this must be kept updated by emailing Education.safeguardingteam@kirklees.gov.uk

# 10. Attendance and Children Missing Education

- Our school understands that poor attendance can be an indicator of concern for pupils with welfare and safeguarding concerns, and thus ensures that information is shared between *(insert arrangements for how information is shared between the person responsible for monitoring attendance and the DSL).* 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
- Pupils who are absent, 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 pupils 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 of 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 pupils 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 September 2016)**.** There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll
  Kirklees Children Missing Education (CME) team can be contacted via the email below:
  ESS.CME@kirklees.gov.uk
  Children missing education - GOV.UK (www.gov.uk)
- Our School is aware that they must inform the Kirklees Education Safeguarding Service when using reduced timetables for pupils and follow the reduced timetable guidance
  Education Safeguarding Resources | Kirklees Business Solutions
- When we are considering excluding, either fixed-term or permanently, a vulnerable pupil or a pupil who is either subject to a S47 Child Protection plan or there have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to exclude. 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 Governing body
  Permanent Exclusions Guidance (September 2020) - Ethos Academy Trust (eat.uk.com)
  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 her/his age, aptitude and ability (and to any special educational needs she/he 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 should you as a parent decide to educate your children/child at home
  https://www.gov.uk/government/publications/elective-home-education

- Child Employment - Properly structured and regulated work can help develop and prepare young people for a 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. As a school we will work in partnership with Kirklees council in relation to child employment by completing the Child Employment Referral Form as and when necessary

- child.employment@kirklees.gov.uk
- Supporting information and documents can be found by clicking on the link below

  Education Safeguarding Resources | Kirklees Business Solutions

# 11. A Safer School Culture

**Governors 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/Confidential reporting policies (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 practice for those working with children and young people in educations settings May 2019**

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

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

**Risk Assessments**

- Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used, and transport. Where relevant, risk assessments are carried out for individual pupils and supported by action plans identifying how potential risks would be managed. The Evolve system is used to collate all off site activity risk assessments.
- Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Exploitation

**Safer Recruitment**

- Section 175 of the Education Act 2002 requires this school/college to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting 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

- The school will create a culture that safeguards and promotes the welfare of children in this school/college. 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/college not only includes directly employed staff (or volunteers), 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/college

- 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

The main legislation in this respect is contained within the:

- Children's Act 2006
- Safeguarding and Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012 (Protection of Freedoms Act 2012 (legislation.gov.uk))
- Equality Act 2010 (https://www.legislation.gov.uk/ukpga/2010/15/contents)
- Police Act 1997, the Police Act 1997 (Criminal Records) Regulations 2002, as amended, the Police Act 1997 (Criminal Records) No 2 Regulations 2009, as amended (https://www.legislation.gov.uk/ukpga/1997/50/contents)
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Sexual Offences Act 2003 (https://www.legislation.gov.uk/ukpga/2003/42/contents)
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018

- Any subsequent amendments will also apply as relevant

- Requirements relating to the appointment, discipline, capability, suspension and dismissal of staff, use of supply staff/workers, checks and information to be held on the school/colleges single central register (SCR), as well as information on teacher capability to be provided in references are specified within the School Staffing (England) Regulations 2009, as amended in 2012, 2013 and 2014

Purpose of this schools/college Safer Recruitment Policy

- This school will take into account the legislation highlighted above, when we employ staff or engage volunteers, contractors, self-employed, agency and third-party staff groups to work with children adopt a consistent and rigorous approach in their recruitment and selection processes with the aim of ensuring that those recruited are suitable.

The purpose of safer recruitment is ultimately to:

- **Deter**. rom the beginning of the recruitment process, – this school has a rigorous recruitment process and does not tolerate any form of abuse. 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 generally developing and maintaining a safe culture within the School will all help to prevent abuse or identify potential abusers

- The intention of our SR 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 pupils within the School/college

- Our school/college policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice

Letters of Assurance

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

**Table 1**

| |
|---|
| Kirklees Council recommends the following information is requested and confirmed in writing by the following parties.<br>Agency worker (all staff groups).<br>Contractors.<br>Third Party Organisations (e.g. Kirklees Council/ NHS/ Locala/ KNH etc) |
| Written confirmation all Pre employment checks (role dependent) have been satisfactorily carried out |
| At least one recruiter on the recruitment panel to be Safer Recruitment trained (refreshed every 3 years) |
| DBS (+Barred list) where appropriate |
| Prohibition from Teaching |
| S128 checks (role dependent) |
| Qualifications (role dependant) |
| Right to Work in the UK |

| |
|---|
| EEA Check - Lived or worked outside of UK |
| Disclosure under Childcare Act 2006 |
| References (Safer Recruitment) |
| Medical clearance |
| Any disclosed information/Risk assessments shared with School / Academy |
| Safeguarding awareness training |

- For further information please see "Kirklees Council Safer Recruitment Policy For Schools" document, by Human Resources (HR) Service, found on Kirklees Business Solutions: http://kirkleesbusinesssolutions.uk/Page/12740

**Managing Allegations**

**Local Authority Designated Officer (LADO)**

Kirklees LADO Team welcomes our contact in relation to concerns we may have about any adult in a position of trust or working (paid or unpaid) with children.

This Kirklees LADO web page allows professionals, employers, voluntary or faith organisations to access early advice and guidance from the LADO via the link below;

Local Authority Designated Officer (LADO) | Kirklees Council

The LADO must be informed within 1 working day (or the next working day) when an allegation is made; prior to any further investigation taking place (**Appendix 11)** Improved outcomes for children are aided by close collaboration between single and multi-agency partners, through timely quality conversations

## Who should be referred to the LADO

All allegations relating to the harm of a child or young person by those who work with them must be taken seriously

It is alleged that a person who works with children (paid or unpaid capacity) has:

- Behaved in a way that has or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way that indicates he or she would pose a risk of harm
- An allegation has been made against a person in relation to his/her work with adult service users, which causes concern about the welfare of an adult service user's children or the person also has another role working with children

## Reasons for an allegation

An allegation is made against a person in relation to a matter that may indicate that the person may not be suitable to work with children. This can be connected with his/her employment or voluntary activity, or in relation to a person's private life where;

- Concerns arise about a person's behaviour about his/her own children
- Concerns arise about the behaviour of a partner, member of the family or other household member
- Where other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children

The LADO will ensure that all allegations and enquires are managed proportionately and appropriately; sharing information to ensure that children are safeguarded within multi agency settings

**Training, knowledge and skills**

- All staff members should 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 or college's safeguarding child protection policy; the school's safer working practice document and the school's whistleblowing procedures
- Designated safeguarding leads should have a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, 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

  Designated safeguarding leads must attend:

1. Roles & Responsibilities of the designated safeguarding lead (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 pupils 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 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 head teacher will attend appropriate safeguarding training at least every three years
- Governors, including the nominated Governor will attend specific training for their role, updated at least every three years

**Providing support to staff**

Designated safeguarding leads should:

- 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/college may put in place to protect them
- Understand the difficulties that children 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 must reflect the Kirklees Safeguarding Children Partnership protocols this training should be recorded by the school. It is the responsibility of the head teacher to quality assure any training that is delivered to staff in this school

# 12. Child Protection Records

Child protection and safeguarding records will be held securely, with access being restricted to the designated safeguarding lead and their deputies, head teacher and in cases of Early Support, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see Early Support Assessments (http://www.kirkleessafeguardingchildren.co.uk/early-support-assessment.html) The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school/college) (Appendix 3)
- All completed child protection cause for concern records (Appendix 4)
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to Duty and Advice, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. Child Protection Plans, Early Support risk assessments etc
- A copy of any support plan for the pupil concerned (Appendix 5)
- When a pupil leaves this school, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible, and within 5 days for an in -year transfer or within 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 pupil or others (i.e. self-harming or harmful sexualised behaviour), this information will be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The designated safeguarding lead 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 child leaves school before 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 establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order 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/college. 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/college)*
- 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)*
- Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to will be made and a signature obtained from the receiving school/college as proof of receipt. When sending

records through secure electronic file transfer, a delivery and read receipt of the transfer will be retained for audit purposes

- If a pupil moves from our school, child protection records will be forwarded onto the named designated safeguarding lead at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with 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. A signed receipt of file transfer or an electronic delivery must be obtained for audit purposes by the delivering school
- When sending by post, pupil's 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 pupil 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 pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records
- When a designated safeguarding lead 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 head teacher to ensure that the new post holder is fully conversant with all procedures and case files
- All designated safeguarding leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material
- All receipts confirming file transfer will be kept in accordance with the recommended school retention periods. For further information refer to the archiving section

**Archiving**

The school that the pupil 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 record should be retained until the child's 26th birthday, after which point the file will be destroyed confidentially from our school electronic system. The decision of how and where to store child protection files must be made by our school via our governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all child protection files are archived in accordance with the timescales referenced above. The designated safeguarding lead 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 pupil

**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 have 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 in a professional manner

Any pupil who has a child protection file has a right to request access to it. However, neither the pupil nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

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

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

**Safe destruction of the pupil 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 which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which 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

# Appendix 1 Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also Keeping Children Safe in Education Part one and Annex A

**Neglect:** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Kirklees safeguarding children's partnership (KSCP) have developed in collaboration with a wide range of partners a toolkit with the aim of supporting anyone working with children, young people, parents and families to identify, assess and reduce child neglect https://www.kirkleessafeguardingchildren.co.uk/wp-content/uploads/2020/03/6.-Neglect-Practitioners-Toolkit.pdf

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

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

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

**Physical abuse:** Physical abuse 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 or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for sports activities or swimming
- Bruises, scratches in genital area

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

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

- Soiling, smearing faeces, enuresis
  N.B: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment

**Child Sexual Exploitation and Child Criminal Exploitation: (CCE):** Both Child Sexual Exploitation and criminal exploitation (CSE) are forms of Abuse. It occurs where 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 maybe 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 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 designated safeguarding lead will complete the CSE/CCE checklist tool for partners (Appendix 7) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept in the child's child protection records for future reference

If the child /young person already has an allocated social worker, the designated safeguarding lead will contact them (or their team manager) to discuss any concerns about sexual exploitation

A copy of the CSE checklist tool for partners can be obtained from the KSCP Website: http://www.kirkleessafeguardingchildren.co.uk/child-sexual-exploitation.html

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

**Child Criminal Exploitation: (CCE)**

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

- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs
- 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
- 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 virtue of their age, gender, intellect, physical strength. Violence, coercion and intimidation are common, involvement of exploitive relationships being characterised in the main by the child/young person's availability of choice resulting from their social/economic and/or emotional vulnerability

**Serious Violence**

- Our staff will recognise when children may be at risk from/or involved with serious violent crime by recognising the indicators such as:

7. Increased Absence from school
8. A change in friendship or relationships with older individuals or groups
9. A decline in performance
10. Signs of self-harm or a significant change in wellbeing
11. Signs of assault or unexplained injuries

12. Unexplained gifts or new possessions

**Responses from parents**

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

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

**Children with Special Educational Needs and Disabilities**

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

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

# Appendix 2 Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

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

NB It is not 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

# 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 |
|---|---|---|---|
| | | | |
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# Appendix 4 Cause for Concern Form

**Page 1 of 2**

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the designated safeguarding lead

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

Name of staff member completing form.....

Day..... Date..... Time..... Place..... ...

(Of observed behaviour / discussion / disclosure)

**Nature of incident / concern including relevant background** (Record child's word verbatim and any wishes and feelings expressed)

For: Designated Safeguarding Lead Officer Use

Name: _____ Date: _____ Time_____

| Action Taken | By whom | Outcome |
|---|---|---|
| Discuss with child<br><br>Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded. | | |
| Monitoring sheet | | |
| Check behaviour database, for recent incidents, that might be significant to inform assessment | | |
| Contact parents<br>Please tick<br><br>Telephone Call ___<br>Meeting: ___<br>Email: ____ | | |
| Refer as appropriate (i.e. D&A, Early Support etc.) | | |
| Other (Please specify) | | |

# Appendix 5 Specific, Measurable, Attainable, Realistic, Timely (SMART) Plan

Example: Overview of Pupil Support/SMART Plan

| Child Protection Pupil Support Plan Information | Name of Pupil: | | |
|---|---|---|---|
| Current Care/living arrangements | | | |
| Support needs identified | | | |
| | Support/Intervention | | |
| Type of support/intervention | Provider | Start Date | End Date |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | Agencies Involved | | |
| Name of professional | Agency | Email | Telephone |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# Appendix 6 Child Exploitation Partnership Assessment and Decision-Making Tool

**What is this tool? -** The tool is to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE)

**Who should you use this tool with? -** The tool can be used by any professional working with a child up to their 18th birthday

**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 required to inform discussion

**Using the tool -** In order to identify children at risk of, vulnerable to, or experiencing sexual and/or criminal exploitation, please consider **all** of the risk and vulnerability indicators and indicate your level of concern as **No, Low, Medium or High**. The table of indicators below is only a guide to inform your assessment it is not exhaustive, and you may have other concerns; please highlight these in the other information box. Additionally, the factors against each indictor are also not exhaustive and are simply prompts for consideration. Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, alternatively this might be an indication of other concerns which require addressing

**You should be aware that:**

- Where there are concerns which relate to sexual exploitation and the **child is aged under 13**, a child contact must be made with the Children's Social Care Duty and Advice team
- Where there are concerns of criminal or sexual exploitation and the child has **send** a child contact must be made with the Children's Social Care Duty and Advice team
- It is important that you provide narrative at the end of the table to support and evidence your concerns
- It is important that you provide information relating to others who may pose a risk of harm to the child/young person
- When completing this tool, it is essential to highlight if concerns raised and/or the information provided are **current or historic**. If either are historic but relevant, it is necessary to reference how they relate to the current assessment of risk and vulnerability
- When completing the tool, it is crucial that the child or young person's use of **social media** is considered throughout

## Child, Parent and Professional details

| | | | | | | |
|---|---|---|---|---|---|---|
| **Child's name** | | | **DOB** | | **Age** | |
| **Address** | | | **Contact number** | | **Gender** | |
| **Postcode** | | | **Religion** | | **Ethnicity** | |
| **Child participated in the assessment** | **Yes** | | **Comments** | | | |
| | **No** | | | | | |
| | | | | | | |
| **Name of Primary Carer** | | | **Contact number** | | | |
| **Address and postcode** (If different from the child's) | | | **Relationship to child** | | | |
| **Carer contributed to the assessment** | **Yes** | | **Comments** | | | |
| | **No** | | | | | |
| | | | | | | |

| | | | | |
|---|---|---|---|---|
| **Person completing the assessment** | | | **Agency/team** | |
| **Contact details** | | | **Signed** | |
| **Consent to share with CSC provided** *(where applicable) | **Yes** | | **Comments** | |
| | **No** | | | |

## Assessment of Risk and Vulnerability

| 1) Friends and Family | | | | 2) Accommodation | | | |
|---|---|---|---|---|---|---|---|
| ❖ Reduced contact with family /friends which is of concern ❖ New friends who are not known to parents/carers ❖ Unexplained change in attitude 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 | | | | ❖ 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 meet 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 | | | |
| **No** | **Low** | **Medium** | **High** | **No** | **Low** | **Medium** | **High** |
| | | | | | | | |
| **3) Education, Training, Employment (ETE)** | | | | **4) Emotional Wellbeing** | | | |
| ❖ Is not engaged in ETE, and/or is not motivated to be ❖ 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 attitude to learning/employment ❖ Regular breakdown of school/training placements due to perceived behavioural issues ❖ Increasingly disruptive, hostile or physically aggressive ❖ Friendships/peer groups either within or outside the ETE setting are with others at risk of criminal and/or sexual exploitation ❖ Is socially isolated in the ETE setting, and /or experiences bullying, abuse/violence/harassment | | | | ❖ Fatigue ❖ Poor self-image ❖ Low mood ❖ Self-harm - Cutting ❖ Overdosing ❖ Eating disorder ❖ Suicide attempts ❖ Concerning perceived 'risk taking' (substance misuse, sexual risking taking, offending) ❖ Low self-esteem/self-confidence ❖ Bullying/threatening behaviour ❖ Aggression/violent outbursts ❖ Concerning substance misuse ❖ Expressions around invincibility or not caring about what happens to them ❖ Fear and scare of reprisal or violence from young people or adults | | | |
| **No** | **Low** | **Medium** | **High** | **No** | **Low** | **Medium** | **High** |
| | | | | | | | |

| 5) Experience of Abuse and Violence | 6) Missing From Home or Care |
|---|---|
| ❖ Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, intimate partners ❖ Physical injuries ❖ Disclosure/evidence of physical/sexual assault ❖ Evidence of coercion/control ❖ Living in a gang associated neighbourhood ❖ Use of sexualised language and/or violence ❖ Risk taking behaviours (sexual and /or offending) ❖ Low self-esteem/self-confidence/self-harm ❖ 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 | ❖Stays out late or overnight without permission/explanation ❖ Whereabouts unknown and child/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 children/young people assessed to be at risk from criminal/sexual exploitation ❖ Known to spend time when away/missing with peers/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 and/or in locations of concern ❖ No known means self-support/travel whilst missing/away ❖ When missing/found, known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation |
| **No** **Low** **Medium** **High** | **No** **Low** **Medium** **High** |

| 7) Associations and Locations | 8) Substance Misuse |
|---|---|
| ❖ 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 ❖ Evidence of associations/relationships with others believed/known to be involved in sexual grooming/exploitation ❖ Friendships/associations with others at risk of criminal or sexual exploitation ❖ Gang association through relatives/peers/neighbourhood/intimate relationships ❖ Information suggests that they are at risk of/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 | ❖ Evidence of regular/heavy or dependant substance (including alcohol) use ❖ 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 |
| **No** **Low** **Medium** **High** | **No** **Low** **Medium** **High** |

| 9) Coercion and Control | | | | 10) Rewards | | | |
|---|---|---|---|---|---|---|---|
| ❖ Limited/reduced/no significant contact with family/friends, significant adults and/or services ❖ Appears to be 'controlled'/negatively influenced by others ❖ Concerns about significant relationships and domestic abuse/violence/control ❖ Is known to be associating with adults and/or peers of concern and does want to alter this ❖ Abduction/forced imprisonment ❖ Gang association/involvement ❖ Sharing of intimate pictures/information online when asked to by an adult/peer/unknown person ❖ Secrecy regarding relationships ❖ Presents as being scared/controlled ❖ Picked up/dropped off from appointments by person's unknown ❖ Phone calls they have to respond to and/or leads to them be 'needing' to be elsewhere ❖ Professional concern relating to Modern day slavery/child trafficking | | | | ❖ Concern about unaccounted for monies and/or goods, (new clothes, jewellery mobile phone, mobile phone top –ups etc) ❖ Concern regarding the funding of misuse 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'/'be places' without known mode of transport /funds ❖ Concerns about how the child/young person funds other items (fast food, taxi fares, etc.) | | | |
| **No** | **Low** | **Medium** | **High** | **No** | **Low** | **Medium** | **High** |
| | | | | | | | |
| **11) Sexual Relationships** | | | | **12) Risk to Others** | | | |
| ❖ Young person is sexually active but not practising safe sex/is not accessing/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 ❖ Miscarriage(s)/termination(s)/Pregnancy ❖ Physical symptoms suggestive of sexual assault ❖ Is in a sexual relationship with an adult/or there is a wide age gap<br>❖ Is under 13 and sexually active ❖ Concerns about ability to understand due to intoxication/substance misuse | | | | ❖ Displays violence/bullying and threatening behaviour and/or angry outbursts ❖ Encourages or coerces others to engage in 'risky' activities and/or situations ❖ Introduces others to 'risky' people/places, via friendships, associations, venues ❖ Bullying<br>❖ Sexualised bullying, including via the internet/social media sites ❖ Offending behaviour ❖ Gang association through relatives, peers or intimate relationships<br>❖ Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence ❖ Sells/distributes/shares drugs ❖ Displays harmful sexual behaviours | | | |
| **No** | **Low** | **Medium** | **High** | **No** | **Low** | **Medium** | **High** |
| | | | | | | | |

| Engagement with Services | Wider Child and Family Factors |
|---|---|
| ❖ 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 ability to engage with child/young person ❖ Often otherwise distracted when attends/engages ❖ Presents as nervous and/or keen to be elsewhere | **Family factors** – ❖ Known abuse/neglect in the family. ❖ Parental/family substance misuse ❖ Parental mental health ❖ Partner domestic abuse violence/coercion and control ❖ Child to parent abuse ❖ Adult sex work ❖ Deprivation ❖Social isolation ❖ Parental experiences of exploitation<br><br>**Child factors** - ❖Learning disabilities/difficulties, (including not diagnosed) ❖ 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) |

| No | Low | Medium | High | No | Low | Medium | High |
|---|---|---|---|---|---|---|---|

## Additional Information

| Identified Protective Factors |
|---|
| |

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

| | |
|---|---|
| **Views of the child or young person** | |
| **Views of parent /carer** | |

**Overall level of assessed Risk and Vulnerability**

**(Please provide details of relevant information to support your indicated levels of concern)**

| No | Low | Medium | High |
|---|---|---|---|
| Whilst there may be concerns for the welfare of the child which may require service provision, there are no current concerns relating to exploitation | The information and assessment raise some concerns relating to the child's risk and vulnerability, but there are positive protective factors in the child/young person's life | Overall, the information and assessment indicate that the child is vulnerable to/at risk from exploitation. However, there are no immediate or urgent safeguarding concerns | The overall assessment indicates that the child is highly vulnerable to, at risk from exploitation or that they are currently experiencing exploitation. (They may not recognise this |
| | | | |

## What Next

- Where the assessed level of risk and vulnerability is **Medium or high,** contact Children's Services Duty & Advice team to discuss and agree next steps
- Keep a copy of this tool in your agency records and use it to inform any identified vulnerability, risk or need, and for planning intervention/support the child and their family may require
- Where the overall assessed level of concern is **Low** and the child does not have an allocated social worker, review your assessment on a regular basis, (at a minimum on a quarterly basis) and if there is an increased level of concern, complete a new tool. Where this leads to an overall assessment of **Medium or High**; contact Children's Social Care Duty and Advice Team to discuss your increased concern
- Where the child/young person already has an allocated social worker, you must contact them to share this tool
- If sharing a completed tool with Children's Social Care, an electronic version of this tool will be required

# Appendix 7 Child Exploitation Partnership Assessment and Decision Making Tool

**What is this tool? -** The tool is to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE)

**Who should you use this tool with? -** The tool can be used by any professional working with a child up to their 18th birthday

**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 required to inform discussion

**Using the tool -** In order to identify children at risk of, vulnerable to, or experiencing sexual and/or criminal exploitation, please consider **all** of the risk and vulnerability indicators and indicate your level of concern as **No, Low, Medium or High**. The table of indicators below is only a guide to inform your assessment it is not exhaustive and you may have other concerns; please highlight these in the other information box. Additionally the factors against each indictor are also not exhaustive and are simply prompts for consideration. Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, alternatively this might be an indication of other concerns which require addressing

**You should be aware that:**

- Where there are concerns which relate to sexual exploitation and the **child is aged under 13**, a child contact must be made with the Children's Social Care Duty and Advice team
- Where there are concerns of criminal or sexual exploitation and the child has **send** a child contact must be made with the Children's Social Care Duty and Advice team
- It is important that you provide narrative at the end of the table to support and evidence your concerns
- It is important that you provide information relating to others who may pose a risk of harm to the child/young person
- When completing this tool it is essential to highlight if concerns raised and/or the information provided are **current or historic**. If either are historic but relevant, it is necessary to reference how they relate to the current assessment of risk and vulnerability
- When completing the tool, it is crucial that the child or young person's use of **social media** is considered throughout

## Child, Parent and Professional details

| | | | | | | |
|---|---|---|---|---|---|---|
| **Child's name** | | | **DOB** | | **Age** | |
| **Address** | | | **Contact number** | | **Gender** | |
| **Postcode** | | | **Religion** | | **Ethnicity** | |
| **Child participated in the assessment** | **Yes** | | **Comments** | | | |
| | **No** | | | | | |
| | | | | | | |
| **Name of Primary Carer** | | | **Contact number** | | | |
| **Address and postcode** (If different from the child's) | | | **Relationship to child** | | | |
| **Carer contributed to the assessment** | **Yes** | | **Comments** | | | |
| | **No** | | | | | |
| | | | | | | |

| | | | | |
|---|---|---|---|---|
| **Person completing the assessment** | | | **Agency/team** | |
| **Contact details** | | | **Signed** | |
| **Consent to share with CSC provided** *( where applicable) | **Yes** | | **Comments** | |
| | **No** | | | |

## Assessment of Risk and Vulnerability

| 15) Friends and Family | | | | 16) Accommodation | | | |
|---|---|---|---|---|---|---|---|
| ❖ Reduced contact with family /friends which is of concern ❖ New friends who are not known to parents/carers ❖ Unexplained change in attitude 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 | | | | ❖ 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 meet 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 | | | |
| **No** | **Low** | **Medium** | **High** | **No** | **Low** | **Medium** | **High** |
| | | | | | | | |
| **17) Education, Training, Employment (ETE)** | | | | **18) Emotional Wellbeing** | | | |
| ❖ Is not engaged in ETE, and/or is not motivated to be ❖ 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 attitude to learning/employment ❖ Regular breakdown of school/training placements due to perceived behavioural issues ❖ Increasingly disruptive, hostile or physically aggressive ❖ Friendships/peer groups either within or outside the ETE setting are with others at risk of criminal and/or sexual exploitation ❖ Is socially isolated in the ETE setting, and /or experiences bullying, abuse/violence/harassment | | | | ❖ Fatigue ❖ Poor self-image ❖ Low mood ❖ Self-harm - Cutting ❖ Overdosing ❖ Eating disorder ❖ Suicide attempts ❖ Concerning perceived 'risk taking' (substance misuse, sexual risking taking, offending) ❖ Low self-esteem/self-confidence ❖ Bullying/threatening behaviour ❖ Aggression/violent outbursts ❖ Concerning substance misuse ❖ Expressions around invincibility or not caring about what happens to them ❖ Fear and scare of reprisal or violence from young people or adults | | | |
| **No** | **Low** | **Medium** | **High** | **No** | **Low** | **Medium** | **High** |
| | | | | | | | |

| 19) Experience of Abuse and Violence | 20) Missing From Home or Care |
|---|---|
| ❖ Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, intimate partners ❖ Physical injuries ❖ Disclosure/evidence of physical/sexual assault ❖ Evidence of coercion/control ❖ Living in a gang associated neighbourhood ❖ Use of sexualised language and/or violence ❖ Risk taking behaviours (sexual and /or offending) ❖ Low self-esteem/self-confidence/self-harm ❖ 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 | ❖Stays out late or overnight without permission/explanation ❖ Whereabouts unknown and child/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 children/young people assessed to be at risk from criminal/sexual exploitation ❖ Known to spend time when away/missing with peers/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 and/or in locations of concern ❖ No known means self-support/travel whilst missing/away ❖ When missing/found, known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation |
| **No** **Low** **Medium** **High** | **No** **Low** **Medium** **High** |

| 21) Associations and Locations | 22) Substance Misuse |
|---|---|
| ❖ 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<br><br>❖ Evidence of associations/relationships with others believed/known to be involved in sexual grooming/exploitation ❖ Friendships/associations with others at risk of criminal or sexual exploitation ❖ Gang association through relatives/peers/neighbourhood/intimate relationships ❖ Information suggests that they are at risk of/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 | ❖ Evidence of regular/heavy or dependant substance (including alcohol) use ❖ Professional/parent/carer concern relating to use ❖ Concern regarding how substance misuse is being accessed/funded/supplied<br><br>❖ 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 |
| **No** **Low** **Medium** **High** | **No** **Low** **Medium** **High** |

| 23) Coercion and Control | 24) Rewards |
|---|---|
| ❖ Limited/reduced/no significant contact with family/friends, significant adults and/or services ❖ Appears to be 'controlled'/negatively influenced by others ❖ Concerns about significant relationships and domestic abuse/violence/control ❖ Is known to be associating with adults and/or peers of concern and does want to alter this ❖ Abduction/forced imprisonment ❖ Gang association/involvement ❖ Sharing of intimate pictures/information online when asked to by an adult/peer/unknown person ❖ Secrecy regarding relationships ❖ Presents as being scared/controlled ❖ Picked up/dropped off from appointments by person's unknown ❖ Phone calls they have to respond to and/or leads to them be 'needing' to be elsewhere ❖ Professional concern relating to Modern day slavery/child trafficking | ❖ Concern about unaccounted for monies and/or goods, (new clothes, jewellery mobile phone, mobile phone top –ups etc) ❖ Concern regarding the funding of misuse 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'/'be places' without known mode of transport /funds ❖ Concerns about how the child/young person funds other items (fast food, taxi fares, etc.) |
| **No** **Low** **Medium** **High** | **No** **Low** **Medium** **High** |

| 25) Sexual Relationships | 26) Risk to Others |
|---|---|
| ❖ Young person is sexually active but not practising safe sex/is not accessing/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 ❖ Miscarriage(s)/termination(s)/Pregnancy ❖ Physical symptoms suggestive of sexual assault ❖ Is in a sexual relationship with an adult/or there is a wide age gap<br><br>❖ Is under 13 and sexually active ❖ Concerns about ability to understand due to intoxication/substance misuse | ❖ Displays violence/bullying and threatening behaviour and/or angry outbursts ❖ Encourages or coerces others to engage in 'risky' activities and/or situations ❖ Introduces others to 'risky' people/places, via friendships, associations, venues ❖ Bullying<br><br>❖ Sexualised bullying, including via the internet/social media sites ❖ Offending behaviour ❖ Gang association through relatives, peers or intimate relationships<br><br>❖ Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence ❖ Sells/distributes/shares drugs ❖ Displays harmful sexual behaviours |
| **No** **Low** **Medium** **High** | **No** **Low** **Medium** **High** |

| 27) Engagement with Services | 28) Wider Child and Family Factors |
|---|---|
| ❖ Reduced level of engagement or no meaningful engagement ❖ Secretive about friendships/associations/behaviours ❖ Sporadic contact, and/or missed appointments with limited explanation<br><br>❖ Professional concern re ability to engage with child/young person ❖ Often otherwise distracted when attends/engages ❖ Presents as nervous and/or keen to be elsewhere | **Family factors** – ❖ Known abuse/neglect in the family. ❖ Parental/family substance misuse ❖ Parental mental health ❖ Partner domestic abuse violence/coercion and control ❖ Child to parent abuse ❖ Adult sex work ❖ Deprivation ❖Social isolation ❖ Parental experiences of exploitation<br><br>**Child factors** - ❖Learning disabilities/difficulties, (including not diagnosed) ❖ Financially unsupported<br><br>❖ Unaccompanied migrant/refugee/asylum seeker<br><br>❖ Recent bereavement or loss ❖ Unsure about sexual orientation or unable to disclose sexual orientation<br><br>❖ Young carer ❖ Unmet need (social, emotional, physical) |
| **No** **Low** **Medium** **High** | **No** **Low** **Medium** **High** |

## Additional Information

| • **Identified Protective Factors** |
|---|
| |
| • **Other Relevant Information (such as places and people of concern)** |
| |

| | |
|---|---|
| **Views of the child or young person** | |
| **Views of parent /carer** | |

**Overall level of assessed Risk and Vulnerability**

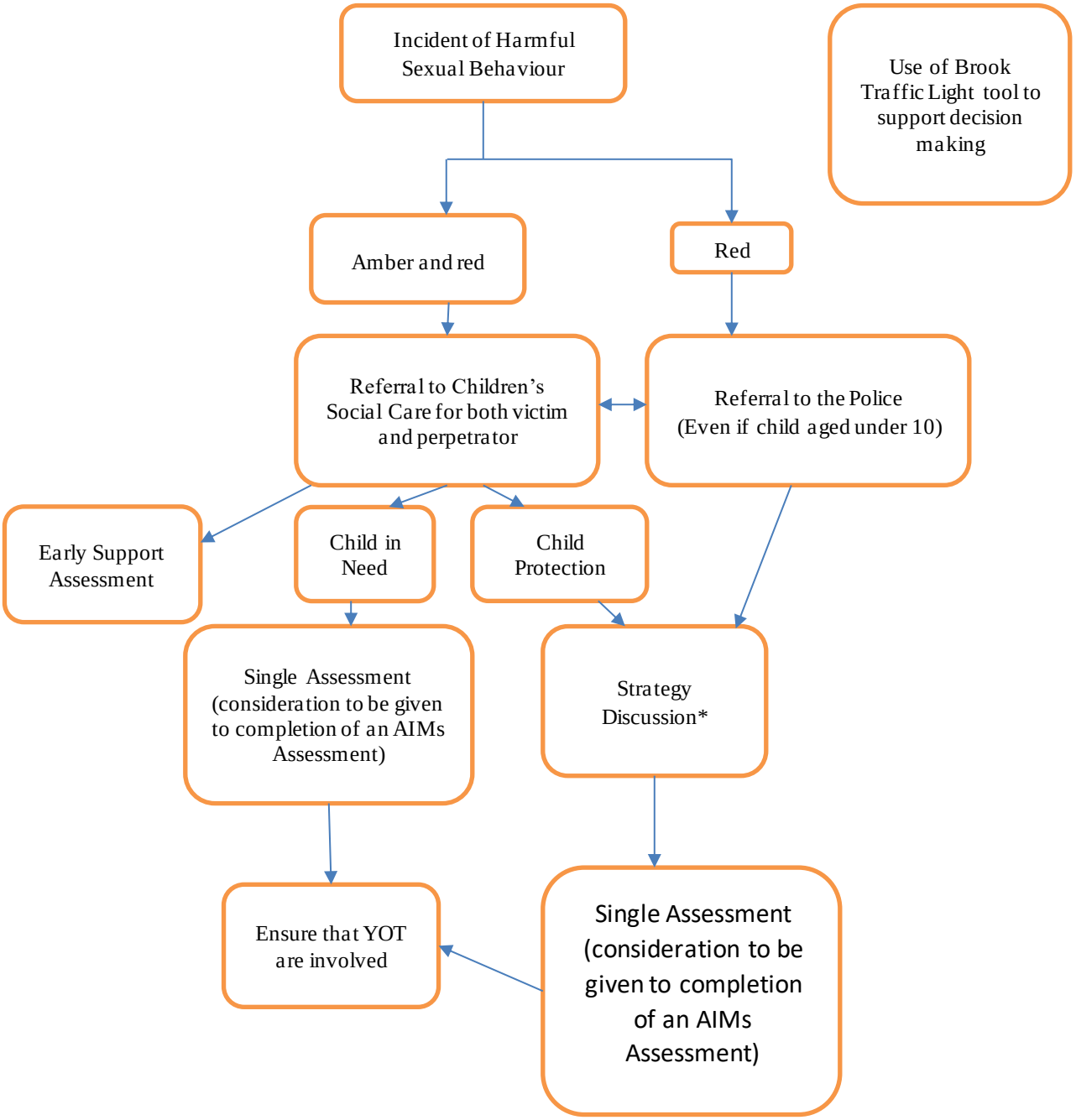
**(Please provide details of relevant information to support your indicated levels of concern)**

| No | Low | Medium | High |
|---|---|---|---|
| Whilst there may be concerns for the welfare of the child which may require service provision, there are no current concerns relating to exploitation | The information and assessment raises some concerns relating to the child's risk and vulnerability, but there are positive protective factors in the child/young person's life | Overall the information and assessment indicates that the child is vulnerable to/at risk from exploitation. However there are no immediate or urgent safeguarding concerns | The overall assessment indicates that the child is highly vulnerable to, at risk from exploitation or that they are currently experiencing exploitation. (They may not recognise this) |
| | | | |

## What Next

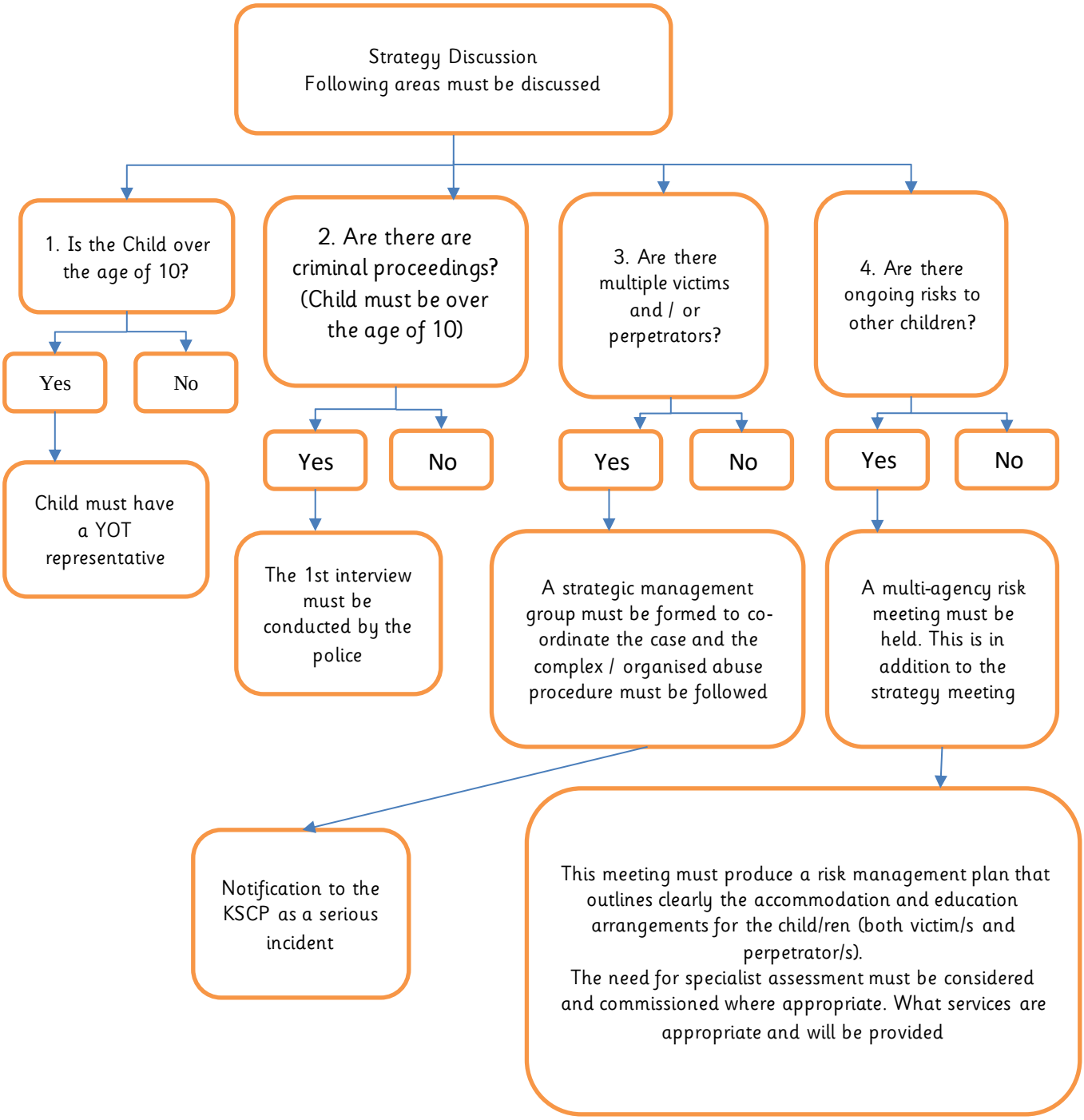
- Where the assessed level of risk and vulnerability is **Medium or high,** contact Children's Services Duty & Advice team to discuss and agree next steps
- Keep a copy of this tool in your agency records and use it to inform any identified vulnerability, risk or need, and for planning intervention/support the child and their family may require
- Where the overall assessed level of concern is **Low** and the child does not have an allocated social worker, review your assessment on a regular basis, (at a minimum on a quarterly basis) and if there is an increased level of concern, complete a new tool. Where this leads to an overall assessment of **Medium or High**; contact Children's Social Care Duty and Advice Team to discuss your increased concern
- Where the child/young person already has an allocated social worker, you must contact them to share this tool
- If sharing a completed tool with Children's Social Care, an electronic version of this tool will be required

# Appendix 7 Harmful Sexual Behaviour Response



# Checklist

* See the Strategy Discussion flowchart


Strategy Discussion
Following areas must be discussed
1. Is the Child over the age of 10?
2. Are there are criminal proceedings? (Child must be over the age of 10)
3. Are there multiple victims and / or perpetrators?
4. Are there ongoing risks to other children?
Yes
No
Yes
No
Yes
No
Yes
No
Child must have a YOT representative
The 1st interview must be conducted by the police
A strategic management group must be formed to co-ordinate the case and the complex / organised abuse procedure must be followed
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 outlines clearly 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, context of abusive behaviours, age of victim/s, nature of 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

brook

# SEXUAL BEHAVIOURS
## TRAFFIC LIGHT TOOL

## Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/ skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

brook

# SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

## Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

brook

# SEXUAL BEHAVIOURS
## TRAFFIC LIGHT TOOL

## Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/ or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

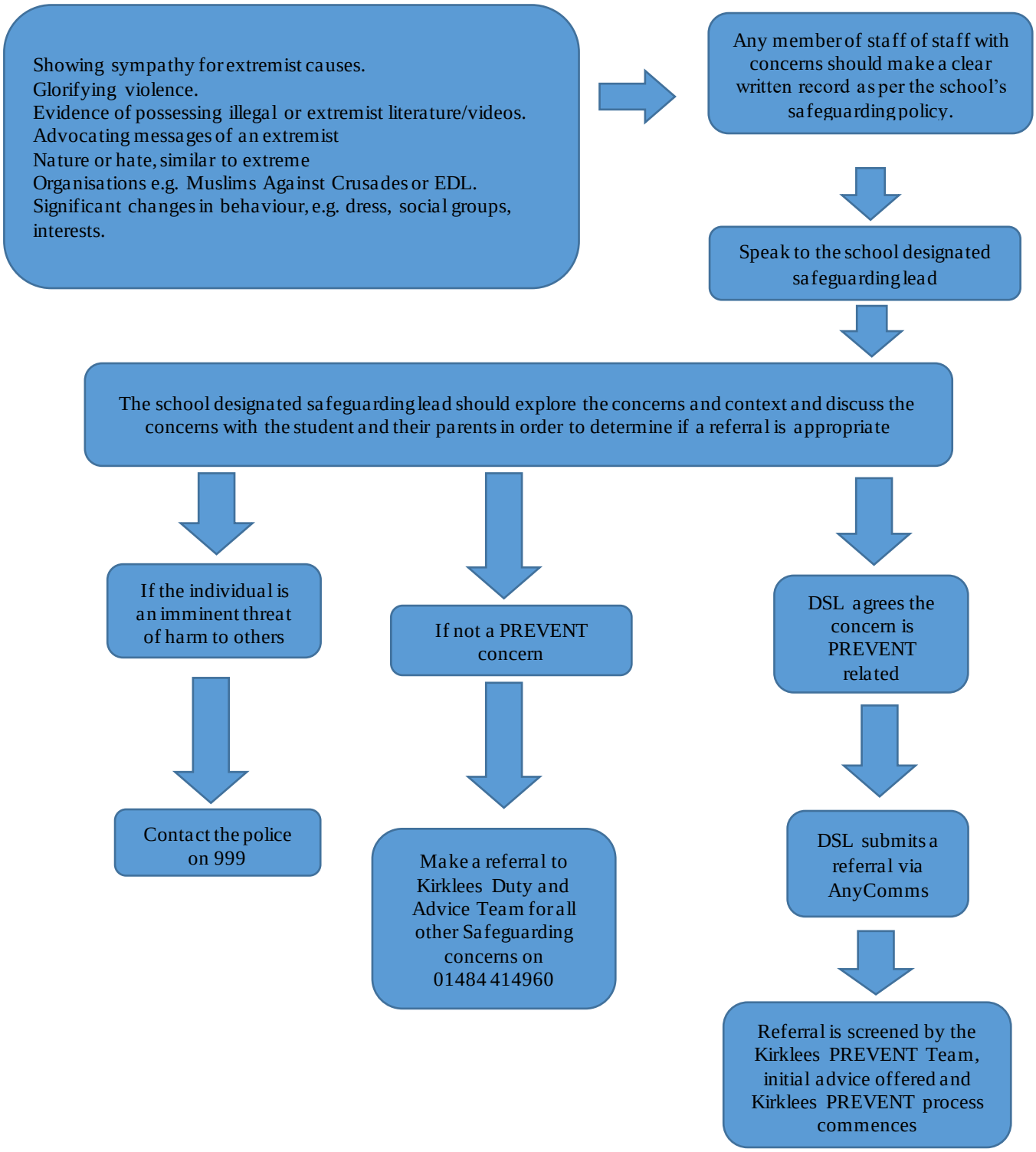
### What can you do?

Red behaviours indicate a need for immediate intervention and action.

# Appendix 9 Radicalisation Response Checklist

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

Further information and relevant guidance documents referred to, are available electronically from 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 Anycomms "Prevent Referral"*



# Appendix 10 Missing from School Response Checklist

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

PUPIL IDENTIFIED AS MISSING – REPORT IMMEADIATLY 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. Make contact with the child, 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

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

CONCERNS

Ring 101and discuss with police

Pass all relevant information and detailed description of pupil along with photo if possible

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 are actioned to address identified risk and minimise

# Appendix 11 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?**<br><br>*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 student?** | | | |
|---|---|---|---|
| Children's Social Care | | Adult Social Care | |
| Probation | | Youth Offending Services | |
| CAMHS | | Police | |
| Other, Please state | | | |

| **Has the student 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 student 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 student**

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

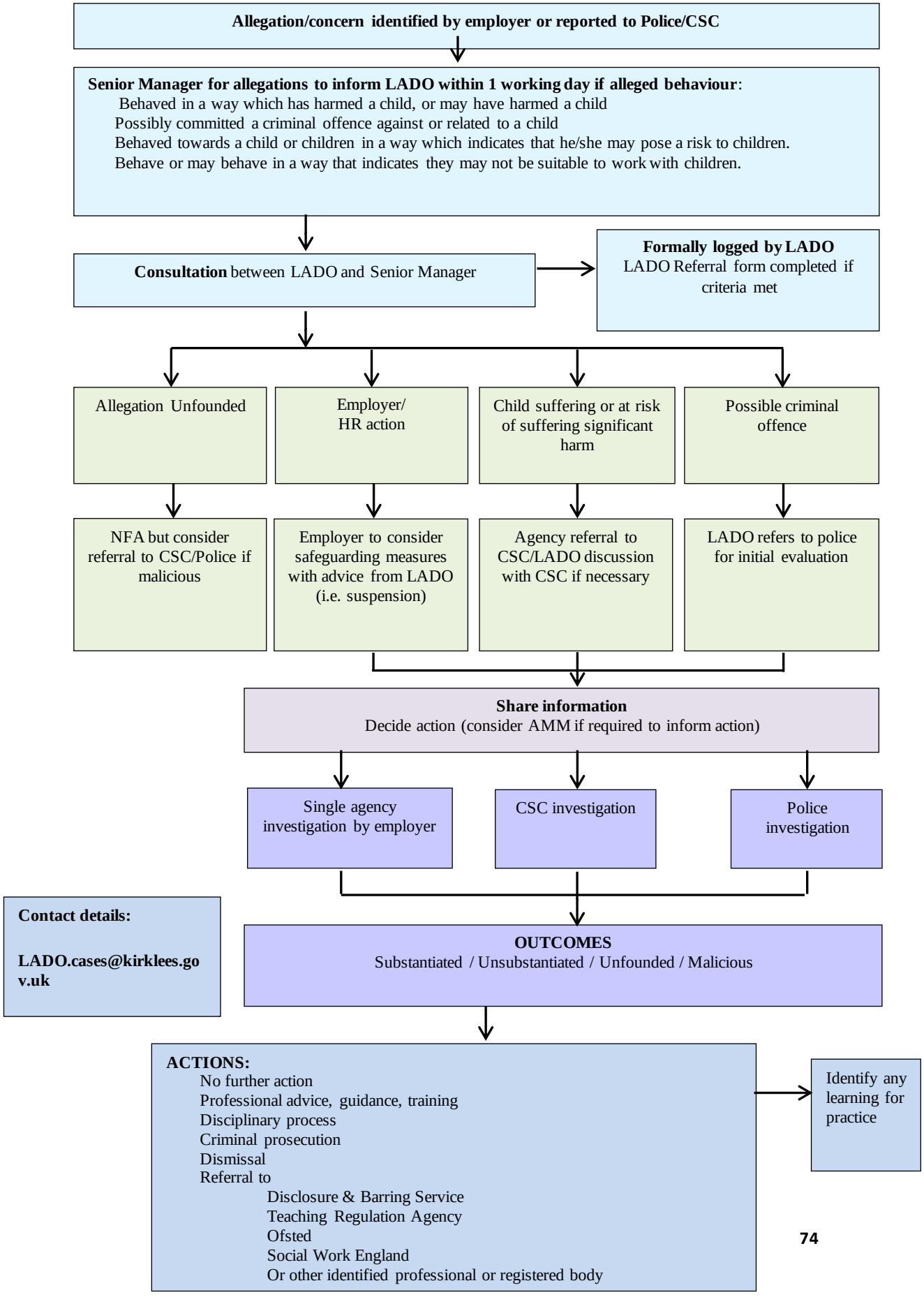
| | |
|---|---|
| **Date** | |
| **Signature of student** | |

**If consent from student 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.**

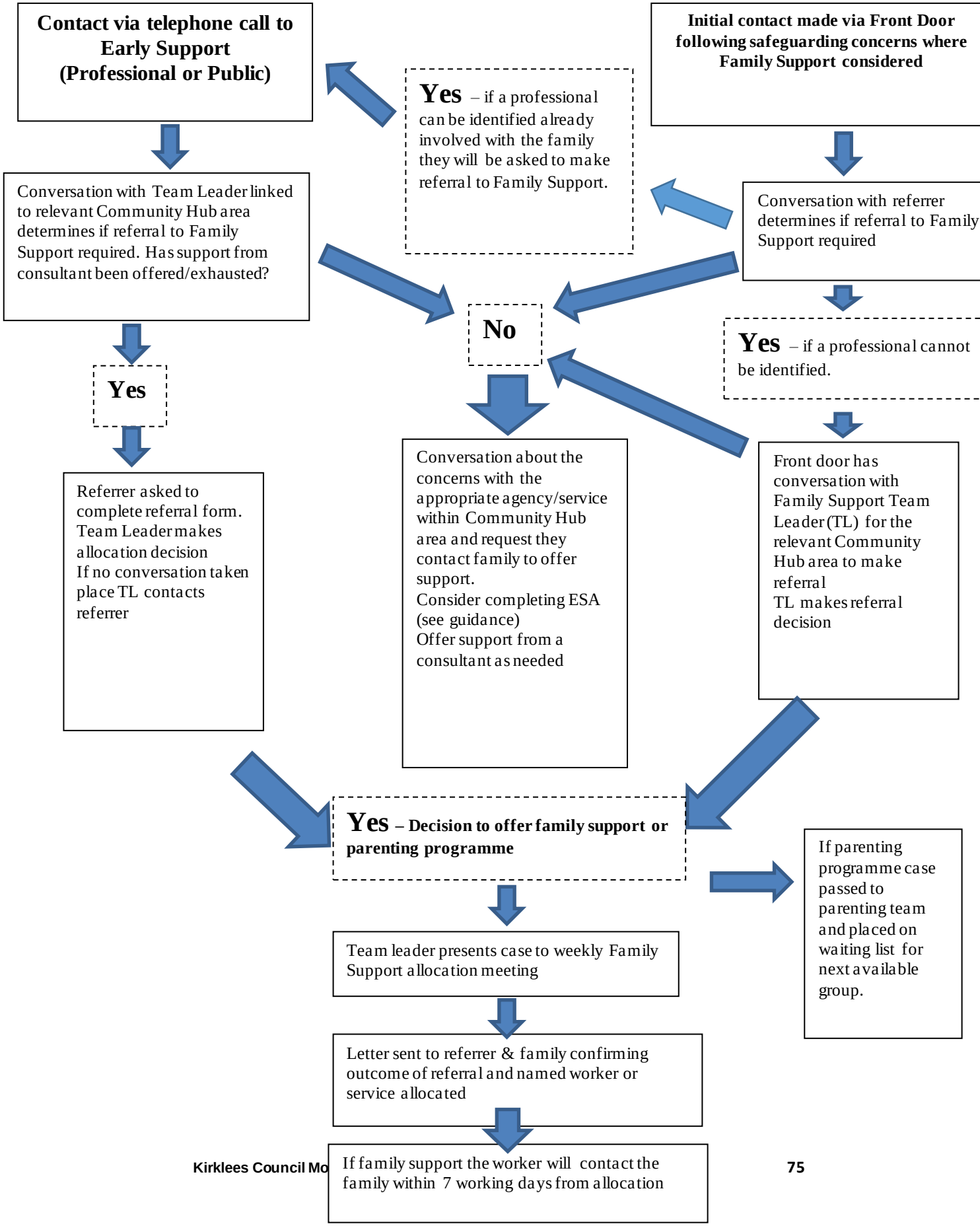
| | |
|---|---|
| **Name of contact** | |
| **Telephone number** | |

**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.**

# Appendix 11 LADO flow chart



# Appendix 12 Flowchart for making a referral to Family Support



| Action taken by the Referrer |
| --- |
| |
| Reason for the Referral - *Detail of reported incident* |
| |

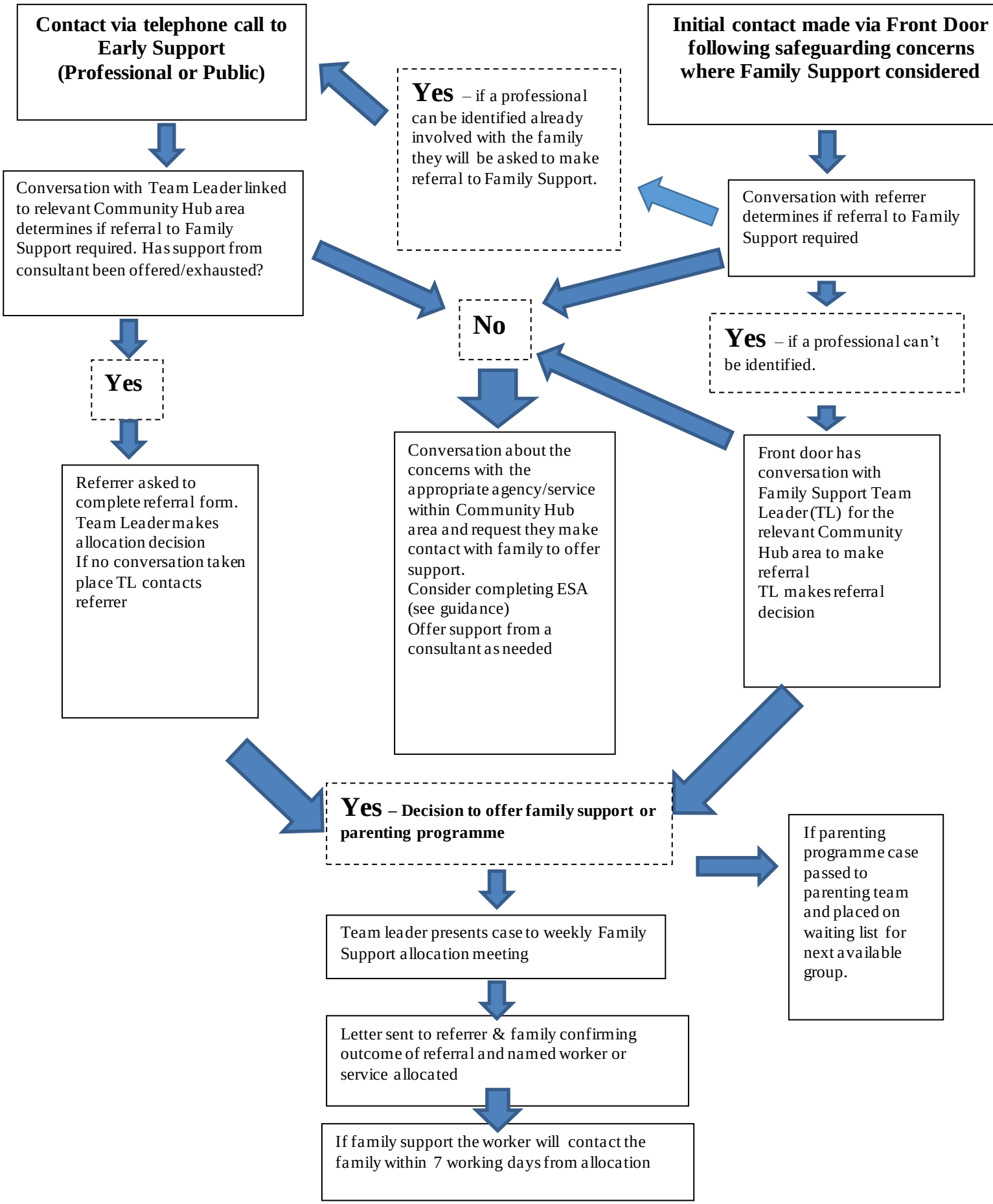
| | | | | |
|---|---|---|---|---|
| What is the Allegation Type - *When selecting Not Specified, please expand below* | Emotional<br>Neglect<br>Not Specific<br>Inappropriate Behaviour | ☐<br>☐<br>☐<br>☐ | Physical<br>Sexual<br>Practice Concerns | ☐<br>☐<br>☐ |
| Further Details of Allegation Type | | | | |
| | | | | |
| What type of Environment did the Allegation occur? | Parent/Carer ☐<br>Work Environment ☐ | | | |

| **Significant Others Involved** | | | | |
|---|---|---|---|---|
| Name | Relationship to person the allegation is against | Relationship to alleged victim | Address Details | Telephone / Emails Details |
| | | | | |
| **Person the allegation is against** | | | | |

| | |
|---|---|
| Name: | |
| Address: | |
| Date of Birth: | |
| Employer Name: | |
| Contact Details | |
| What type of employment is the person in? | |
| Position Held | |
| Has the person been made aware of this allegation? | Yes ☐<br><br>No ☐ |
| If this allegation is related to any other, enter the CareFirst number(s) where these records are held. | |

| **Victims** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Name of Child | Address of Victim | Victim's Contact Details - *Please include all relevant contacts for the Victim* | Date of Birth | Victim's Ethnicity | Victim's Gender | Person with Parental Responsibility | Parents Informed? |
| | | | | | | | |
| | | | | | | | |

# Appendix 13 Flowchart for making a referral to Family Support



This policy had been developed and produced in consultation with:

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

# SAFEGUARDING INCIDENT/WELFARE CONCERN FORM

## Safeguarding procedure cards to be placed behind all ID badges

**Safeguarding procedures for staff**

**Keeping children safe is everybody's business!**

**Abuse can include: physical, sexual, emotional and neglect.**

If you see or hear something, or someone tells you of a concern relating to a child please fill in a Safeguarding incident form and hand the concern to the DSL: **Mrs Denney**

Or the Deputy DSL: **Mrs Freeman.**

If you are unhappy with the response you receive or you believe that the child remains at risk of harm, please report your concern again to the **Referral and Response Service: 01484 456848**



**Safeguarding procedures for visitors and helpers**

**Keeping children safe is everybody's business!**

**Abuse can include: physical, sexual, emotional and neglect.**

If you see or hear something, or someone tells you of a concern relating to a child please discuss the concern to the DSL: **Mrs Denney** **o**r the Deputy DSL: **Mrs Freeman.**

If you are unhappy with the response you receive or you believe that the child remains at risk of harm, please report your concern again to the **Referral and Response Service: 01484 456848**

Is there something worrying you?

**Do you need someone to talk to?**

Do you need help?

Are you not sure what to do next?

**You can talk to any of the adults in school.**

We are here to listen. We are always here for you. Don't be afraid to ask for help.

The Safeguarding leaders in school are Mrs Denney and Mrs Freeman. The Pastoral Care leader is Mrs Turner.