THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

The Crossley Heath School

Savile Park, Halifax, West Yorkshire HX3 0HG
Tel: 01422 360272 • Fax: 349099 • email admin@crossleyheath.org.uk

CHILD PROTECTION AND SAFEGUARDING POLICY

October 2017

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

CHILD PROTECTION AND SAFEGUARDING POLICY

Responsibility: **Designated Safeguarding Lead**
Date: **October 2017**
Approved by Student Welfare Committee 11 October 2017
Review: **October 2018 (annual review)**

The DSL is Jonathan Brownlie
The Governor with responsibility for Child Protection and Safeguarding is Richard Backhouse

Contents

Introduction

Section 1 **School Commitment**

Section 2 **Providing a Safe and Supportive Environment**

2.1 Safer Recruitment and Selection
2.2 Safe Working Practice
2.3 Risk Assessment
2.4 Safeguarding Information for Students
2.5 Partnership with Parents
2.6 Partnership with Others
2.7 School Training and Staff Induction
2.8 Support, Advice and Guidance for Staff

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

3.1 Child Protection Procedures
3.2 Preventing violent extremism
3.3 Child Sexual Exploitation
3.4 Female Genital Mutilation
3.5 Children Missing from Education

Section 4 **Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)**

4.1 Managing Allegations Procedures

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

Introduction

The policy is in line with:

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

Safeguarding is defined as:

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

(Working Together to Safeguard Children, 2015)

We believe that:

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

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

Section 1 School Commitment

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

The purpose of this policy is:

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

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

- reading and understanding Part 1 of the current version of Keeping Children Safe in Education
- providing a safe environment for children and young people to learn and develop
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school

The Crossley Heath School is committed to safeguarding and promoting the well being of all of its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging, we recognise that some children who have experienced abuse may harm others. The diagram below indicates what we consider to be essential to our safeguarding work and indicates some of the other policies that relate to safeguarding. All these policies are reviewed annually and available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies.

Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to current DfE guidance 'Keeping Children Safe in Education' (KCSE). We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2016) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required are carried out. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

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

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors, Trustees, Members and volunteers;

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

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

At least one member of staff and/or school governor has undertaken Safer Recruitment Training in the last 3 years and will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2.2 Safe Working Practice

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

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Code of Conduct and Whistle Blowing Policy; safe working practices in our school ensure that students are safe and that all staff:

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

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, including on-site and off-site activities. Where relevant, risk assessments are carried out for individual students, and supported by action plans identifying how potential risks would be managed. The school uses Calderdale EVOLVE electronic systems for managing risk assessments.

The school is aware of its duty under the PREVENT agenda to be alert to the level of radicalisation within Calderdale and respond accordingly, following consultation with the Safer Communities Partnership.

2.4 Safeguarding Information for students

All students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection and students know who this is. Likewise all students know that there is a Deputy DSL who they would talk to if the DSL was not in school. However the key message we convey to all our students is to speak to any trusted adult in school, regardless of their role or designation. Annual staff training ensures that all adults know and understand their responsibility to pass on relevant information to the DSL.

Students in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to students are embedded into self-review processes as well and students having opportunities via Student Council, peer mentoring and certain staff appointments. We make students aware of these arrangements by assemblies.

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

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. We ensure that parents receive signposts on our website regarding action to take if they have concerns about their own, or someone else's, child.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child. We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with a child's Form Tutor, Achievement Leader or DSL and we encourage use of Parent View as an opportunity to provide feedback to the school. Parents know that our safeguarding policy and other related policies are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

2.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. We work with the LA, Multi-Agency Screening Team (MAST), CAMHS, Police, and Health. We share joint responsibility with these agencies to share information to ensure the safeguarding of all children.

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

2.7 School Training and Staff Induction

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

The Head Teacher and all other school staff, including non teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis. We ensure that this takes place through face-to-face delivery, by coordinating online training, or via access to external whole school face-to-face training, as recommended by Calderdale Safeguarding Children Board.

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

2.8 Support, Guidance and Supervision for Staff

Staff will be supported in their safeguarding role by school, LA and professional associations.
The designated safeguarding lead for Safeguarding/Child Protection will be supported by a designated mentor.
Advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also an agenda item for pastoral meetings, providing an opportunity for discussion and to raise concerns on a weekly basis.

It is recognised that staff should receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive supervision from the Head Teacher.

2.9 Alternative Provision

Crossley Heath is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures.

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

3.1 Child Protection Procedures

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

The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2015) and the current Keeping Children Safe in Education document.

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and the Calderdale Safeguarding Children Board guidance.

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

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and this Child Protection Enquires may be needed.

3.2 Supporting the child and partnership with parents

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

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

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

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why and we will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

3.3 The Prevent Duty

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

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

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

The Prevent Coordinator at present is Arelys Gomez-Reve, who can be contacted on:
arelys.gomez-reve@calderdale.gov.uk or prevent@calderdale.gov.uk , or by phone on 07929010016.

We will also incorporate the promotion of fundamental British Values into assemblies and PSHE in order to help build students' resilience and enable them to challenge extremist views.

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

3.4 Child Sexual Exploitation

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

Staff have been made aware of some of the key indicators of CSE by training provided by DSL. In addition the school appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum and uses Safe Hands to support the PSHE curriculum.

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

3.5 Female Genital Mutilation

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

Staff are aware of the indicators of FGM and if they were to become aware of other potential indicators, they should apply the usual referral process and Child Protection procedures and pass this information to

the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

3.6 Domestic Abuse

Crossley Heath understands that the cross-government definition of domestic violence and abuse is:

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

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

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

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

3.7 Forced Marriage

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

Staff at Crossley Heath school understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

3.8 Peer on Peer Abuse

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

3.9 Youth Produced Sexual Imagery

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

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

3.10 Children Missing from Education

We understand that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensure that information is shared between Achievement Leaders (who monitor attendance regularly) and the DSL. Likewise school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First'Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

We appreciate that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. We will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a student from a school roll.

We understand that it is essential that contact is made with the Education Welfare Service (Lindsy Cummings 01422 266126) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition we will contact the Authority to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence.

Section 4 Managing Allegations

4.1 Where an allegation is made against any person working in or on behalf of the school the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

CHILD PROTECTION AND SAFEGUARDING POLICY OCTOBER 2017

PLEASE COMPLETE AND RETURN THIS PAGE ONLY TO DEBBIE GALLIMORE OR EMAIL TO CONFIRM THAT YOU HAVE READ, UNDERSTAND AND AGREE TO ADHERE TO THE POLICY

NAME:

POSITION

SIGNATURE:

DATE: