



The  
**MAST**  
 Academy Trust

<b>Policy</b>	Safeguarding Policy		
<b>Owner</b>	Gill Senior: Strategic Lead for Safeguarding		
<b>Date approved</b>	6 <sup>th</sup> October 2020	<b>Adopted from</b>	7 <sup>th</sup> October 2020
<b>Approver</b>	Trust Board		

<b>Current version</b>	V5
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<b>Next review due</b>	September 2021 (updates as required in light of COVID-19 throughout the 2020/21 academic year)
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<b>Objective of Policy</b>	
<p>This policy is applicable to Birdsedge First School, Shelley First School, Kirkburton Middle School and Scissett Middle School.</p> <p>All schools follow a Trust-wide Safeguarding and Child Protection Policy which ensures the specific needs of the setting but on a common template, based on the 'Keeping Children Safe in Education 2020' to ensure all statutory requirements are met.</p> <p>This policy will be updated annually by the Strategic Lead for Safeguarding within the Trust, in consultation with DSLs across each school.</p> <p>The policy will be ratified by the Trustees.</p>	

Version Control	
Version Number	Summary of amends from previous version
1.0	Development of policy to apply across the Trust
2.0	Adjustment to responsibilities in school
3.0	Adjustment to responsibilities in school
4.0	Adjustment to responsibilities in school
5.0	Updates in light of changes identified in KCSIE 2020. Reference to COVID-19. Updates to DSLs, Headteachers and Safeguarding Governors

Sign off requirements	
Approvers	Position
Martyn Jones	Chair of trustees ratification
Reviewers	Position
Natasha Greenough	CEO The MAST
Liz Godman	Trustee

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## MAST Policy for Safeguarding

There are key people within the trust who have specific responsibilities under Safeguarding procedures:

- Natasha Greenough – CEO of The MAST Academy Trust
- Liz Godman - Trustee for Safeguarding and SEND
- Gill Senior – Strategic Lead for Safeguarding

Responsibility within school:

School name	Designated Safeguarding Lead	Deputy Safeguarding Designated Lead(s)	Nominated Safeguarding Governor	Headteacher	Chair of Governors
<b>Birdsedge First</b>	Donna Waddington	Gill Senior	Sarah Greene	Donna Waddington	Sian Hyett-Allen
<b>Kirkburton Middle</b>	Gill Senior	Alex MacIntyre	Liz Godman	Chris Taylor	Victoria Green
<b>Shelley First</b>	Debra Knowles	Rebecca Moran	Julia Moorhouse	Debra Knowles	Dan Baker Tracy Pinnock
<b>Scissett Middle</b>	Gill Senior	Adam Lawlor	Justine Watson	Natasha Greenough	Ian Jackson

Dates of staff training and details of course title and training provider:

School	Whole School	Designated Safeguarding Lead and deputies
<b>Birdsedge First</b>	Whole school training up to date – Basic Safeguarding Awareness –Kirklees Council (Michelle Hodges) September 2019  Safeguarding INSET 4/9/2020	Donna Waddington – DSL training – July 2020  Gill Senior – DSL Refresher – January 2019
<b>Kirkburton Middle</b>	October 2019, Basic Safeguarding Awareness, Kirklees Council (Michelle Hodges)  Safeguarding INSET 4/9/2020	Gill Senior - DSL Refresher 2019  Alex MacIntyre – DSL Training – October 2019  Adam Lawlor – DSL Training – February 2019
<b>ShelleyFirst</b>	Whole school training up to date – attendance at Scissett Training – September 2019	Debra Knowles – DSL Refresher – April 2019  Rebecca Moran – DSL Training – October 2019

	Safeguarding INSET 4/9/2020	
<b>Scissett Middle</b>	September 2019, Basic Safeguarding Awareness, Kirklees Council (Michelle Hodges)  Safeguarding INSET 4/9/2020	Gill Senior – DSL Refresher –January 2019  Adam Lawlor –DSL Training– February 2019

## 1.0 Introduction

The policy makes reference to, and is compliant with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Board website at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk) or go direct to the manual at: <http://www.proceduresonline.com/westyorkscb/>)
- “[Working Together to Safeguard Children](#)’ (July 2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education”.
- “What to do if you are worried a child is being abused” (2015)
- “[Keeping Children Safe in Education](#)” (September 2020) which is the statutory - guidance for [Schools and Colleges](#).
- “[Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)” (July 2018)
- “[The Prevent Duty Departmental, advice for Schools and child care providers](#)” (June 2015).

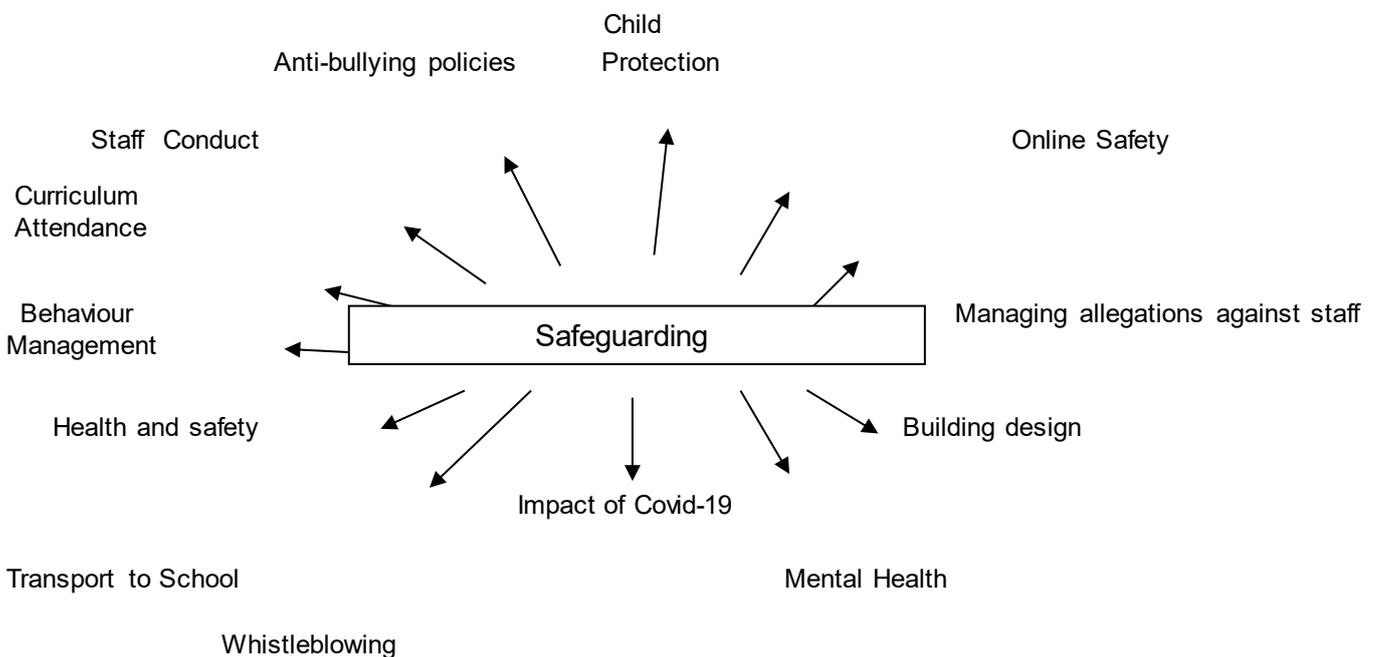
## 2.0 Our Commitment

This policy applies to all adults, including volunteers and supply staff, working in or on behalf of the schools.

Everyone working in our school service shares a common objective to help keep children and young people safe by contributing to:

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

All schools within the MAST Academy Trust are committed to Safeguarding and promoting the wellbeing of all of its children and young people. Every child's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times, this may affect other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our children.



## **3.0 Providing a Safe and Supportive Environment**

### **3.0 COVID-19 Update**

All children are expected to return to school in September 2020. As a result, on 31<sup>st</sup> July 2020 the DfE withdrew the COVID-19 Safeguarding/supporting vulnerable pupils Guidance.

From September 2020;

- All schools will follow routine safeguarding practice and procedure across the trust.
- Risk Assessments will be carried out for all pupils where parents have highlighted a medical condition which could result in more severe side effects of COVID-19.
- Staff will be conscious that many pupils have been absent from school for almost 6 months. Pupil well-being is paramount and support will be in place around bereavement, emotional well-being and mental health, separation anxiety.
- Senior leadership teams will keep whole school plans under review in terms of social distancing and safety of staff and pupils.
- Should any group of pupils be required to self-isolate, welfare checks will be made by pastoral teams/DSLs in school.

### **3.1 Safer Recruitment and Selection**

The schools pay full regard to DfE guidance 'Keeping Children Safe in Education' (September 2020).

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidate's DBS status, the Children's List, Disclosure and Barring Service (DBS) check and proof of right to work in England checks.

In line with statutory changes, underpinned by regulations, the school will maintain a Single Central Record (SCR). The SCR is accessible to those entitled to examine that information, checking compliance, i.e. Ofsted, Human Resources and members of SLT/MAST senior teams. This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school; in schools, this means those providing education to children; and
- all members of each school Local Governing Body
- information in relation to members of the Trust are held centrally on the SCR at Scissett Middle School. All schools within the Trust have written confirmation of checks from the CEO.

The information that must be recorded for all staff members is listed below;

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check;
- a prohibition from teaching check;
- a section 128 check (prohibition checks) for school leaders, management positions and trust directors and members of the governing bodies.
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- The Teacher Services system will be used to verify any award of QTS and the completion of teacher induction or probation periods;

- a check of professional qualifications;
- a check to establish the person's proof of right to work in the United Kingdom • acknowledgement of Safeguarding training

For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Written confirmation will be held on file.

Written confirmation will be sought from the provider of any student teachers that it has carried out all pre-appointment checks that the school would otherwise perform.

Where checks are carried out on volunteers, the school will record this on the single central record.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a child.

Where a child or student is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and written confirmation is sought from the alternative provision provider that appropriate checks have been carried out on individuals working at that establishment, i.e. those checks that the school would otherwise perform as detailed above. Any concerns will be reported to our Designated Safeguarding Lead (DSL) and their counterpart within the alternative provision.

### **3.2 Safe Practice**

Our Schools will comply with the current Safe Practice guidance found in Kirklees Safeguarding Procedures at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk)

Safe working practice ensures that students 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;
- the DBS will be referred to if a member of staff is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria.

Staff having concerns about another member of staff:

- staff members having concerns about another member of staff will report these to the headteacher.

- where staff members have concerns about the headteacher, these will be reported to the chair of the governing body.

Staff having concerns about safeguarding practices:

- all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by senior leaders.

Appropriate whistleblowing procedures, are in place within each school and can be read in further detail by accessing The MAST whistleblowing policy at [www.themast.co.uk](http://www.themast.co.uk)

- where a staff member feels unable to raise an issue with their senior leaders or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing). Alternatively [www.gov.uk/government/news/homeoffice-launches-child-abuse-whistleblowing-helpline](http://www.gov.uk/government/news/homeoffice-launches-child-abuse-whistleblowing-helpline). The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.

### 3.3 Safeguarding Information for Students

All children in our schools are aware of a number of staff who they can talk to. Schools are committed to ensuring that children are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All children know that we have a senior member of staff (DSL) in their school with responsibility for safeguarding and know who this is. We inform children of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. The curriculum includes safeguarding themes, including online safety awareness materials which can help children learn how to keep safe.

Our schools ensure that children are made aware that information around staying safe can be found on displays/safeguarding posters around schools, in the student planner (middle schools), and children are always encouraged to speak to staff.

We consult with children, for example via student voice, the school student councils, pupil questionnaires and via suggestion boxes. Both middle schools have a pupils welfare email – this allows pupils to email if they have a concern or worry and goes directly to a member of the DSL team.

### 3.4 Partnership with Parents

Schools in The MAST Academy Trust share a purpose with parents to educate and keep children safe from harm. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Schools 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 welfare concerns they may have with their child's class teacher or the Designated Safeguarding Lead.

The school's Safeguarding Policy is available by;

- Visiting The MAST Academy Trust Website
- Visiting the website of each school within the Trust
- Requesting a hard copy from the school office.

The MAST Academy Trust is committed to ensuring the welfare and safety of all children in our schools and we follow the Kirklees Safeguarding Partner Arrangements procedures. Schools will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when schools will discuss concerns with the Multiagency Safeguarding Hub (MASH) and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures).

Schools will of course, always aim to maintain a positive relationship with all parents.

### **3.5 Partnerships with Others**

The Trust understands that it is essential to establish positive and effective working relationships with other agencies who are partners in Kirklees Safeguarding Partnership Arrangements. In our schools, we work closely with the Local Authority, Locala, CAMHS, Barnardo's, Police, Health, Local District Council, and the NSPCC. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

### **3.6 Training and Staff Induction**

The school's Designated Safeguarding Leads (**DSLs**) have day to day responsibility for child protection, undertake appropriate child safeguarding training and inter-agency working training (provided by the Kirklees Safeguarding Partnership Arrangements).

The DSLs and any deputies/safeguarding officers will undergo training to provide them with the knowledge and skills required to carry out the role. DSL refresher training should be updated every two years. DSLs will complete additional training in specific safeguarding areas (i.e online safety). In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Headteachers (if not the DSL) and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk)

All staff (including temporary staff and volunteers) are provided with the school's Child Safeguarding Policy, Behaviour Policy, Staff Code of Conduct, and informed of the school's child protection arrangements on induction, which includes the role and identity of the designated safeguarding lead and deputies. Staff are asked to read Part 1 and Annex A of "Keeping Children Safe in Education" (September 2020) and sign to confirm that they understand their responsibilities.

### **3.7 Support, Advice and Guidance for Staff**

The Designated Safeguarding Lead, the Local Authority and professional associations, will support staff. The headteacher will support the designated Safeguarding Lead for Child Protection.

### **3.8 School Policies**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health, child sexual exploitation (CSE), bullying (including cyberbullying), domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc.

Keeping Children Safe in Education (September 2020) is the latest government publication on Child Safeguarding in Schools and is referred to in all our policies.

#### **Children Missing from Education**

The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.

Schools will inform the local authority of any child or student who is going to be deleted from the admission register. It will be done as soon as the grounds for deletion are met and in any event prior to the name of the child or student being deleted, so that the local authority can identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

The school will inform the local authority of any child or student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow Kirklees internal guidance 'First Day Calling' and 'Guidance for Schools on the Monitoring and Reporting of Pupils who Absent themselves during the School Day'.

Contact: Children Missing from Education Team on: 01484 221919

#### **Confidentiality**

Schools have regard to "Information Sharing: Practitioners providing safeguarding services to children, young people, parents and carers July 2018.

[www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

### **3.9 Child or Student Information**

Schools will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them, each school requires accurate and up to date information regarding:

- names and contact details and relationship of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made.
- The school will make every effort to encourage all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child is missing education, is unwell or a welfare and/or safeguarding concern has been identified
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families Court Order, Injunctions etc.);
- if the child is or has been subject to a Child Protection Plan;
- if the child is or has been subject to an Early Help Assessment (EHA) or Child in Need (CIN) processes;
- if the child is a Child Looked After (LAC);
- name and contact detail of G.P;
- any other factors which may impact on the safety and welfare of the child.

### **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. The following information must be kept securely with restricted access, whether paper or electronic (dependent on school system):

- Chronology (summary of significant events and the actions and involvement of the school/college)
- All completed child protection cause for concern records
- 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

- 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 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology will be retained for audit purposes
- 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. 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 and signatures will be obtained as evidence of transfer. There is no need for the school a child is leaving to keep written or electronic copies of the child protection records, therefore these will be removed from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:
  - When the destination school is not known (*the original records should be retained by the school/college and only transferred when the pupil has presented at the new provision*)
  - 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 one of our schools, 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 and read receipt must be obtained for audit purposes by the delivering school
- When sending by post, pupils' 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
- 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

### **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 records should be retained until the child's 26th birthday, after which point the file will be destroyed confidentially and/or deleted 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

### **3.10 Roles and Responsibilities**

- The Trust has a named Trustee, holding responsibility for safeguarding. Our named Trustee is Liz Godman.
- Each school has a named governor, holding responsibility for safeguarding (Stated at beginning of document).
- Safeguarding forms part of the agenda at every local governing body meeting.
- Procedures are in place to ensure that local governing bodies carry out their responsibilities as set out below;

### **3.11 Contextual Safeguarding**

Contextual Safeguarding (paragraph 21 –KCSIE 2020) encourages all adults working in school to consider the wider picture in terms of safeguarding concerns. All staff should be aware that safeguarding incidents/changes in behaviour can be impacted by issues outside of school and may also occur between children outside of the school environment. When witnessing changes, staff should consider whether a child is at risk of abuse or exploitation outside of their families and share concerns with the DSL .

#### **Our local governing body will ensure that;**

- The school has Child Safeguarding Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and are made available on the school website and to parents on request.
- The school has a staff Behaviour Policy/Code of Conduct that is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media.
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Online safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media.
- The school has in place appropriate electronic filtering and monitoring systems to ensure that children are safeguarded from potentially harmful and inappropriate material online; whilst recognising that 'over blocking' should not lead to unreasonable restrictions as to what children can be taught.
- A senior member of the school's leadership teams are designated to take lead responsibility for child protection issues at school level, providing advice and support to other staff, liaising with the local authority and working with other agencies. This role will be specified in their job description and carry the title Designated Safeguarding Lead. This lead role will not be delegated; however the Designated Safeguarding Lead professional may be assisted by a number of deputies all of whom will be trained to the same standard.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.

- A member of the local governing body is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the headteacher.
- Safeguarding forms part of the agenda at each local governing body meeting.
- Where services or activities are provided on school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- Governors will attend safeguarding training.
- Staff including the headteacher undertake appropriate safeguarding training which is updated at least annually.
- The appointment of an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children who are Looked After (LAC).
- The governing body will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

**Our headteachers will ensure that:**

- On an annual basis, all staff read Part 1 of “Keeping Children Safe in Education” (September 2020), including annex A, and sign to confirm that they understand their responsibilities.
- The policies and procedures adopted by the school are fully implemented, and followed by all staff. There are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and any deputies.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other interagency meetings and contributing to the assessments of children.
- Designated Safeguarding Leads and their deputies have access to regular supervision to support their well-being.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- The Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed.
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure.
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child). This is a legal duty placed upon the school.
- All staff are aware of systems within their school or college which support safeguarding and these are explained to them as part of staff induction/annual update training. This includes: the safeguarding policy; the staff behaviour policy/code of conduct; the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- All staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47

(a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

- A full working relationship is maintained with the Kirklees Virtual College Headteacher in respect of all students in the school who are subject of 'looked after' status. (01484 221000).

Our Designated Safeguarding Lead (DSL) as stated in 'KCSIE' (2020) should have a complete Safeguarding picture of issues in school and be the most appropriate person to advise others on the response to Safeguarding concerns. He or she will:

### **Manage referrals**

- Refer cases of suspected abuse to Kirklees Duty and Advice Team as required.
- Support staff that make referrals to Kirklees Duty and Advice Team as required.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as requested.
- Whilst activities of the Designated Safeguarding Lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the Designated Safeguarding Lead.

### **Work with others**

- Liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and all Police investigations.  
As required, liaise with the "case manager" (as per Part 4 of 'KCSIE' 2020) and the Local Area Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff or volunteer).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Undertake Training**

- The Designated Safeguarding Lead (and all deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated at least every two years. They will also undertake Prevent awareness training.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment processes such as early help assessment.
- Have a working knowledge of how Kirklees Safeguarding Partners operates, the conduct of a child protection conference and be able to attend and contribute to these effectively when required to do so.
- Ensure that all staff (especially new and part time):-
- Have access to and understand the school's Safeguarding Policy and procedures;
- Have safeguarding and online safety training as part of their induction;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Keep detailed accurate secure written records of referrals, discussions with other agencies and/or concerns;

- Understand and support the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures that may be put in place to protect them.

### **Raise Awareness**

- The Designated Safeguarding Lead will ensure the school's Safeguarding Policy is known, understood and used appropriately.
- Ensure the school's Safeguarding Policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or directors regarding this.
- Ensure that safeguarding policies are available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this to avoid conflict later.
- Link in with Kirklees Safeguarding Children Partners to make sure staff are aware of training opportunities and the latest policies on Safeguarding.

### **Availability**

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school or school hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Teams or other such mediums is acceptable.

### **All staff and volunteers will ensure that they:**

- Read and sign to say that they understand and will fully comply with the school's policies and procedures.
- Read and sign to say that they understand Part 1 of 'KCSIE' (2020).
- Attend annual whole school training and other appropriate training identified.
- Inform the designated safeguarding lead of any concerns immediately and will back up any verbally related concerns in writing/referral on CPOMS.
- Identify children who would benefit from early help intervention in addressing needs/concerns from the outset at a lower level in order to prevent crisis situations arising in the future. Where such children are identified staff should bring these to the attention of the Designated Safeguarding Lead who will follow the procedures laid down in section 4 of this policy.
- Ensure that all written concern forms are handed to a DSL or member of the SLT if a Safeguarding Lead is unavailable – they must not be left on open desks/handed to staff who are not DSLs.
- Act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

#### **4.0 Identifying Children who are suffering or likely to suffer significant harm**

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

All staff recognise that Looked After Children 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 will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual School Headteacher (01484 221000) in respect of all pupils at the school who are subject of 'looked after' status.

Any child may benefit from early help, but all staff are particularly alert to vulnerable children, those who are Looked After Children, previously Looked After Children (who may remain more vulnerable) and others, as follows:

- disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- a young carer
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- frequently missing/goes missing from care or from home
- misusing drugs or alcohol themselves
- at risk of modern slavery, trafficking or exploitation
- in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- showing early signs of abuse and/or neglect
- at risk of being radicalised or exploited, showing signs of displaying behaviour or views that are considered to be extreme
- not attending school or are at risk of exclusion from school
- not in education, training or employment after the age of 16 (NEET)
- a privately fostered child
- homeless or the impact of the pupil facing homelessness.

School will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed. When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management/care plans and in particular with regard to SEND.

Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child. Staff must act immediately if they have any concerns about a child (see section 4).

## **4.1 Definitions**

Please see Appendix 4 for definitions.

## **4.2 Specific Safeguarding Issues**

- bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- Female Genital Mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender based violence/violence against women and girls (VAWG)
- hate
- mental health
- private fostering
- preventing radicalisation
- on line abuse/sexting
- teenage relationship abuse
- trafficking
- missing children and vulnerable adults
- child sexual abuse within the family
- poor parenting, particularly in relation to babies and young children
- peer on peer abuse
- sexual violence and sexual harassment
- the sending of indecent images from one person to another through digital media devices

### **Peer on peer abuse**

Staff should not underestimate the potential for one child or young person to abuse another. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Staff becoming aware of peer on peer abuse will take appropriate action as detailed in section 4 of this policy. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse.

### **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Staff are reminded of the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

### **Staff are aware of the importance of:**

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. Upskirting became a criminal Act in April 2019 and should be responded to as such by the Safeguarding Team in school.

What is sexual violence and sexual harassment? Definitions are set out in appendix 4, and further information is available at [Legislation.gov.uk](http://Legislation.gov.uk)

### **Sexual harassment**

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. Staff are aware of the importance of reassuring all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Where staff have a concern about a child or student and or if a child or student makes a report to them, they should follow the referral process as set out in section 4. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

School and college staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses.

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

### **4.3 Child Sexual Exploitation (CSE)**

Keeping children safe in Education 2020 (paragraph 28) has provided updates to CSE and CEC which needs to be considered.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following signs may be indicators of sexual exploitation:

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

All suspected or actual cases of CSE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead(s) within the school.

### **4.4 The Criminal Exploitation of Children**

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school will offer support to a victim.

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and/or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

## **4.5 Female Genital Mutilation (FGM) and “Honour Based” Violence**

[www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)

So-called ‘honour based ‘violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, school/college staff will speak with the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures (as set out in section 4 of this policy), using existing national and local protocols for multi-agency liaison with police and children’s social care.

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 137,000 may already be living with the consequences.

The main countries of origin where FGM is practiced include Africa and the Middle East. FGM frequently involves young girls between the ages of infancy and 15 years of age.

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs of Girls at Risk:

- Member of a community whose country of origin practises FGM and that is less integrated into UK society;
- A girl whose sister or other relatives have undergone FGM;
- A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present);
- Families making preparations for an extended holiday, including arranging vaccinations in the country of origin;
- Families may practise FGM in the UK when a female family member elder is visiting from the country of origin;
- You may hear reference to FGM in conversation, for example a girl may tell other children about it.

### **Mandatory reporting of FGM - duty on Schools:**

Section 74 of the Serious Crime Act 2015 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM has been carried out on a girl under 18 years. Those failing to report such issues will face disciplinary sanctions. Further detail can be found at [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information). At school, we ask staff and volunteers to report the matter to the Police in conjunction with the Designated Safeguarding Lead so we can maintain detailed records on all Safeguarding matters.

### **4.6 Carrying Knives/Offensive Weapons and Gang Culture**

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police and informing them. The guidance on Searching, Screening and Confiscation for Head teachers, Schools and Governors, January 2018 will be consulted and the school will consider and may apply the disciplinary procedure.

If a member of staff suspects a child being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The child may be an exploited child and victim to which the school will offer support.

### **4.7 Preventing Radicalisation**

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

Prevent is one strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives:

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism.

The authorities listed within this duty include early years and out of school settings, schools and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

In order to fulfil their statutory duty authorities within these areas should address the following key points;

1. Risk assessments
  - Assess the risk of children and young people being drawn into extremist ideologies within their institution.
  - Demonstrate an understanding of risks affecting children in their area.

- Have clear safeguarding procedures in place via their Designated Safeguarding Lead (DSL) – including appropriate recording keeping.
  - Respond in an appropriate manner in issues of concern, making appropriate referrals to Channel.
  - Prohibit extremist speakers within their institutions.
2. Staff training
- Assess the individual training needs of staff within their institution (including governors) and ensure key staff have an awareness of Prevent and have attended the Workshop to Raise Awareness of Prevent (WRAP) and completed the home office or National College of Policing elearning packages: [www.elearning.prevent.homeoffice.gov.uk](http://www.elearning.prevent.homeoffice.gov.uk).
  - [www.course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://www.course.ncalt.com/Channel_General_Awareness/01/index.html)
  - Ensure that key staff such as safeguarding and curriculum leads attend any enhanced Prevent training offered via the Kirklees Prevent Hub.
  - Ensure that the Designated Safeguarding Leads and headteachers within institutions cascades appropriate Prevent related information and guidance to staff. Regular Prevent updates are circulated via 'Heads up' and One Hub.
3. Working in Partnership
- Use the Kirklees Prevent Hub to and or the Kirklees Duty and Advice Team to raise Prevent issues and concerns.
  - Engage with parents and families, providing assistance and advice to these individuals and families where necessary.
4. IT Policies
- Ensure there are suitable IT filtering policies in place (including Wi-Fi).
  - Conduct regular e-safety awareness raising awareness of the online risks of harm to parents, children and staff.

### **Prevent in Kirklees**

The Kirklees approach to Prevent focuses on engagement and safeguarding. The Kirklees approach identifies and tackles all forms of extremism (violent, non-violent, Islamist and right wing) and aims to prevent radicalisation by identifying risk at the earliest possible. The work of the Kirklees Prevent Hub focuses on prevention and early intervention and the Kirklees Channel Panel ensures that those identified as being vulnerable to radicalisation are supported at an early stage before risk establishes itself at a more severe and or harmful level.

The Kirklees Channel Panel is a multi-agency safeguarding programme that works to support vulnerable people from being drawn into terrorism. The Channel panel provides a range of support mechanisms for individuals such as mentoring, counselling, ideological challenge and assistance with employment. Channel is a voluntary process and involvement in Channel does not lead to a criminal record unless a crime has been committed.

The Kirklees approach to Prevent recognises that the radicalisation process can be complex and that there is no single factor or indicator to identify an individual at risk of radicalisation. There are no academically proven checklists that exist that will accurately identify a person who is becoming radicalised and may go on at a later time to commit acts of terror. A single comment or one off statement does not necessarily mean that an individual is at risk of radicalisation and those involved in extremism can come from a range of backgrounds and experiences.

The referral process in Kirklees ensures that referrals made to the Prevent Hub are appropriate and informed. Not all referrals to the Prevent hub will be discussed at the Kirklees Channel Panel as many cases can be dealt with outside of the Channel process often by the referrer and or with the support of the Prevent Hub and partners.

### **Raising concerns**

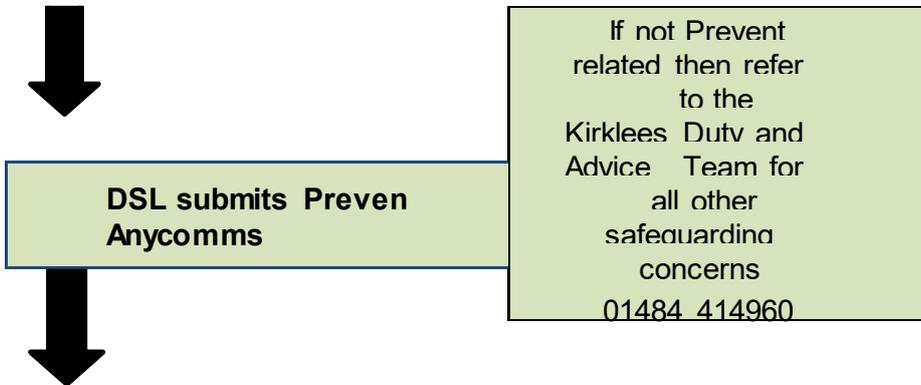
Before making a referral institutions should read the 'Prevent referral guidance for partners' which can be found on One Hub or at [www.kirklees.gov.uk/prevent](http://www.kirklees.gov.uk/prevent)

**Kirklees Prevent Referral pathway**

**Member of staff has a Prevent related concern**

If the individual is at immediate risk of harm or immediate risk of terrorist related activity then the Police should be contacted on 999

Member of staff discusses concern with nominated Prevent lead (DSL) for their institution



**DSL and staff member agree that concern is relevant to**

**Prevent**

**(DSL reads Prevent referral guidance and or contacts Kirklees Prevent Hub for more advice)**

**Referral is screened by the Kirklees Prevent Hub, initial advice offered and Kirklees Prevent process commences**

Please see 'Prevent guidance for more information on the Kirklees process

**Prevent contact details**

General enquiries	01924 483747
Kirklees Prevent Hub Referrals and advice	www.kirklees.gov.uk/prevent 01924 483747
Kirklees Prevent Engagement Manager Anycomms – Prevent Referral	07890586045 Prevent@kirklees.gcsx.gov.uk

## **4.8 Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation-technology often provides the platform that facilitates harm. An effective approach to online safety empowers the schools to protect and educate the whole school or school community in their use of technology and establishes mechanisms to identify intervene and escalate into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with others;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

### **Filters and monitoring**

The school will be doing all that they reasonably can to limit children's exposure to the above risks from the schools' IT systems. As part of this process, school will ensure it has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, the school will consider the age range of the children, how often they access the IT system and the proportionality of costs v risks.

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty.

Whilst it is essential that the school should ensure that appropriate filters and monitoring systems are in place; they should be careful that "over-blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The following link provides further guidance on what "appropriate" might look like:

[www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring](http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring)

Further detailed information can be found in the separate online safety policy and associated acceptable use policies in respect of information technology in use by staff and children.

## **4.9 The Sending of Indecent Images from One Person to Another through Digital Media Devices**

Our schools accept that this is a Safeguarding concern and one that is increasing and which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools "Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety

## **4.10 Preventing impairment of Mental and Physical Health**

Mental health is now explicitly included in the definition of safeguarding, which now includes preventing the impairment of children's mental and physical health or development.

In line with updated guidance in KCSIE 2020, all staff should be aware that mental health problems can in some cases be the result of abuse, neglect or exploitation.

Only trained professionals can give a diagnosis of a mental health condition, however, staff should be confident in spotting signs or changes in pupils which may suggest their mental health is impaired.

Staff who have concerns about the mental health of a pupil, a possible safeguarding concern is discussed with the DSL for further consideration and action.

## **5.0 Taking Action to ensure that Children are Safe: at school and at home**

All staff, including volunteers, will follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2018' and 'Kirklees Safeguarding Children Partnership guidance' and 'what to do if you are worried a child is being abused'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind.

All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents.

Staff are aware that they must take immediate action.

## **5.1 Concerns that Staff Must Act On Immediately and Report**

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

## **5.2 Responding to Disclosure**

Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead, make a contemporaneous record and contact Kirklees Duty and Advice Team on 01484 414960 for consultation.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me what happened?' rather than 'Did x hit you?';
- very young children often do not understand the concept of time so be careful if asking the question 'when did that happen';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

### **5.3 Action by the Designated Safeguarding Lead (or other senior person who is able to cover this role)**

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. Safeguarding Officer and/or the Duty and Advice Team;
- the child's wishes and feelings when determining what action to take and what services to provide – all children will be told that if they are deemed to be at risk information cannot be withheld or 'kept secret', this needs to be explicit.
- Child protection processes will operate with the best interests of the child at their core.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk (i.e. sexual abuse, forced marriage or fabricated illness);
- whether to make a child protection referral to Children's Social Care Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

Or

- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment – Single Assessment Part 1 process (formerly Early Help Assessment) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Duty and Advice Team will be recorded in a timely manner and kept on file irrespective of the outcome.

#### **5.4 Action Following a Child Safeguarding Referral**

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences;
- where possible, share all reports with parents prior to meetings;
- where in disagreement with a decision made by the Duty and Advice Team e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 - Resolving Professional Disagreements;
- where a child subject to a child protection plan moves from the school or college or goes missing, immediately inform Kirklees Duty and Advice Team on 01484 414960.

#### **5.5 Recording and Monitoring**

Accurate records will be made in a timely manner and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated (automatically through cpoms), any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. Recording the context and content of their involvement, and distinguish between fact, opinion and hearsay.

Body Maps are completed in black pen (never a pencil or use of correction fluid or any other eraser) or on the relevant online Child Protection systems in place to document and illustrate visible signs of harm and physical injuries. Clothing will not be removed for the purpose of the examination unless the injury site is freely available because of treatment.

**At no time will an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person, the body map below will be used.** Any concerns will be reported and recorded without delay to Duty and Advice or the child's social worker if already an open case to social care.

The following guidelines will be used to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?

- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

The date and time of the recording will be stated as well as the name and designation of the person making the record, plus additional comments as required. First Aid will be provided where required and recorded appropriately.

A copy of the body map will be kept on the child's concern/confidential file.

All documents will be retained in a 'Child Safeguarding' file, separate from the child's school file. This will be an online recording system. Any paper files will be locked away and only accessible to the headteacher and Designated Safeguarding Lead. These records will be copied with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.'

Keeping Children Safe in Education 2020 identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'. Therefore, records included within a child's safeguarding file/online profile may include the following:

- all school welfare concern forms
- any notes initially recorded in the form of notebooks or diaries
- records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children)
- records of school decision making, as well as action taken and appropriate justifications
- professional consultations
- letters sent and received
- print outs of emails or other electronic communications sent and received
- referral forms (both for external and education-based services)
- minutes of meetings (copies for each child as appropriate) • formal plans linked to the child (e.g. Child Protection Plan).

If the child goes missing from education or is removed from roll to be educated at home, then any child safeguarding file should be copied and the copy sent to the Attendance & Student Support Service.

## **5.6 Supporting the Child and Partnership with Parents**

- The MAST Academy Trust recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.
- Children should, wherever possible, be seen alone and local authority children’s social care has a duty to ascertain the child’s wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child’s safety.

## 6.0 Allegations of Abuse made against Teachers and other Staff (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children (as outlined in the DfE statutory guidance ‘Keeping Children Safe in Education 2020’).

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures that can be accessed at [www.westyorkscb.proceduresonline.com](http://www.westyorkscb.proceduresonline.com) at section 2.6. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Update: Keeping Children safe in education 2020 (paragraph 56) clarifies that staff should also report concerns about a member of supply staff directly to the headteacher. Procedures will then be followed as specified in Part 4 of KCSIE 2020.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the headteacher.
- In the event that an allegation is made against the headteacher the matter will be reported to the chair of governors who will seek advice from the CEO who will proceed as the ‘headteacher’. **If the CEO is the headteacher a senior member of the Trust will be appointed to lead.**

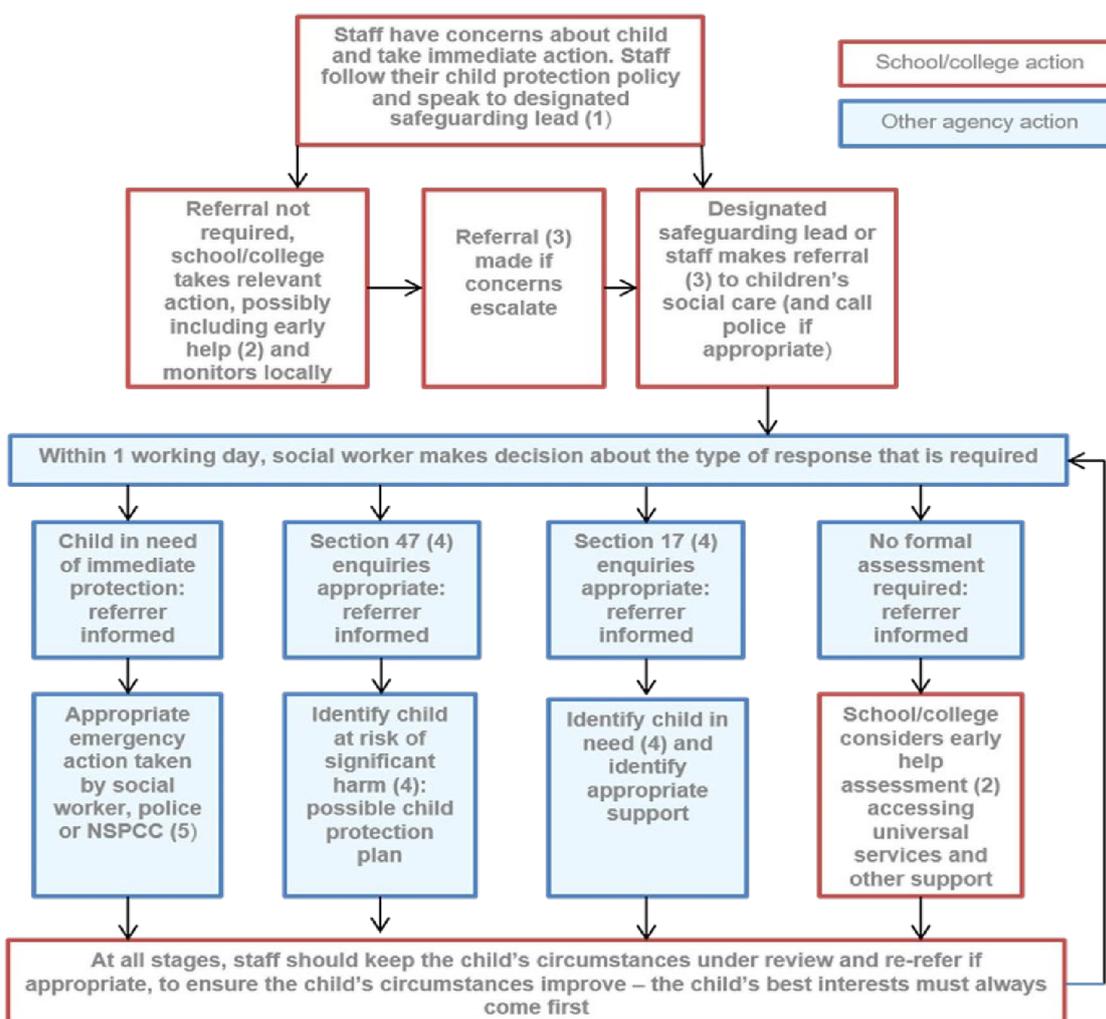
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The headteacher may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The headteacher (or CEO if the allegation is about the headteacher) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multiagency response to the matter.
- Information will be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees Duty and Advice Team. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.
- Consideration will be given throughout to the support and information needs of students, parents, staff and the employee the subject of the allegation.
- The headteacher will inform the Directors and Local Governing Body of any allegation against a member of staff.
- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from MAST HR advisors and/or legal team.
- Consult with strategy team regarding the appropriate PR strategy.
- Give careful consideration to who will be the investigating officer and the officer that will hear the evidence in order to have the scope to offer an independent panel for any appeal.
- Referrals will be made to the newly established Teaching Regulation Agency (TRA) regardless of whether the individual chooses to leave his/her employment.
- Compromises will not be used, e.g. where a member of staff agrees to resign provided that disciplinary action is not taken and that a future reference is agreed.

## Appendix 1

### Referral Flow Chart for actions where there are concerns about a child

We aim to provide support and guidance so that children have a range of appropriate adults whom they feel confident to approach if they need to talk, however where a member of staff has concerns regarding a child or student, they must report it immediately to the Designated Safeguarding Lead

### Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

**Appendix 2 Proforma** (only to be used if no access to CPOMS i.e cleaning staff)

**ALL STAFF - SAFEGUARDING INCIDENT /CONCERN FORM**

<b>Child name</b>	<b>Date of birth and Year Group</b>
<b>Name and position of person completing form (please print)</b>	
<b>Date of incident/concern: dd.mm.yy</b>	
<b>Incident/concern (who what where when)*</b>	
<b>Any other relevant information (witnesses, immediate action taken)*</b>	
<b>Action taken*</b>	
<b>Signature</b>	<b>Date form completed (dd mm yy)</b>

\*Continue on a separate sheet if necessary

### Appendix 3 - Contacts

Local Authority Designated Officer (LADO) Sandra Shaw	<a href="mailto:kirklees.LADO@kirklees.gcsx.gov.uk">kirklees.LADO@kirklees.gcsx.gov.uk</a>  LADO AnyComms address - "child protection" in drop down menu	01484 221000 07976 497654
Duty Social Workers Duty and Advice Team	Non-emergency email <a href="mailto:DutyandAdvice@kirklees.gcsx.gov.uk">DutyandAdvice@kirklees.gcsx.gov.uk</a>  For secure transfer of emails from schools use Anycomms – address – "MASH" in drop down menu	01484 414960 01484 221000
Social Care practice concerns and compliments	<a href="mailto:FSCPSeniormanagement@kirklees.gov.uk">FSCPSeniormanagement@kirklees.gov.uk</a>	N/A
Out of hours Duty and Advice	N/A	01484 414933
Virtual School	Janet Tolley – Headteacher	01484 225180
School Safeguarding Officer – Michelle Hodges	<a href="mailto:schoolsafeguardingofficer@kirklees.gov.uk">schoolsafeguardingofficer@kirklees.gov.uk</a>	01484 221000
Elective Home Education (EHE)	<a href="mailto:attendance.pupilsupport@kirklees.gov.uk">attendance.pupilsupport@kirklees.gov.uk</a>	01484 221919
Children Missing Education	<a href="mailto:attendance.pupilsupport@kirklees.gov.uk">attendance.pupilsupport@kirklees.gov.uk</a>	01484 221919
Stronger Families	<a href="http://www.kirklees.gov.uk/stongerfamilies">www.kirklees.gov.uk/stongerfamilies</a>	
Prevent Co-ordinator	Matt Dryden	01484 221000
West Yorkshire Police Child Safeguarding Unit - Kirklees		01924 431134
Early Help Access Team (Single Assessment part 1)	<a href="mailto:earlyhelpaccessteam@kirklees.gov.uk">earlyhelpaccessteam@kirklees.gov.uk</a>	01484 456 823
Kirklees Safeguarding Children Board	<a href="http://www.kirkleessafeguardingchildren.com">www.kirkleessafeguardingchildren.com</a>	
Keeping Children Safe Online	<a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a>	

## **Appendix 4**

**Definitions:** ('Working Together' 2018 and 'Keeping Children Safe in Education' 2020)

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

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

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

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

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

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

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

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

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

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

**Private Fostering:** is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. A connected person is defined as a 'relative, friend or other person connected with a child'. The latter is likely to include person(s) who have a pre-existing relationship with the child, for example, a teacher who knows the child in a professional capacity.

### **Definitions regarding sexual violence and sexual harassment between children in schools and colleges:**

**Sexual violence:** School and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.