



Greenhead College Corporation

SAFEGUARDING POLICY

Approved: November 2019



Kirklees Safeguarding Children Partnership

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This policy reflects the Model Kirklees Safeguarding and Child Protection Policy and the West Yorkshire Consortium Safeguarding Children Procedure and should be read in conjunction with Part 1 Keeping Children Safe in Education 2019

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2019-20	Usman Anwar	Kate Abel Anna Shaw Claire Berry Diane Beaven Mo Bunter John Clyde-Evans	Sue Ellis	Richard Armstrong

Policy Review date	Date Ratified by governors	Date Shared with staff
Will be reviewed on an annual basis, in November	2 December 2019	November 2019

1. Aims

The College aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote students welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- The Governing Body and staff of Greenhead College (hereinafter referred to as “our College”) take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care
- The responsibilities set out in this policy apply (as appropriate) to all members of the College community including students, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole College ethos and is underpinned throughout the teaching of the curriculum, within the tutorial programme and within the safety of the physical environment provided for the students

2. Legislation and statutory guidance

- This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education 2019](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#), we comply with this guidance and the procedures set out by our Local Safeguarding Children partnership
- This policy is also based on the following legislation:
- Section 175 of the [Education Act 2002](#), which places a duty on Colleges, schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [Guidance on the Prevent duty](#), which explains Colleges and schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)
- Kirklees Safeguarding Children Partnership Procedures
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016) <https://www.gov.uk/government/publications/children-missing-education>
- The policy conforms to locally-agreed inter-agency procedures and has been developed by Kirklees Safeguarding Children's Partners. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm
- **Children** includes everyone under the age of 18

4. Equality statement

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

We give special consideration to pupils who:

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

5. Roles and responsibilities

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

All staff

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

All staff will be aware of:

- Our systems which support safeguarding, including Guidance for Safer Working Practice, the role of the Designated Safeguarding Lead (DSL), the Re-engagement policy, and the safeguarding response to pupils who go missing from education
- The early support process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to Kirklees children's services duty and advice and for statutory assessments that may follow a referral, including the role they might be expected to play. (Fig 1 page 10) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL, any member of the safeguarding team or Principal (in the absence of a DSL) first to agree a course of action. In the absence of a DSL, Deputy DSL, any member of the Safeguarding team or Principal being available, staff must not delay in directly contacting duty and advice team or the police if they believe a child is at immediate risk of significant harm
- We work in partnership with other agencies in the best interests of the children. Requests for service to children's social care duty and advice team should (wherever possible) be made by the Designated Safeguarding Lead. Where a student already has a child protection social worker, we will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker
- What to do if they identify a safeguarding issue or a student tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- In College procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to handle disclosures

The Designated Safeguarding Lead (DSL) and deputy designated staff:

- Our DSL is Usman Anwar. The DSL takes lead responsibility for child protection and wider safeguarding
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns
- *The DSL can also be contacted out of school hours at uanwar@greenhead.ac.uk*
- When the DSL is absent, Kate Abel (deputy DSL and Assistant Principal) will act as cover and be contacted at kabel@greenhead.ac.uk
- If the DSL and deputy are not available, Mo Bunter (Deputy Principal) will act as cover and can be contacted at mbunter@greenhead.ac.uk

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of students
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified
- Usman Anwar will ensure that all staff involved in direct case work of vulnerable pupils, where there are child protection concerns/issues, have access to regular safeguarding supervision
- The DSL will also keep the Principal informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate
- We will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as team around the family meetings (TAF)
- Provide reports as required for meetings. If we are unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting
- Where a student in College is subject to an inter-agency child protection plan or any multi-agency risk management plan, the Designated Safeguarding Lead will contribute to the preparation, implementation and review of the plan as appropriate

The full responsibilities of the DSL are set out in Annex B of Keeping Children Safe in Education (KCSiE) – Role of the designated safeguarding lead. All Designated Safeguarding Leads and deputy Safeguarding Leads must read and comply with this (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

The Governing Body

- The governing body will approve this policy at each review and hold the Principal to account for its implementation
- The governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. The DSL cannot also be the lead governor with responsibility for child protection
- In the event that an allegation of abuse is made against the Principal, the chair of governors will act as the 'case manager'
- The governing body, along with the College's senior leadership team are committed to safeguarding its students even if they are placed in alternative provision for a period of time within the College day/week. For work shadowing and volunteering placements and off-site enrichment activities providers, are asked to confirm that they have the appropriate health and safety policies and risk assessment procedures. Providers are also made aware of our Safeguarding Policy, which can be found on the College's website (www.greenhead.ac.uk/policies/63.html).

For work shadowing placements, employers are advised, where feasible, that they should avoid situations where they are alone with our students. Should the opportunity for an off-site visit arise employers are requested to seek parental permission when being transported by the employer

The full responsibilities of the governing body are set out in Part Two of KCSiE – The management of safeguarding. All governing bodies should read Part Two of KCSiE in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities

The Principal

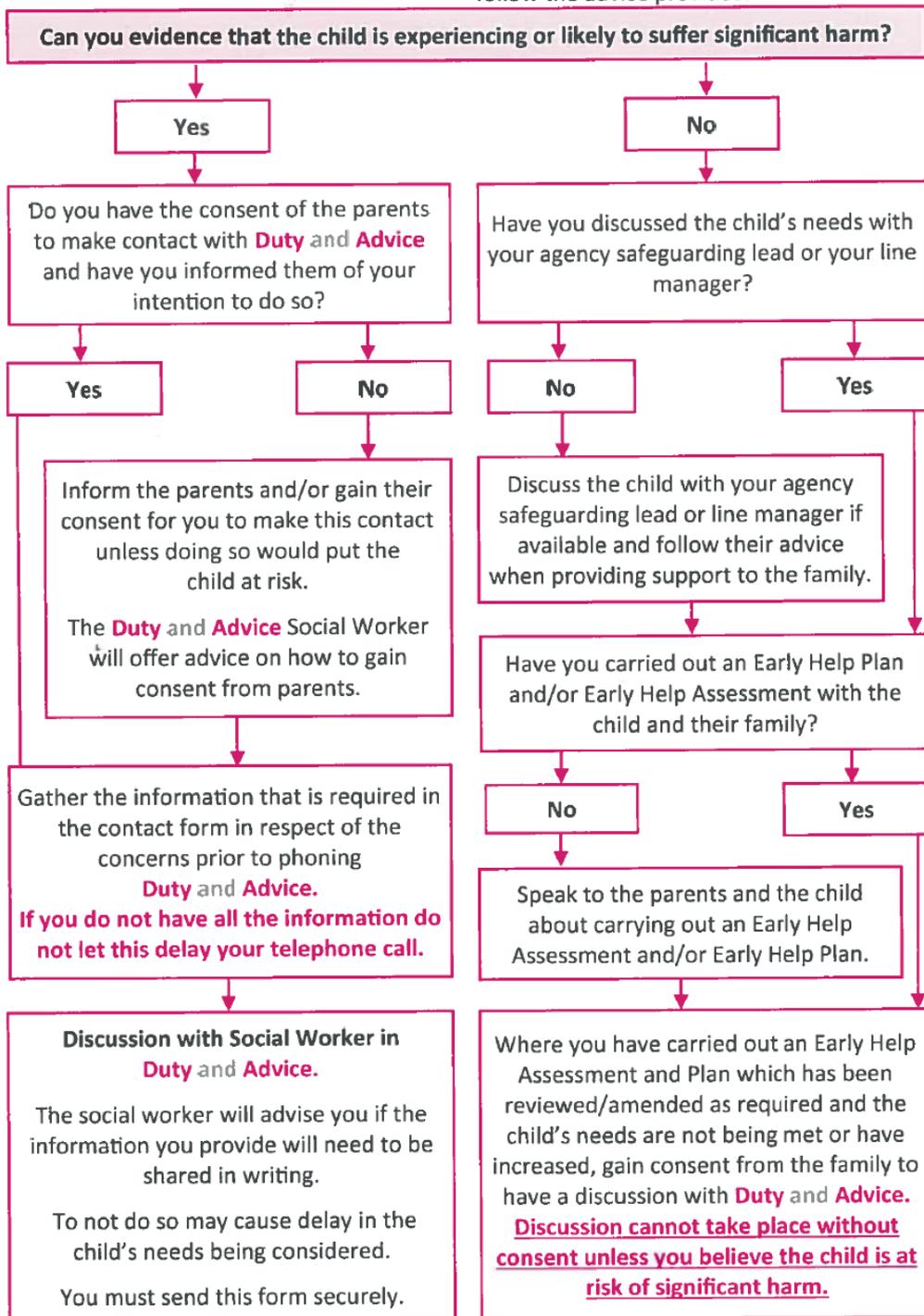
The Principal is responsible for the implementation of this policy, including:

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

Fig 1 Summary of College Procedure to Follow Where There Are Concerns about a Student

Flowchart

Before contacting the **Duty and Advice** Team and completing a contact form, please answer the following questions and follow the advice provided:



6. Confidentiality

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

Information sharing and GDPR

- Timely information sharing is essential for effective safeguarding. Greenhead College will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to students and young people and promotes their well-being
- The storing and processing of personal data is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. Greenhead College will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply
- Staff may have access to special category personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the student. Records should only be shared with those who have a legitimate professional need to see them

Working with parents and other agencies to protect children

Parents/carers should be aware that our College will take any reasonable action to safeguard the welfare of its students. In cases where the College has reason to be concerned that a student may be suffering significant harm, ill treatment or neglect or other forms of harm, staff have no alternative but to follow the Kirklees Safeguarding Children's Partnership procedures and contact the duty and advice team to discuss their concerns

In keeping with Keeping Children Safe in Education (KCSiE) we will endeavour wherever possible to obtain at least two emergency contacts for every child in the College in case of emergencies, and in case there are welfare concerns at the home

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the designated safeguarding lead. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the pupil

Parents/carers are informed about our safeguarding policy on the College website (www.greenhead.ac.uk/policies/63.html). Safeguarding, child protection and Prevent posters are displayed in College reception and throughout the College.

Multi-agency work

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

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

7. Our role in the prevention of abuse

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

The curriculum

Relevant issues will be addressed through the tutorial programme, including self-esteem, emotional literacy, assertiveness, power, relationships education, relationship and sex education, health education, online safety, online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), gangs, youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying

Other areas of work

All our policies that address issues of power and potential harm, e.g. Equal Opportunities and the College re-engagement policy will be linked to ensure a whole College approach

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the College which ensures that children are treated with respect and dignity, feel safe, and are listened to

Safeguarding incidents and/or behaviours can be associated with factors outside College and can occur between pupils outside the school or college. All staff, but especially the Designated Safeguarding Lead and deputy Designated Safeguarding Lead will consider the context within which such incidents and behaviours occur. This is known as Contextual Safeguarding, which simply means assessments of students should consider whether wider environmental factors are present in a students life that are a threat to their safety and welfare

8. Our role in supporting students

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

In cases where students have experienced abuse/abused others, the Designated Safeguarding Lead should ensure that appropriate support is offered. An individual risk assessment will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other student affected) require additional pastoral support/intervention

Early Support

If we identify additional unmet needs for a student that does not require intervention by social workers then in the first instance it may be beneficial to speak to the **casework consultant linked to our community hub**. They can advise us whether family support may be required, this may help us to understand what support we can offer if we complete an Early Support Assessment (ESA). The Early Support Assessment should be a tool in its own right and not a referral mechanism

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

When we complete an Early Support Assessment

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

Students with additional needs

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

Students in Specific Circumstances

This school follows the Kirklees Safeguarding Children Partnership (<https://www.kirkleessafeguardingchildren.co.uk/>) online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of Keeping Children Safe in Education (KCSiE)

Female Genital Mutilation (FGM) the Mandatory Reporting Duty

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs"
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'
- **Any teacher** who discovers that an act of FGM appears to have been carried out on a **student under 18** will immediately (in consultation with the Designated Safeguarding Lead) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it
- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine pupils
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** will speak to the Designated Safeguarding Lead and follow our local safeguarding procedures
- **Any member of staff** who suspects a student is *at risk* of FGM or discovers that a **student age 18 or over** appears to have been a victim of FGM will speak to the DSL and follow our local safeguarding children's partnership procedures

So - called 'Honour- based' violence (including forced marriage)

The College recognises that so-called 'honour-based' violence (HBV) encompasses incidents of crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our College have a concern regarding a student that might be at risk of HBV or who has suffered from HBV they will immediately speak to the Designated Safeguarding Lead who will follow the College's safeguarding procedures.

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. For further information on this subject please refer to pages 82 to 84 of Keeping Children Safe in Education (2018)

Responding to concerns about radicalisation

- If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they will seek advice appropriately with the Designated Safeguarding Lead who will contact The Prevent Hub—01484 483747 for further advice (Appendix 3)
- We will assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting students in the area and a specific understanding of how to identify individual students who may be at risk of radicalisation and what to do to support them. The Prevent hub will advise us and identify local referral pathways
- Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for students and what support may be available. Our College will ensure that as far as possible all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP])
- For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website www.kirklees.gov.uk/prevent or contact the hub via 01924 483747 Anycomms "Prevent Referral"

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

- We recognise that students can abuse their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, youth produced imagery (sexting), criminal and sexual exploitation, upskirting, initiation and inappropriate harmful sexualised behaviours. It is very clear that this abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The Designated Safeguarding Lead is responsible for responding to such concerns in keeping with Kirklees Safeguarding Children Partnership protocols. The Designated Safeguarding Lead is responsible for providing support to any victims, and the perpetrators
- Where students have exhibited inappropriate/harmful sexualised behaviour and/ exhibited inappropriate harmful sexualised behaviours towards others, the Brook Traffic Light assessment tool will be used, and contact made with duty and advice if appropriate. A co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), children's social work service and health
- We will ensure that the needs of students who abuse others will be considered separately from the needs of their victims
- Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment

Private Fostering

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

Students looked after and previously looked after Children

- All our staff recognise that students looked after previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers are more vulnerable than other students, 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 College will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual School head teacher in respect of all pupils at the school who are subject of 'looked after' status. The virtual School team can be contacted on kirklees.virtualschool@kirklees.gov.uk or by calling 01484 225180

9. Responding to Domestic Abuse

Greenhead College understands that the cross-government definition of domestic abuse and abuse is

- any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality
- The abuse can encompass, but is not limited to psychological, physical, sexual, financial, emotional harm
- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim if this school do identify children for whom domestic abuse may be a concern they will apply the usual referral process and child protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Kirklees duty and advice team (DAAT). Where DV Notifications are received from DAAT, this information will be added to a pupils chronology and child protection record to ensure that appropriate support can be provided where necessary
- Greenhead College is aware of and follow the [Kirklees Joint Agency protocol for domestic violence and abuse – \(Operation Encompass School notification\)](#) contact numbers for this must be kept updated by emailing Education.safeguardingteam@kirklees.gov.uk

10. Attendance and Children Missing Education

- Greenhead College understands that poor attendance can be an indicator of concern for students with welfare and safeguarding concerns, and thus ensures that information is shared between the Student Registration Office, Personal Tutors and the DSL using the Cedar online portal. Likewise the College understands that a parent failing to inform the College that a student has an authorised absence could be a cause for concern and thus, we will follow Kirklees Councils guidance [First Day Calling' procedures](#)
- Students who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Our staff members will follow the [Kirklees Council's guidance for schools where pupils absent themselves during the school day](#) and the Colleges procedures for dealing with students who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future
- Greenhead College appreciates that Kirklees Council has a statutory duty to ensure that all students of compulsory school age receive suitable and appropriate education. We will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#). There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll
- Greenhead College is aware that they must inform the Kirklees Education Safeguarding Service when using reduced timetables for pupils and follow the [Guidance to schools on the use of reduced timetables \(May 2019\)](#)
- Kirklees Education Safeguarding Service can be contacted on Education.safeguardingteam@kirklees.gov.uk

11. A Safer College Culture

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

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- Safeguarding and child protection policy (including online safety)
- College student re-engagement policy

Our College will comply with the guidance for safer working practice for those working with children and young people in educational settings May 2019

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 the Senior Leadership Team over any incident which may give rise to concern
- Record any incidents or decisions made
- Apply the same professional standards regardless of gender, sexuality or disability
- Comply and are aware of the confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

Risk Assessments

- Risk assessments are taken seriously and used to good effect to promote safety. Where relevant, risk assessments are carried out for individual pupils and supported by action plans identifying how potential risks would be managed.
- Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Exploitation

Safer Recruitment, selection and pre-employment vetting

- The College pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of Keeping Children Safe in Education (2019) pages 30 to 52. The College will maintain a single central record which demonstrates the relevant vetting checks required including:
 - A barred list check
 - DBS check at the correct level
 - An identity check
 - A check of professional qualifications
 - A prohibition order and right to work in the UK. (See Part 3 of KCSiE 2019 page 34 paragraph 126-127)
 - All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students
 - The College will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by Kirklees Council
 - The College will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the Colleges human Resource Advisor

Procedures in the event of an allegation against a member of staff or person in College

These procedures will be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a student or may have harmed a student
- Possibly committed a criminal offence against or related to a student
- Behaved towards a student or students in a way that indicates s/he may pose a risk of harm to student

Inappropriate behaviour by staff/volunteers could take the following criteria:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape
- Neglect which may include failing to act to protect a student or students, failing to seek medical attention or failure to carry out appropriate/proper risk assessment
- Staff have a duty to disclose to the Principal where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding students in school
- A safeguarding complaint that meets the above criteria must be reported to the Principal ("case manager") immediately. If the complaint involves the Principal, then the chair of governors must be informed
- The case manager will gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their Colleges Human Resources contact. The completed LADO notification form must be sent to lado.cases@kirklees.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR in consultation with the LADO to decide on the most appropriate course of action
- The case manager **will not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted

- A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager will attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted before the case is closed
- In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct
- In more serious cases, allegations may be investigated under the formal disciplinary procedures and where allegations are upheld, formal warnings issued as well as specific training and support. In cases where pupils may be at further risk gross misconduct, suspension of the member of staff may be appropriate and should be considered in line with the Colleges Disciplinary Policy
- Any staff or volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of pupils will be referred to the Disclosure and Barring Service for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The College will keep written records of all the above

The LADO can also be contacted in emergencies on 01484 221 126

- Where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; www.gov.uk/whistleblowing or alternatively (www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline) also call 01484 225030 or email whistleblowing@kirklees.gov.uk . All messages on the answer machine or email will be heard and seen only by the council's corporate customer standards team
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk

Training and Support

- All staff members should be aware of systems within our school that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the College's safeguarding child protection policy; the Colleges staff code of conduct policy and the Colleges whistleblowing procedures

Designated safeguarding staff must attend:

1. Roles & Responsibilities of the Designated Safeguarding Lead (DSL)
 2. Multi-agency Working Together to Safeguard Children and Young People
 3. A Positive contribution to case conferences and core groups
- They will attend DSL refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting pupils from the risk of radicalisation
 - The College will ensure all staff including temporary and volunteers receive induction and training appropriate to their roles and responsibilities, especially staff new to the College. All staff will complete basic awareness refresher training at least every three years and regular safeguarding and child protection updates via email, e-bulletins, and staff meetings as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Education Safeguarding Service and the Kirklees Safeguarding Children Partnership
 - The Principal will attend appropriate safeguarding training at least every three years
 - Governors, including the nominated Governor will attend specific training for their role, updated at least every three years
 - Training and support can be accessed through Kirklees Schools Safeguarding Officers by emailing schoolsafeguardingofficer@kirklees.gov.uk
 - Any training accessed through third party/independent providers must reflect the Kirklees Safeguarding Children Partnership protocols this training should be recorded by the school. It is the responsibility of the head teacher to quality assure any training that is delivered to staff in this school

12. Child Protection Records

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

- Chronology (summary of significant events and the actions and involvement of the College)
- All completed child protection cause for concern information
- 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
- A copy of any support plan for the pupil concerned
- When a student leaves this College we will ensure that the child protection file is transferred securely and separately from the main student 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 student or others (i.e. self-harming or harmful sexualised behaviour), this information will be shared with the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The Designated Safeguarding Lead will consider if it would be appropriate to share any information with the new College or school in advance of a student leaving. When a student leaves College before their official leave date, the child protection file will be transferred to the new College or school. There is no need for the College to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- When a vulnerable young person is moving to a further education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases when it is deemed appropriate, relevant child protection information will be shared via the FE Safeguarding Information Sharing. The original records will be retained and archived by this College. Due consideration will be given to the sharing of any additional information requested by the receiving establishment
- When the destination educational establishment is not known (*the original records should be retained by the College*)
- When the Student has not attended the nominated educational establishment (*the original records should be retained by the College*)
- There is any on-going legal action (*the original file should be retained by the College and a copy sent*)
- Student records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the educational establishment they are being transferred to will be made and a signature obtained from the receiving educational establishment as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer will be retained for audit purposes
- If a pupil moves from our College, child protection records will be forwarded onto the named Designated Safeguarding Lead at the new educational establishment, 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 must be obtained for audit purposes by the delivering school
- When sending by post, pupil's records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail

- For audit purposes a note of all student records transferred or received will be kept in either paper or electronic format. This will include the students' name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely
- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records
- When a Designated Safeguarding Lead member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files
- All Designated Safeguarding Leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material
- All receipts confirming file transfer will be kept in accordance with the recommended school retention periods. For further information refer to the archiving section

Archiving

The College is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to Duty and Advice. If no referral has been made to Duty and Advice the child protection record should be retained until the students 25th birthday, after which point the file will be destroyed confidentially or deleted from the Colleges electronic system. The decision of how and where to store child protection files must be made by our College 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 Safeguarding Lead or Principal. 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 student

Student and parent access to child protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a student 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 student who has a child protection file has a right to request access to it. However, neither the student 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 student or another person
- Could reveal that the student 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 student
- Is likely to prejudice an on-going criminal investigation
- 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 student 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 student, and parent at least two days before the conference

Safe destruction of the student record

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

Appendix 1 Definitions and indicators of abuse

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>) where child sexual exploitation, or the risk of it, is suspected, College staff should pass the information onto the Designated Safeguarding Lead or the safeguarding team

If the Student already has an allocated social worker, the Designated Safeguarding Lead will contact them (or their team manager) to discuss any concerns about sexual exploitation

A copy of the CSE checklist tool (used to help assess whether a student may be at risk of sexual or criminal exploitation) for partners can be obtained from the KSCP Website: <http://www.kirkleessafeguardingchildren.co.uk/child-sexual-exploitation.html>

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

Child Criminal Exploitation: (CCE)

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

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

CCE often occurs without the child's immediate recognition, and with the child believing they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength. Violence, coercion and intimidation are common, involvement of exploitive relationships being characterised in the main by the child/young person's availability of choice resulting from their social/economic and/or emotional vulnerability

Serious Violence

- Our staff will recognise when students may be at risk from/or involved with serious violent crime by recognising the indicators such as:
 1. Increased Absence from school
 2. A change in friendship or relationships with older individuals or groups
 3. A decline in performance
 4. Signs of self-harm or a significant change in wellbeing
 5. Signs of assault or unexplained injuries
 6. Unexplained gifts or new possessions

Responses from parents

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

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

Children with Special Educational Needs and Disabilities

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

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

Appendix 2 Dealing with a disclosure of abuse

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

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

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

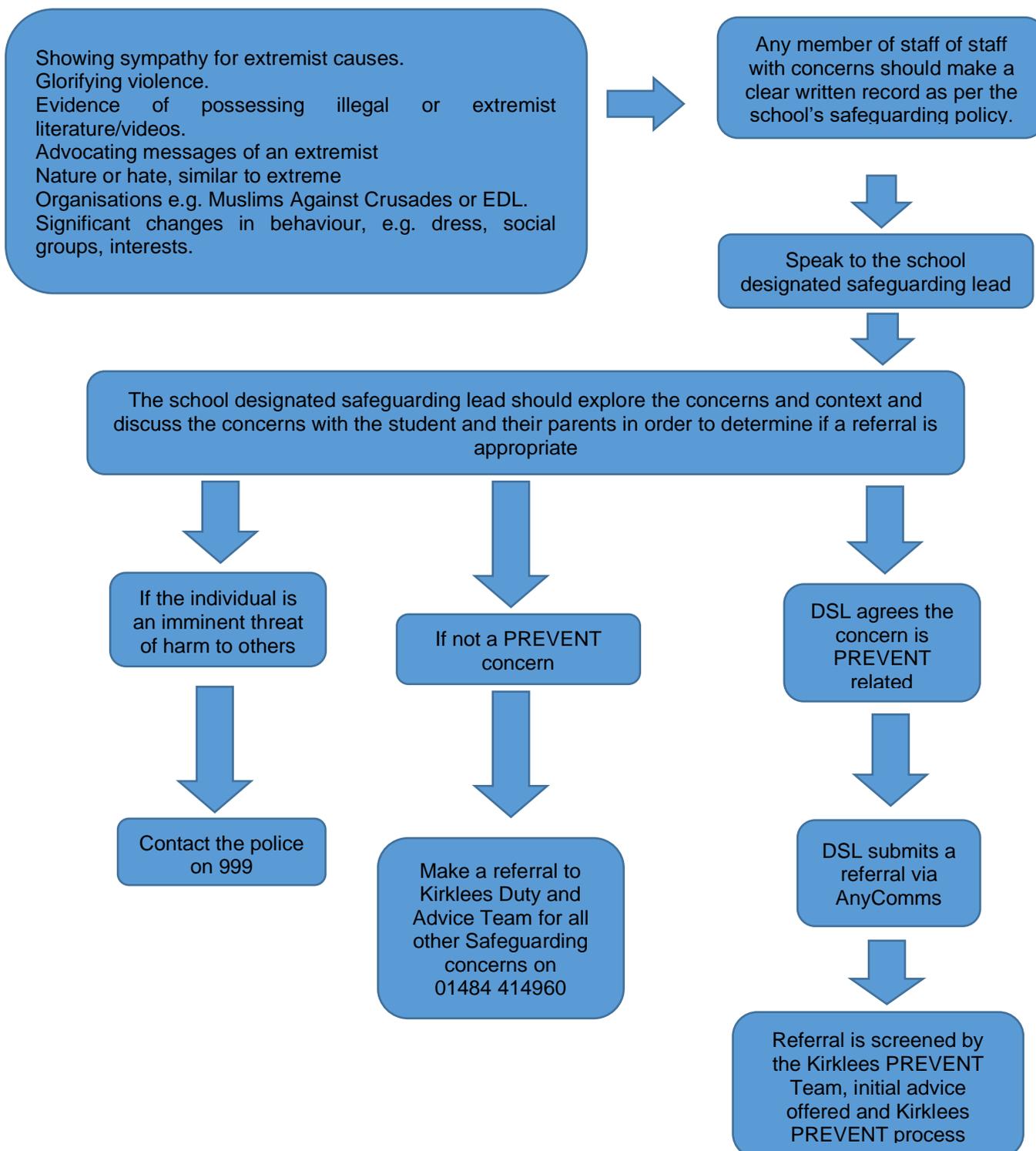
Immediately afterwards

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

Appendix 3 Radicalisation Response Checklist

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

Further information and relevant guidance documents referred to, are available electronically from For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website www.kirklees.gov.uk/prevent or contact the hub via 01924 483747 Anycomms "Prevent Referral"



This policy had been produced in consultation with members of the policy task group:

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

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“This policy has been impact assessed to ensure it complies with all aspects of Equality and Diversity. Members are reassured that this policy is compliant with current equality legislation”.