SAFEGUARDING AND CHILD PROTECTION PROCEDURES

September 2026

Siddal Primary School

Polaris
Multi-Academy Trust

Green highlights= change from previous years policy.

Blue Text = requires individual school arrangements recording.

Siddal Primary Safeguarding Policy and Child Protection Procedures

This policy was developed on 1st September 2026

This policy was signed off by the Governing Body/IEB/Proprietors on 22nd September 2026

The policy will be reviewed in September 2027

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Mrs L Aaron

The Deputy Designated Safeguarding leads are
Mrs R Woodhead, Mrs H Wood and Miss K Watford

The name of the Designated Teacher for Children who are Looked After is Mrs L Aaron

The named Member of the Governing Body for Safeguarding is

Mrs L Tiffany

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Introduction

The policy reflects Calderdale local safeguarding partnership arrangements and in line with:

- Calderdale Safeguarding Children Partnership Policies and Procedures
- West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- Children's Wellbeing and Schools Act 2026
- Early Years Foundation Stage (EYFS) Statutory Framework 2026
- Information Sharing (2024)
- What to do if you are worried a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (updated Dec 2021)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SR Consortium Feb 2022)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
- Children Missing Education - Statutory Guidance 2025
- Alternative Provision – Statutory Guidance 2025
- Behaviour in Schools - Advice for headteachers and school staff – February 2024
- Searching, Screening and Confiscation – Advice to Schools July 2022
- Out-of-school settings: safeguarding guidance for providers 2026
- Meeting digital and technology standards in schools and colleges - updated June 2026
- DfE Education for children with health needs who cannot attend school 2023

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development;

- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and

- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2026)
(Keeping Children Safe in Education, 2026)

The term “Child” or “Children” refers to as anyone under the age of 18 years

We believe that:

- Schools play a key role in the prevention of abuse, neglect and exploitation.

- All children have the right to be protected from harm.

Children need support which matches their individual needs, including those who may have experienced abuse, neglect or exploitation.

Section 1 School Commitment, including Equality and Human Rights.

Equality legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

1. must not unlawfully discriminate against pupils because of their protected characteristics
2. must consider how they are supporting pupils with protected characteristics
3. must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual’s human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

1. Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
2. Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals’ physical and psychological integrity.
3. Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights - Equality and Human Rights Commission

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

The school considers it essential that everybody working in our school understands their

safeguarding responsibilities.

The purpose of this policy is:

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

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

- Reading and understanding Part 1 of Keeping Children Safe in Education 2026
- Providing a safe environment for children and young people to learn and develop in our school setting, and:

identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

Our school leaders and governing body promote a whole school approach to safeguarding pupils, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development with the best interests of the child at their heart. There is a focus around ensuring the child's wishes and feelings are taken into account when determining what action should be taken following the raising of any safeguarding concern.

The Trust and the school ensures this policy and procedures document will be reviewed on an annual basis to reflect changes in national and local guidance.

The school is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse or exploitation, especially those with identified special educational needs and/or a disability (SEND). We recognise that children who are abused, neglected or exploited may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2026.

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 as laid out in KCSIE 2026 Part 3, is adhered to in terms of scrutinising applicants and the undertaking of all pre-employment vetting checks, appropriate to role and the level required for that role.

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

- all staff, including teacher trainees, agency and third party supply staff who work at the school;
- all members of the school Governing body
- all others who work in regular contact with children in the school, including volunteers
- (for independent schools/academies/free schools) all members of the proprietor body

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

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

Safer Recruitment trained staff

Mrs L Aaron (Head of School)

Mrs R Woodhead and Mrs H Wood (Senior Leaders)

The above people have undertaken appropriate safer recruitment training within the last 3 years, sufficient to cover Part 3 of Keeping Children Safe in Education 2026, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are

aged over 16 (i.e. elder siblings) the school will consider on a case-by-case risk assessment basis whether such checks are necessary.

2.2 Safe Working Practice

The Teaching Standards (Updated December 2021) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance with the Safer Recruitment Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (February 2022) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistleblowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- understand their responsibilities to safeguard and promote the welfare of pupils
- 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
- should work, and be seen to work in an open and transparent way including self-reporting if their conduct or behaviour falls short of these guiding principles
- should acknowledge that deliberately invented/malicious allegations are rare and that all concerns should be reported and recorded
- should apply the same professional standards regardless or culture, disability, gender, language, racial origin, religious belief and sexual orientation
- should not consume or be under the influence of alcohol or any other substance, including prescribed medication, which may affect their ability to care for children
- should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct, prohibition from teaching by the Teaching Regulation Agency (TRA)
- should continually monitor and review practice to ensure this guidance is followed
- should be aware of and understand the school/college safeguarding policy and child protection procedures including arrangements for managing allegations against staff, staff behaviour policy, whistleblowing procedures and the procedures of the local safeguarding children partnership

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

No disciplinary action will be taken against any member of staff who acts in good faith in reporting concerns about a colleague. If the staff member or volunteer feels unable to raise a concern within school, or feels that their genuine concerns are not being addressed or taken seriously they can contact the NSPCC Whistleblowing Advice Line (0800 028 0285: 8.00am – 8.00pm Mon to Fri; email address: help@nspcc.org.uk).

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed e.g. EVOLVE.

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 Child Criminal Exploitation.

2.4 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff whom they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We aim for all pupils to know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection. Likewise, pupils are informed that there is/are a Deputy DSL(s) who they can talk to if the DSL was not in school, We inform pupils 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.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are through student leadership groups and school councils.

We make pupils aware of these arrangements through assemblies; classrooms displays and via the school's newsletter.

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

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm.

We 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 safeguarding related information, unless we have permission to do so, or it is necessary to fulfil our Statutory Information Sharing Duty (see section 2.6).

The school will share with parents or those persons with parental responsibility, any concerns we may have about their child unless to do so may place a child at increased risk of harm.

We encourage parents to discuss any concerns they may have with the appropriate school staff and we encourage parental feedback to the school on safeguarding concerns. We make parents aware of our policy through the school's website and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our safeguarding curriculum through the school's website.

2.6 Partnerships with others and Statutory Information Sharing Duty

Schools and education providers hold vital information that helps identify need at the earliest opportunity. Sharing of information helps in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The Children's Wellbeing and Schools Act 2026 introduced a statutory information sharing duty on schools to share safeguarding related data and information with Children's Social Care, the Police and Health agencies where safeguarding concerns arise that require the advice or guidance from other safeguarding professionals.

Limitations to this duty may be triggered in circumstances where:

- a child is placed at risk of significant harm as a result of information being shared
- interfering with a police operation
- contravention of procedures in the Family Court

Details of any information sharing undertaken, will be recorded in the child's safeguarding file.

Further detail can be found in the following HM Govt guidance: Information sharing - advice for practitioners

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

Where partner agencies such as the police and/or social care attend school to conduct enquiries under section 47 of The Children Act 1989, staff will inform the headteacher or principal as to the nature of the enquiries. Consideration will always be given to the requirement for children to have an Appropriate Adult present. Further information can be found in the DfE guidance:
Searching, Screening and Confiscation - Advice to schools July 2022

2.7 School Training and Staff Induction

Following successful completion of Initial Designated Safeguarding Lead (DSL) training, the school's DSL and any person undertaking the role of Deputy DSL undertakes refresher training at 2 yearly intervals, provided by Calderdale Council's Schools Safeguarding Service. The DSLs also attend other opportunities such as Trust led supervisions and LA led events to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Head of School and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. The Trust and school ensures that this takes place through an on-line training platform and in house updates from the school's DSLs and/or DDSLs.

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

In line with KCSIE 2026, all staff upon induction will also receive:

- copy of the school's Safeguarding Policy and Child Protection Procedures
- copy of the school's behaviour policy
- copy of the staff code of conduct/staff handbook
- copy of the school's safeguarding response for managing children who are absent from education on repeat occasions and/or prolonged periods
- copy of KCSIE 2026 Part One

2.8 Support, Guidance and Supervision for Staff

Staff will be supported by the DSL and/or DDSL at the school, the Local Authority and professional associations.
The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead will be supported by the Trust DSL peer network.
Advice is available from the Schools Safeguarding Advisor from the Local Authority.

Safeguarding is also an agenda item for staff briefings where required and therefore there is an opportunity for discussion and to raise concerns on a regular basis.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive in house supervision opportunities with their peers.

2.9 Alternative Provision including Work Placements

Alternative provision refers to education arranged by schools or local authorities for pupils who, due to exclusion, illness, or other reasons, cannot attend the school they are registered at. It may include placements in pupil referral units (PRUs), vocational training centres, FE colleges, or other approved providers.

Our school maintains responsibility for safeguarding our pupils in any such alternative provision, for any period of time.

We ensure that all AP providers have appropriate safeguarding policies and procedures in place and secure written confirmation from providers, that staff at AP settings have undergone relevant safeguarding training and have been subject to all appropriate safeguarding checks, i.e. those checks that school would otherwise perform in respect of our own staff.

We maintain regular contact with AP providers to monitor pupil attendance, engagement, and wellbeing. This includes contextual safeguarding considerations when assessing risks in AP placements. (See Sect 3.12)

When organising work placements, the school is committed to ensuring that all placements are safe, appropriate, and supportive of pupil wellbeing and development, and ensure that the placement provider has policies and procedures in place to safeguard pupils.

Alternative Provision – Statutory Guidance Updated Feb 2025

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

3.1 Child Abuse, Neglect and Exploitation

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

Definitions:
('Working Together' 2026 and 'Keeping Children Safe in Education' 2026)

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. Harm can include ill treatment that is not physical as well as the

impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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.

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 verbal abuse, such as persistent criticism, belittling, or name calling, as well as 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, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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 as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery Modern slavery

- Statutory guidance. In accordance with this guidance, a relevant referral should be completed where a potential victim of CCE or CSE is identified.

All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2026' and the Calderdale Safeguarding Children Partnership guidance.

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

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Help Pathway Assessment, Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed. These signs or indicators may be of one of the main four types of abuse or neglect or may relate to other specific safeguarding issues.

3.2 Supporting the child and partnership with parents

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

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

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

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

3.3 The Prevent Duty

Children may be susceptible to extremist ideology and radicalisation. Just like any other form of abuse, protecting them is a vital part of the school's approach to safeguarding.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

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

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to 'Channel', a voluntary confidential support programme focussing on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Referrals are assessed and may be passed onto a multi-agency Channel panel who meet to discuss the individual concerned and determine any appropriate support that may be required. When considering what support may be necessary in respect of a referred child, the Channel Panel will require the consent of the parent/carer of the referred child before any support can be delivered through this programme.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

The Prevent Team can be contacted as follows: prevent@calderdale.gov.uk

The school will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils' resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Safe spaces will be led by key staff, aligned to or including the DSL / DDSL.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, social media and gaming. (See additional information on roles, responsibilities, and requirements in respect of filtering and monitoring in Section 6.1 of this document)

3.4 Child Criminal Exploitation (CCE)

County Lines

The school recognise that specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators may threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons for a sense of protection and may often commit crimes themselves. Such vulnerability is not always recognised and victims may be criminally exploited even if the activity appears to be something they have agreed to or consented to.

This form of exploitation can be committed or facilitated by an organised network or gang, and victims may identify as part of this group.

Criminal exploitation of girls can be different from boys with girls often being at a higher risk of sexual exploitation.

Key indicators to identifying potential involvement in child criminal exploitation involve:

• children who appear with unexplained gifts or new possessions;
• children who associate with other young people involved in exploitation;
• 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.

When identifying missing episodes, the victim may have been trafficked for the purpose of transporting drugs. The school will therefore consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

National Referral Mechanism - Guidance April 2026

Child Sexual Exploitation

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

CSE - A Guide for Practitioners

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge. CSE can affect any child who has been coerced into engaging in sexual activities including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited.

Victims are not always recognised and can be criminalised for actions they take whilst under coercion without fully understanding the abuse they are experiencing.

Staff have been made aware of some of the key indicators of CSE during staff annual safeguarding training. In addition, the school appreciates that it has a role to play in the prevention of CSE within its safeguarding curriculum, through the development of healthy relationships.

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and child protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant to MAST and the Child Exploitation (CE) Hub.

The school also appreciates that we have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school, the DSL will share this appropriately with the police.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Tackling modern slavery is a complex process involving partner agencies. School have a part to play in identifying signs and indicators of this form of exploitation, ensuring appropriate referrals are made through the DSL to the Police, Calderdale MAST and the National Referral Mechanism (NRM) Further details can be found at: National Referral Mechanism - Guidance April 2026

3.5 Female Genital Mutilation

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

Staff are trained in the awareness of the indicators of FGM. If they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators, they must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and make appropriate referrals to MAST and the Police as per their mandatory reporting duty. Staff will not undertake any examination of a pupil.

Multi-Agency Guidance on FGM - DfE 2020

3.6 Domestic Abuse (DA) and Relationship Conflict

Healthy relationships between parents and carers are critical to the holistic wellbeing of children. Where conflict is frequent and unresolved it can be harmful to both adults and children. Staff working with children may be the first to identify signs of anxiety in children that may be linked to parental conflict. School staff will work to support families and signpost for early help.
Further information can be secured from: relationshipmatters.org.uk a programme supported by all West Yorkshire local authorities.

The school understands that the cross-government definition of domestic violence and abuse is:
any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, or emotional harm.
Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

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

If staff do identify children for whom domestic abuse (DA) may be a concern, they must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then refer cases where relevant to Early Intervention Panels or MAST and share information where necessary with the Domestic Abuse Hub within the context of the daily risk assessment management meeting (DRAMM). Where DA Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Operation Encompass.

Operation Encompass is an initiative that directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse.

One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with schools, not just those where an offence can be identified.

It is a system that provides rapid support within the school environment meaning children are better safeguarded against the short, medium and long term effects of domestic abuse.

Operation Encompass provides an efficient, confidential channel of communication between the police, via the Domestic Abuse Hub to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key school staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

This information is shared by the Police with schools regardless of whether parental permission to share the information has been provided at the time of Police attendance at the domestic incident. All records are managed at Child Protection level and are recorded securely and directly onto the individual child safeguarding record in school in full accordance with General Data Protection Regulations (GDPR 2018) and the Data Protection Act 2018.

3.7 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

Staff at the school receive training to understand that forced marriage is a safeguarding concern and they will follow the normal safeguarding process and child protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST.

In dealing with such a concern the safeguarding team will work with other safeguarding agencies following national guidance updated in April 2023:

The Right to Choose - HM Govt. guidance on Forced Marriage

3.8 Child on Child Abuse

Children can and sometimes do, abuse other children (sometimes referred to as child-on-child abuse). This can happen both inside and outside of school and online (known as cyber bullying).

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents,
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- serious physical assault and harm, or the threat of harm with a weapon,

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

School staff have received training in recognising the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Staff recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

Staff understand, that even if there are no reports of such abuse in school it does not mean it is not happening, it may be the case that it is just not being reported. Staff are aware that it is important that if staff have any concerns regarding child-on-child abuse, they speak to the designated safeguarding lead.

All staff are trained to understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff are clear that whilst these may be responded to through behaviour management processes, there is also a need for this information to be shared with the DSL in order to address any underlying safeguarding concerns.

School staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to child-on-child abuse.

Such behaviour should never be considered as 'banter' or part of growing up. Child-on-child abuse often meets the threshold for the recording and investigation of criminal offences by the Police.

Staff becoming aware of any incident of child-on-child abuse must follow the safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST and potentially the Police, should criminal offences be identified.

Child-on-child allegations that do not meet the threshold for police investigation will be subject of internal school investigation by the Designated Safeguarding Lead and/or senior leaders at the school. This will involve speaking to the victim and any witnesses to secure accounts of the allegation. All findings including any additional information secured, will be considered when making decisions around resolution of the allegation. Outcomes may involve application of the school behaviour policy.

School recognises that victims of child-on-child abuse need to be supported and with parental consent, may secure external agency support where this is deemed appropriate.

All staff will reassure 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 child on child abuse, nor should a victim ever be made to feel ashamed for making a report.

School recognises that perpetrators of child-on-child abuse may have identified un-met needs of their own and with parental consultation, may secure external agency support where this is deemed appropriate.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure from a child or young person and/or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' or sending 'nudes or semi nudes', it will refer to the guidance in the UKCIS document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024).

Sharing Nudes and Semi-Nudes - Guidance to education settings - updated March 2024)

Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident must be referred to the DSL immediately
- The DSL should hold an initial review meeting with appropriate school staff
- There will be subsequent interviews with the young people involved (as appropriate)
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- The DSL will assess the information available and with the use of appropriate risk assessment tools, decide the appropriate response by the school to such an incident Calderdale Sexual Harmful Behaviour Toolkit
- If at any point in the process it has been established a young person has been harmed or is at risk of harm, or such behaviour involves a young person communicating with an adult, then a referral will be made to children's social care and/or the police immediately.

3.10 Attendance and Children Absent from Education

Children being absent from education for prolonged periods, and/or on repeat occasions can act as a vital safeguarding warning sign. Staff receive training to understand the impact of persistent absence of children and the effect that absence places on their safeguarding and well-being.

The school maintains a whole school culture that promotes the benefits of high attendance and has robust procedures in place to monitor absence and where it becomes a concern, that information is shared between key school leaders including the school's DSL and/or DDSL. Likewise, school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

The school has a duty to investigate such unauthorised absences to establish if safeguarding concerns are evident.

Once identified as a concern, the school will work with the Local Authority Education Welfare Service and other partner agencies as necessary to support children and their families to achieve high school attendance following the below DfE guidance:

DfE Guidance: Working Together to Improve School Attendance – July 2026

The school appreciates that the Local Authority has a statutory duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education.
The school will therefore support the Authority in ensuring that this duty is carried out effectively.

There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

The Local Authority will be informed when a pupil has been added or removed from the admissions register at non-standard transition times, within five days of them joining.

Where a pupil leaves the School**,** the Local Authority will be notified as soon as grounds for the deletion are met but no later than when the name is deleted from the register. The grounds for deletion are where a pupil:

- has been taken out of school by their parents and is being educated outside the school system e.g. is in home education
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the School does not reasonably believe they will be returning at the end of that period
- has been permanently excluded

The school understands that it is essential that contact is made with the Education Welfare Service as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, the school will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

DfE Guidance: Children Missing Education - Sept 2025

3.11 Serious Violence

Staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Factors which heighten risk and increase the likelihood of involvement in serious violence, include being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

The school response to such concerns will involve a partnership approach, which may involve local authority services via a MAST referral, the Police and other partnership services.

Further detail can be obtained from the Home Office guidance document:

Serious Violence - Home Office Dec. 2022

3.12 Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the environments in which young people spend time, such as peer groups, neighbourhoods, and online spaces, can expose them to risk.

Our school is committed to safeguarding all pupils, not only within the home but also in the wider contexts in which they live and interact. We recognise that extra-familial harm can occur in various settings and that effective safeguarding requires a holistic understanding of these environments.

Should staff identify any such concerns, they will refer them to the Designated Safeguarding Lead, immediately.

The school will work collaboratively with our safeguarding partners in children's social care, police, and other community agencies to address and reduce such risks.

3.13 Children with Family Members in Prison

School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. They are more likely to be absent (or excluded) than their peers, to experience mental ill-health and drug and alcohol misuse. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.14 Child on Child Sexual Harassment and Sexual Violence

Sexual harassment and sexual violence involving children at the school is a form of child-on-child abuse. It can occur between children of any age and sex. It can happen inside or outside of school and online. 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 harassment and sexual violence will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual harassment and sexual violence exist on a continuum and may overlap, they can occur online and offline (both physical and verbal).

Children with Special Educational Needs and Disabilities (SEND) are 3 times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

• communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL and the SENCO.

School staff are made aware through safeguarding training of the specific stance the school takes on this subject including:

- making clear that sexual harassment and sexual violence is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual harassment or sexual violence 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.

Staff awareness training also includes:

- not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it
- recognising the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of Harmful Sexual Behaviour (HSB), sexual harassment and sexual violence.
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language

A whole school approach is taken to such safeguarding concerns and includes preventative education through the school PSHE/RSHE curriculum.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual harassment, or sexual violence. Nor should a victim ever be made to feel ashamed for making a report.

The following definitions are to be applied on a child-on-child context:

Sexual harassment is defined as unwanted conduct of a sexual nature which can occur both online and offline and inside and outside of school or college.

Sexual violence can and does occur, both inside and outside of school or college. It involves the criminal sexual offences defined in the Sexual Offences Act 2003 which include: Rape, Assault by Penetration, Sexual Assault and Causing someone to engage in sexual activity without consent.

In relation to the issue of consent the following legal definitions apply:

- a child under the age of 13 can never consent to any sexual activity
- the age of true consent is 16
- sexual intercourse without consent is rape

School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives.

A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual harassment or sexual violence to ensure children are protected from harm.

Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead.

There are a number of options the school may consider in respect of the management of a report of sexual harassment or sexual violence between children and each case will receive an appropriate bespoke response as facts are established.

Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for the children involved. Should an outcome involve a move to an alternative school for any child, then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

The school will maintain protective and supportive measures for victims which may need to cover an extended period of time.

3.15 Homelessness

The school are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social Behaviour. The school recognise that referrals to Calderdale Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified, or a child has been harmed or is at risk of harm. In some cases, children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified, Children's Social Care will be the lead agency and the Designated Safeguarding Lead at school will ensure that an appropriate referral has been made to the Calderdale Multi-Agency Screening Team in the first instance.

The Homeless Reduction Act 2017 places a legal duty on councils to provide advice and support.

3.16 Private Fostering

A 'privately fostered' child is a child under the age of 16 (18 if disabled) who is cared for and accommodated by someone other than a parent or close relative for more than 28 consecutive days.

Any child separated from their parent is potentially vulnerable and thus there is a responsibility to ensure that the alternative care meets their welfare and safety needs.

The parents or those with parental responsibility and the private foster carer have a duty to notify the local authority of this arrangement.

In accordance with Part 9 of The Children Act 1989, where a private fostering arrangement is identified in respect of any child, the school will inform the relevant local authority of such an arrangement in order to ensure the child will be satisfactorily safeguarded and their welfare promoted.

3.17 Child Mental Health

Our staff recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should attempt to make a diagnosis however, our school staff are well placed to observe children on a day-to-day basis and identify behaviour that might suggest a child is experiencing a mental health problem or be at risk of developing one.

Where children have suffered potentially harmful adverse childhood experiences, this can have a lasting effect throughout childhood and into their adult life.

Calderdale have a number of support services with access to trained professionals that are available to support schools. The support available is coordinated through the Open Minds programme and can be accessed through the following link: www.openmindscalderdale.org.uk

All concerns identified about child mental health problems identified by a member of staff will be referred to the DSL so the most appropriate follow up action can be taken.

Section 4 Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors.

Where an allegation is made against any person working in or on behalf of the school, the procedures detailed in Keeping Children Safe in Education 2026 (Part 4) and the Calderdale Managing Allegations procedures will be followed.

4.1 Managing allegations that may meet the harm threshold

Whilst we acknowledge such allegations may be false, malicious, or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Calderdale.

Allegations made against a member of staff will be dealt with by the Head Teacher/Principal.

Where an allegation is made against the Head Teacher/Principal the matter will be dealt with by the Chair of the Governing Body.

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 Calderdale MAST. 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.

4.2 Managing concerns that do not meet the harm threshold

Where lower-level concerns and allegations that do not meet the harms test are reported or identified, the school will ensure that they are shared responsibly and with the right person and that they are appropriately dealt with and recorded.

School will encourage an open and transparent culture; to identify concerning, problematic or inappropriate behaviour early; minimising the risk of abuse; and ensuring that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

Concerns identified at the lower level indicate that an adult may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Where considered relevant, the school will ensure parents/carers are informed.

4.3 External groups or individuals using school premises

In relation to allegations: Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow its safeguarding policy and procedures, including informing the LADO.

Child Protection Procedures

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to safeguarding

- To have clear procedures that are followed when a child is identified as needing more than universal services can provide.

The term “child “or “children” refers to anyone under the age of 18 years.

Section 5 Pupil Information

5.1 Pupil Information

In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any 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 encourages 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 missing education is identified as a welfare and/or safeguarding concern
- 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. Residence Order, Contact Order, Care 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 the Early Help Pathway or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA).
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the requirements of the Data Protection Act 2018 and safeguarding requirements.

CPOMs is the method which the school will collate, store and agree access to this information.

5.2 Transfer of files

It is the responsibility of our school to maintain the original child protection file whilst the child is a pupil here.

When a child leaves the school their original child protection file is transferred to their new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This original file will be transferred separately from the main pupil file. This is usually undertaken between Designated Safeguarding Leads at both schools and may be undertaken electronically. If the child moves out of area the child protection file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

When a vulnerable young person is moving to a further education (FE) establishment, consideration will be given to the student’s wishes and feelings about their child protection information being

passed on, so that the FE establishment can provide appropriate support. Consent will always be sought from the student. If the student cannot consent, information can be shared with professionals only if it is necessary and in their best interests.

A transferring school does not need to keep copies of child protection files, however, may have good reason to do so, such as a copy of the child's chronology and any documents that the school created e.g. risk assessments and documents in relation to involvement with ongoing proceedings, in an archive file. Any such files must be kept in accordance with the school data retention policy and rules.

The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Section 6 Roles and Responsibilities

6.1 The Governing Body

Our Governing Body will ensure that:

- all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the school's safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. The training will be regularly updated.

- there is a named Safeguarding Governor that takes the lead on safeguarding arrangements ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development with a focus on the best interests of the child

- the school has an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis;

- the school has a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- the school promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities.

- the school has a staff behaviour policy or code of conduct and that this 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 has appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions;
- 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 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 pupils to ensure that there is a good understanding of child protection issues related to electronic media;

- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection;
- the school has one or more deputy DSL's who are trained to the same standard as the lead DSL;
- that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum;
- they remedy, without delay, any deficiencies, or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations being made against the head teacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place with regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their safeguarding related policies and procedures annually;
- will ensure 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 (CLA);

Filtering and Monitoring systems, and Generative Artificial Intelligence

- the school has implemented appropriate electronic filtering and monitoring systems to safeguard children from potentially harmful and inappropriate online material, while ensuring that "over blocking" does not unreasonably restrict educational content. If the school chooses to incorporate Generative AI products into its processes, it will maintain robust filtering mechanisms to reliably prevent access to harmful content, with updates made in response to any emerging threats;

  additionally, the school will enforce comprehensive activity logging procedures around AI usage, including recording input prompts and responses, analysing performance metrics, and alerting the Designated Safeguarding Lead when harmful or inappropriate content is accessed or attempted;
- the school will obtain parental consent for using any pupil data in AI tools;
- staff including the head teacher, undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This will be updated annually;
- an annual review of the filtering and monitoring provision at the school is undertaken to ensure that the school is meeting standards provided by the DFE;
- a member of the senior leadership team and a governor, is responsible for ensuring the above standards are being met.

Further guidance on the use of Generative AI in schools can be found at: Generative artificial intelligence (AI) in education- August 2025

In creating compliance with all DfE requirements on the use of IT, the school will adhere to the: Meeting digital and technology standards in schools and colleges - updated June 2026

6.2 The Head Teacher

Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- 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 inter-agency meetings and contributing to the assessments of children;
- EYFS Safeguarding and Well-Being requirements are met in line with section 3 of the Early Years Statutory Framework;
- there are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s);
- 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 in cases where a person is dismissed or removed due to risk/harm to a child. This is a legal duty placed upon the school.
- where a teacher is dismissed or school ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, our head teacher must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Details about how to make a referral to the Teaching Regulation Agency can be found on https://www.gov.uk/guidance/teacher-misconduct-referring-a-case

6.3 The Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL) as stated in Keeping Children Safe in Education (2026) will ensure that they:

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

NSPCC When to call the police

Work with others

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
  and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role, so they:

- take lead responsibility for safeguarding and online safety, which includes overseeing and acting on: filtering and monitoring reports, safeguarding concerns and checks to filtering and monitoring systems;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Providing support to staff

The school will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore the designated safeguarding leads will be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Availability

- during term time the designated safeguarding lead (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns. (The term 'available' includes by means of electronic communication using a mobile device);
- there will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

(if you have a number of people trained at DSL level it would be worth inserting a hierarchy of how this works in practice – showing that ultimately there is a lead DSL who provides the central point for all Safeguarding concerns).

6.4 Staff and Volunteers

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's safeguarding policy and child protection procedures;
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' 2026;
- will receive appropriate safeguarding and child protection training (including online safety)

which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems and procedures in place at school;
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- provide a safe environment in which children can learn;
- be aware that they may be asked to support a Social Worker to take decisions about individual children;
- inform the designated safeguarding lead of any concerns about a child immediately;
- inform the head of any concerns regarding an adult within school at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity.

Section 7 Responding to concerns and follow up actions

7.1 Concerns that staff must immediately report

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

Concerns that staff must immediately 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 Child Exploitation (CE);
- any potential indicators of FGM;
- any potential indicators of Radicalisation;
- any potential indicators of living in a household with Domestic Abuse.

7.2 Responding to Disclosure

Disclosures or information may be received from pupils, 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. Where pupils have difficulty communicating their concerns, an appropriately trained member of staff will support them.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

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.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

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 school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me….';
- 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, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's;
- 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 who will be involved as appropriate;
- record details including what the child has said, in the child's words on a 'Record of Concern'/'Cause for Concern' form (Example available in Appendix 1) or on electronic system eg. CPOMS and record any visible signs, injuries or bruises on a Body Map (Example available in Appendix 2).
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

7.3 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising a concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child;
- whether the child is subject to a child protection plan;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate professionals known to the child e.g. Early Help Service Manager, Multi-Agency Screening Team (MAST), medical professional working with the child and/or Safeguarding Advisor for Education;
- the child's wishes.

Then decide:

- 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;

- whether to make a child protection referral to the Multi-Agency Screening Team (MAST) 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 (e.g. Early Help assessment) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated until the DSL feels that some resolution has been achieved. Initial escalation would be to the appropriate Practice or Team Manager, however, may also involve escalation to the appropriate Service Manager if it is felt necessary to do so.

7.4 Action following a child protection 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 Multi-Agency Screening Team (MAST) 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 – 2.8 Resolving Multi Agency Professional Disagreements and Escalation;

  westyorkscp.trixonline.co.uk/search?q=escalation

- where a child subject to a child protection plan moves from the school or goes missing, school will immediately inform the Multi-Agency Screening Team (MAST).

7.5 Recording and monitoring

Accurate records of concerns, discussions and decisions will be made as soon as practicable and will clearly distinguish between observation, fact, opinion, and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed.

An example of how this is done can be found in Appendix 1.

The DSL ensures that the method for other members of staff of volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed.

Safeguarding records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;

- a note of any action taken, decisions reached, rationale for those decisions, and the outcome.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of access. The creation, retention and maintenance of all child protection files will meet the requirements of the Data Protection Act 2018 (which includes the General Data Protection Regulations 2018)

It is the responsibility of the final school the child attends to maintain the original child protection file until the child reaches their 25th birthday. If the file relates to sexual abuse, retain until the child's 75th birthday.

https://www.gov.uk/guidance/data-protection-in-schools/record-keeping-and-management

Appendix 1

Child Protection
Cause for Concern Form

Date:		Time:	
Name of Child:			
Date of Birth:		UPN Number:	
Reporting Adult:		Role:	
Reporting Adult Signature:		DSL Signature:	

Details of Concern (who, what, where, when): Facts - Opinions -
DSL Follow up:

Early Intervention Service Manager Contacted for advice Yes/No Early Intervention Panel Referral Yes/No MAST Contacted for advice: Yes/No MAST Referral: Yes/No Time of contact: Outcome of contact: Child's CASS Number:
Actions:
Review Date:

Appendix 2

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

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

When you notice an injury to a child, try 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?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

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

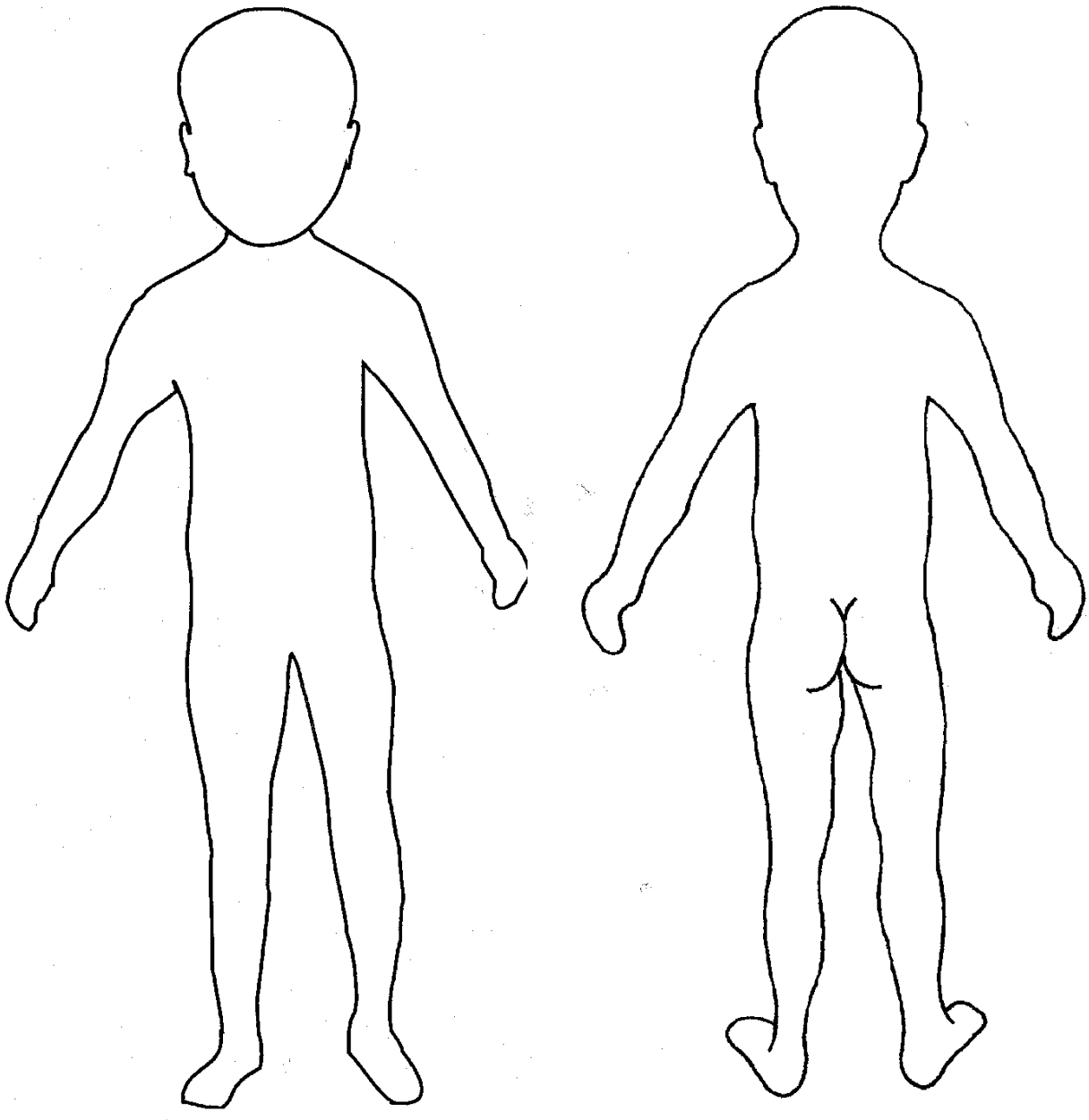
BODYMAP

(This must be completed at time of observation)

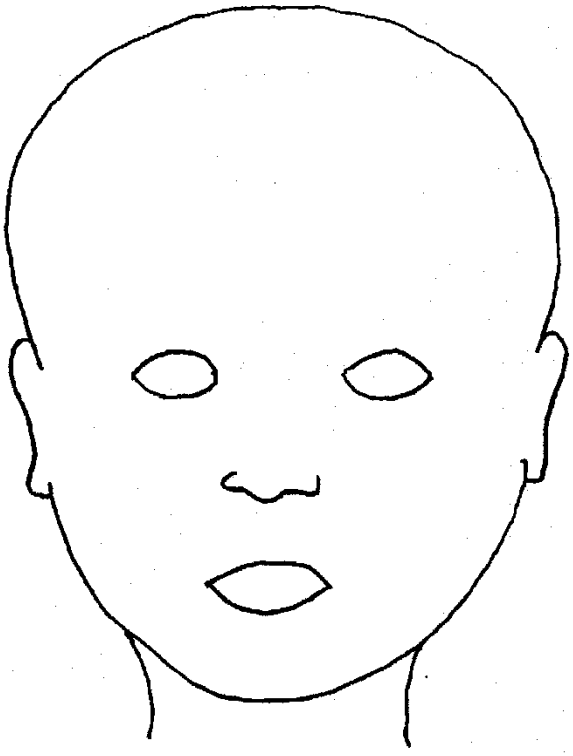
Name of Pupil: ..... Date of Birth: .....

Name of Staff: ..... Job title: .....

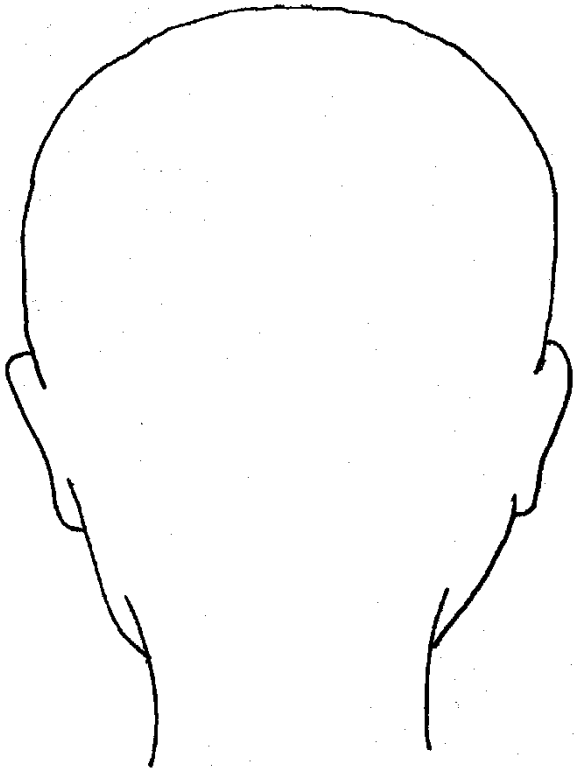
Date and time of observation: .....



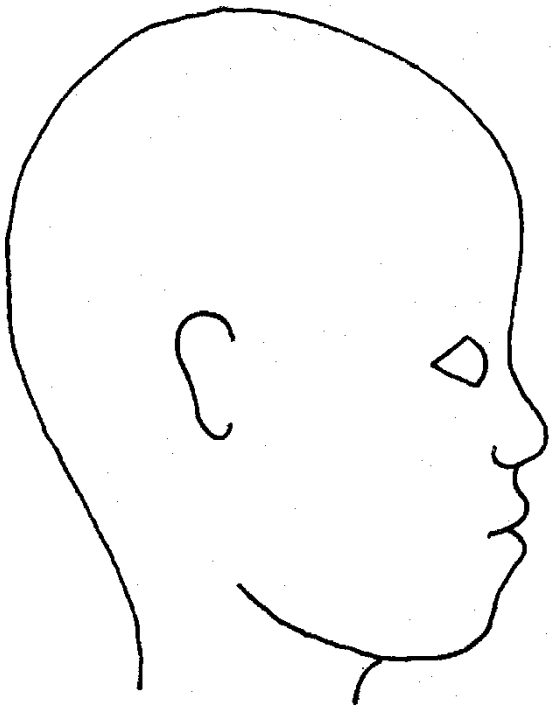
Name of pupil: ..... Date and time of observation: .....



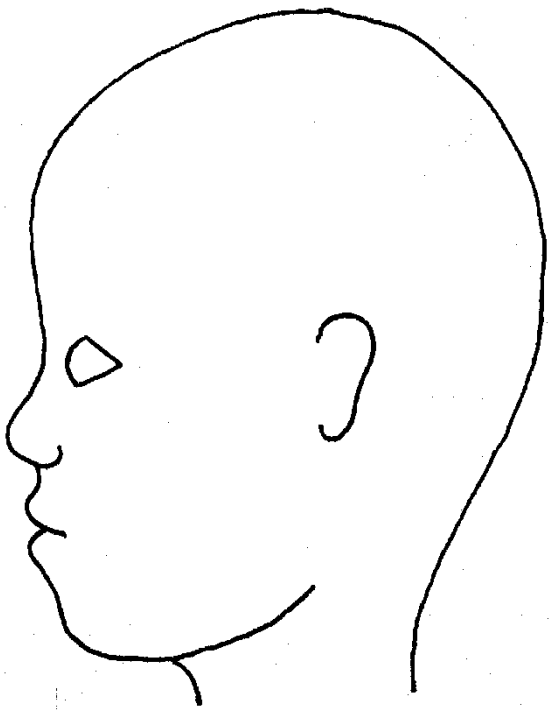
FRONT



BACK



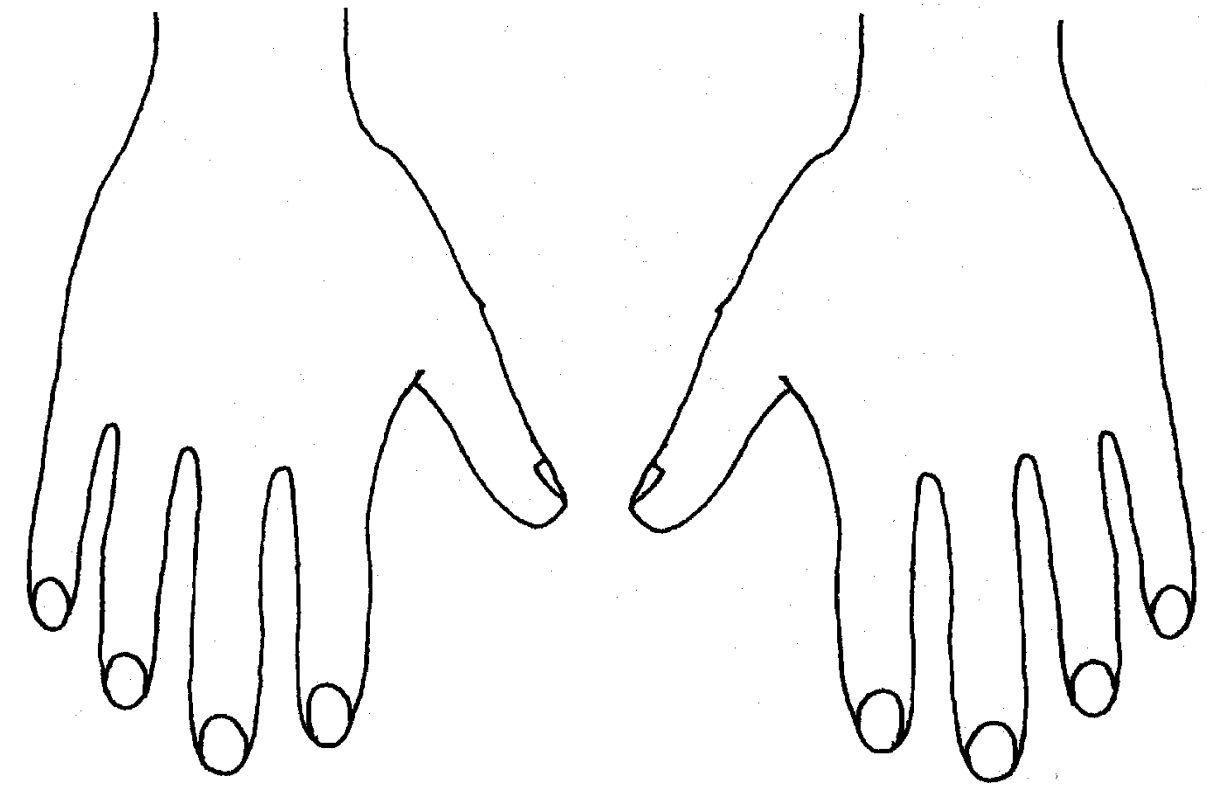
RIGHT



LEFT

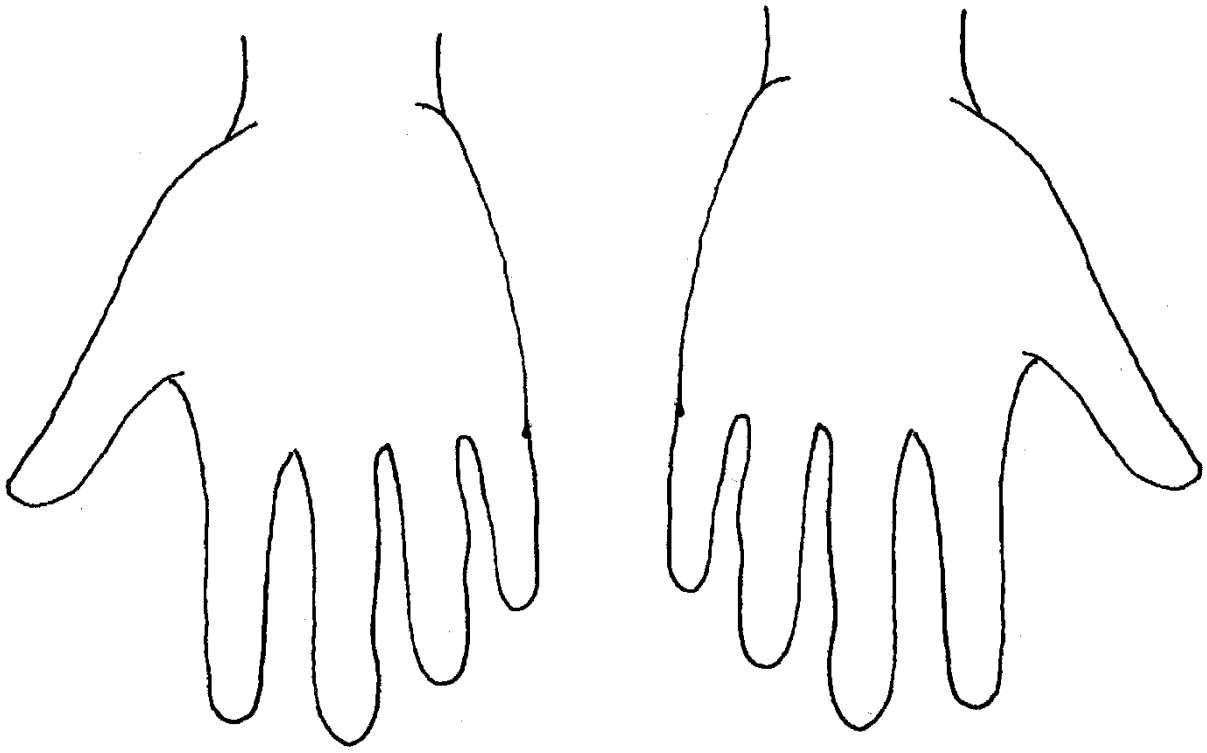
Name of pupil: .....

Date and time of observation: .....



R **L**

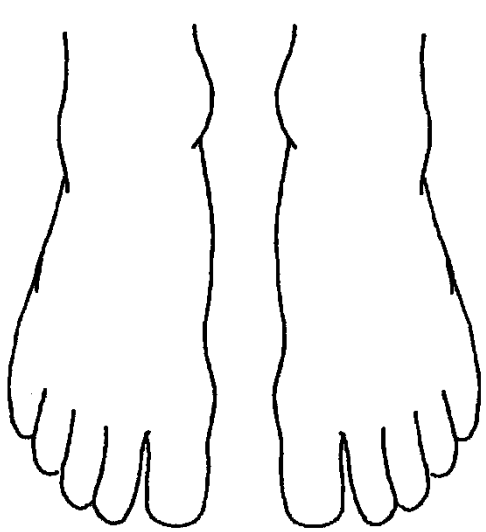
BACK



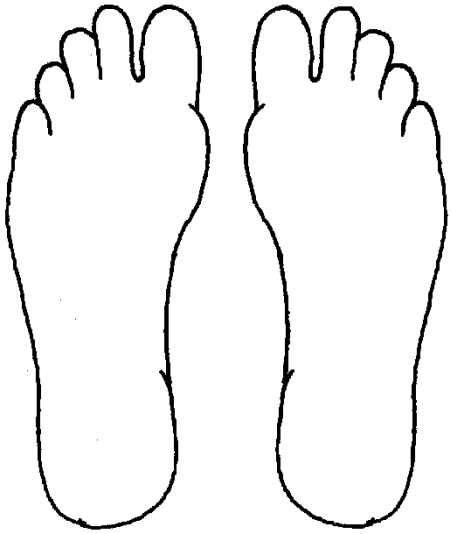
FRONT

Name of Pupil: .....

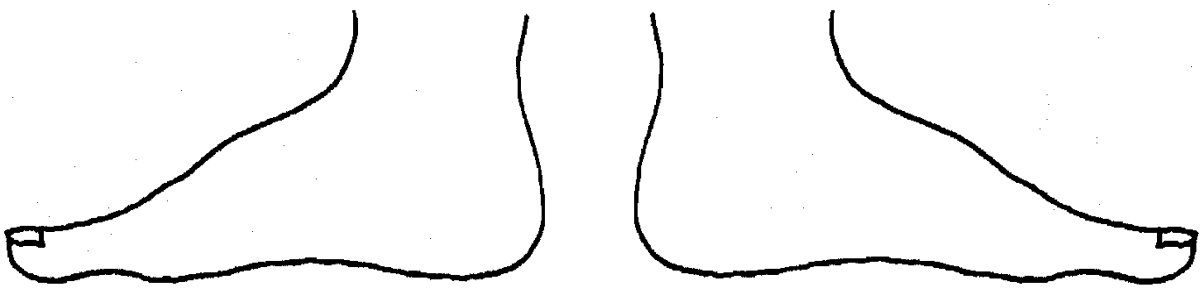
Date and time of observation: .....



R **TOP** **L**

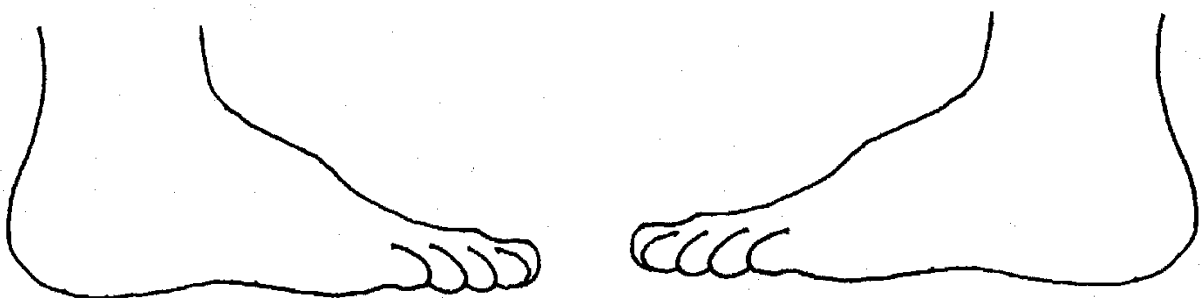


R **BOTTOM** **L**



R **L**

INNER



R **L**

OUTER

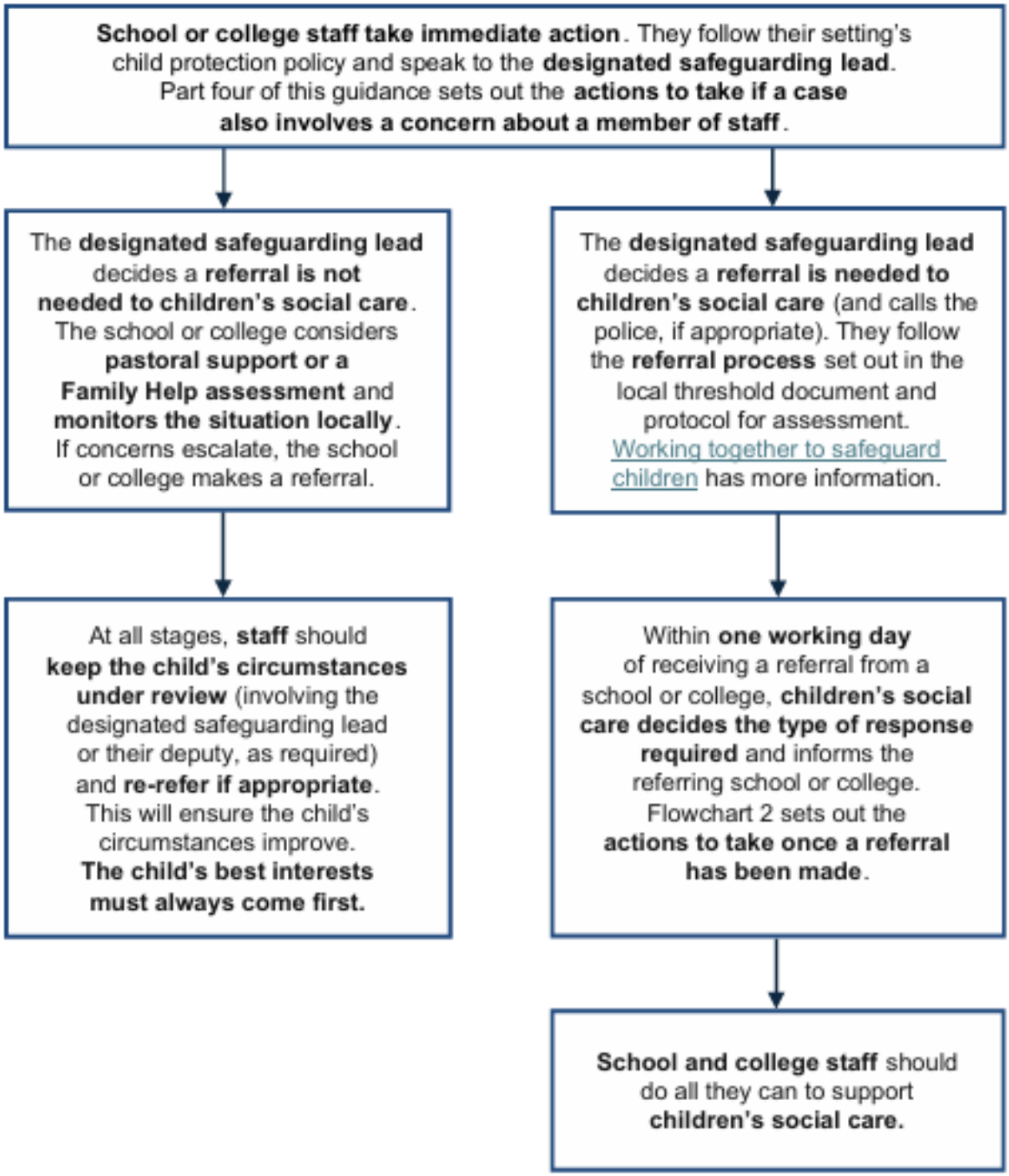
Name:

Signature:

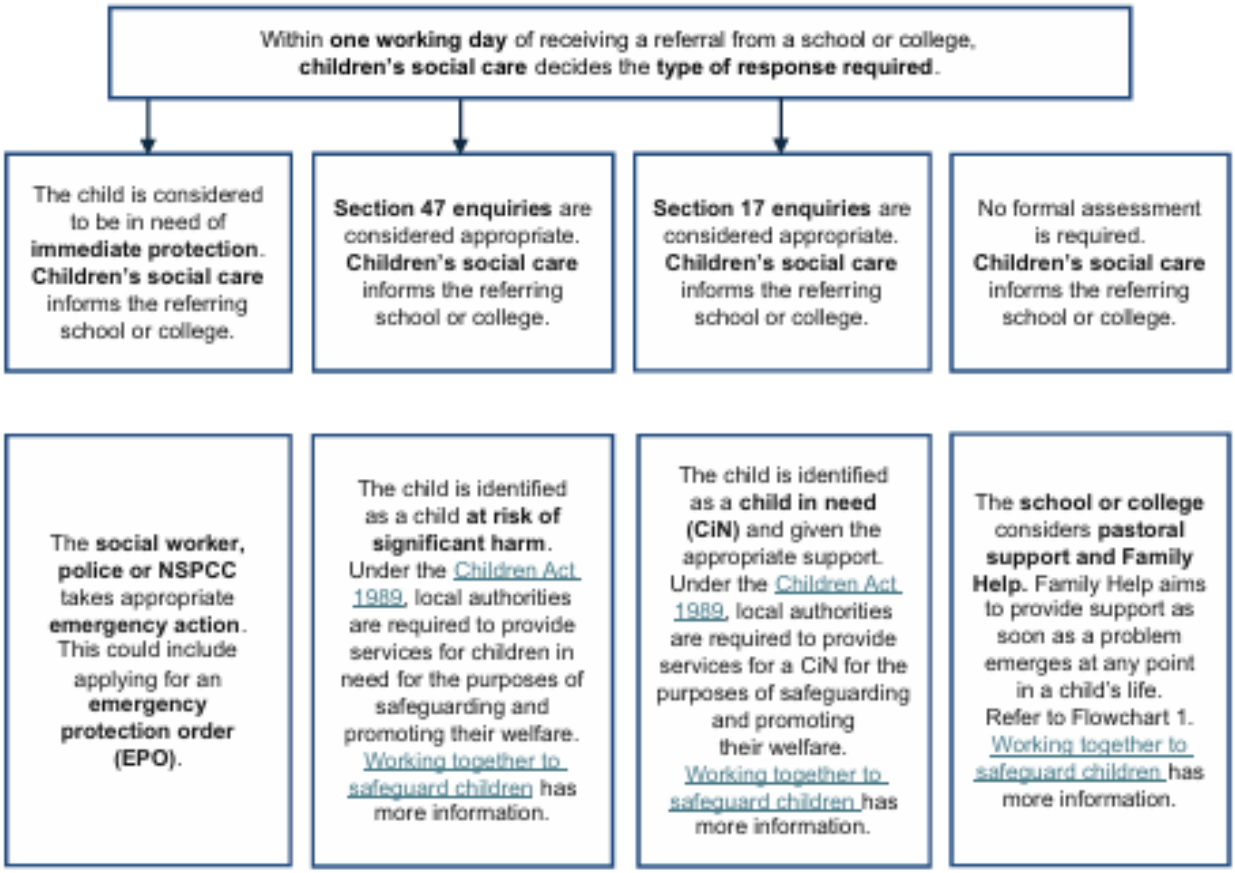
Job title of staff:

Appendix 3

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care



Appendix 4 Useful Contacts within the local authority

Children's Social Care

Multi-Agency Screening Team	MAST@calderdale.gov.uk	01422 393336
Disabled Children's Team	DisabledChildrensTeam@calderdale.gov.uk	01422 394091
Emergency Duty Team (Outside office hours support)	EDT@calderdale.gov.uk	01422 288000

Schools Service

Schools Safeguarding Advisers Steve Barnes Frances Turner	schoolsafeguarding@calderdale.gov.uk	07540 672735 07354 165887
Education Quality and Strategy Service Manager Connie Beirne	connie.beirne@calderdale.gov.uk	07540 672167
Senior Education Welfare Officer Duncan Thorpe	duncan.thorpe@calderdale.gov.uk	01422 266125 07833 049343
Virtual School – Head teacher Parveen Akhtar	parveen.akhtar@calderdale.gov.uk	01422 394123 07919 547532

Prevent Team
Prevent team email prevent@calderdale.gov.uk

Managing Allegations
Local Authority Designated Officer (LADO)
Jane Darrington LADOadmin@calderdale.gov.uk 01422 394055

Whistleblowing – NSPCC helpline
0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk

Report Sexual Abuse in Education – NSPCC helpline 0800 136 663

Police
West Yorkshire Police www.westyorkshire.police.uk/report-it

Child Emotional Health and Wellbeing Support www.openmindscalderdale.org.uk

Calderdale Housing www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page