



*Szkoła Ojczyzna w Huddersfield*  
*im. Adama Mickiewicza*



# **Adam Mickiewicz Polish Saturday School in Huddersfield Safeguarding Policy**

Updated: September 2016  
Amended: November 2021

# School Safeguarding Policy

## 2021/2022

SCHOOL NAME: Adam Mickiewicz Polish Saturday School in Huddersfield

Head teacher: Mrs. Paulina Holesz

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Cover for Designated Safeguarding Lead
2016 2017	Paulina Holesz	Stefan Holesz

Policy review dates (No later than one year following publication of the policy)

Review Date	Changes made	By whom	Date Shared
Sept 2016	LA recommendations	LWI/KCO	Oct 2016

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

Whole school	Designated Safeguarding Lead	Cover for the role of Designated Safeguarding Lead
Please see Safeguarding File in Personnel's Office	DSLs are fully trained and up to date. Training records available in the Safeguarding File.	

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## Introduction

The policy makes reference to, and is compliant with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Board website at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk) or go direct to the manual at: <http://www.proceduresonline.com/westyorkscb/>)
- “Working Together to Safeguard Children” (2015)
- “What to do if you are worried a child is being abused” (2015)
- “Keeping Children Safe in Education” (2016)

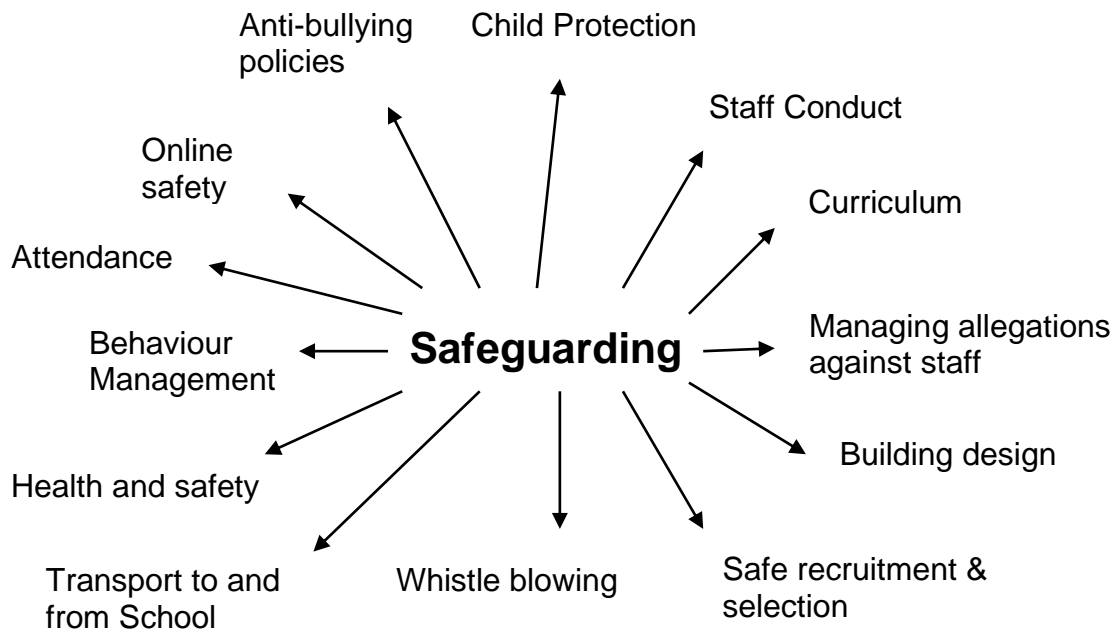
## Section 1 School Commitment

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

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

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

Adam Mickiewicz Polish Saturday School in Huddersfield 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. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.



## Section 2 Providing a Safe and Supportive Environment

### 2.1 Safer Recruitment and Selection (please download guidance on DBS, Vetting and Barring)

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (2016).

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

In line with statutory changes, underpinned by regulations, the school will maintain a Single Central Record (SCR). This document will cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained, **and** the date on which each check was completed/certificate obtained apply:

- an identity check
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;

- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

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

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

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

Safer Recruitment Training dates:

Paulina Holesz

Stefan Holesz            Nov 2016

The above named have undertaken Safer Recruitment in Education Training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

## **2.2 Safe Practice**

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

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

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

School staff having concerns about another member of staff:

- staff members having concerns about another member of staff will report these to the head teacher.
- where staff members have concerns about the head teacher, these will be reported to the chair of management committee. Where the head teacher is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

School staff having concerns about safeguarding practices:

- all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing) or alternatively [www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline](http://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline)

### **2.3 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. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. 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 from their schools.

Our school will ensure that pupils are made aware that information can be found on the school notice board and website.

We make pupils aware of these arrangements at assemblies and class time.

### **2.4 Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm. The school's Directorship are available at the beginning and end of the school day to listen to parents concerns and provide information on keeping children safe. Where appropriate they will be signposted to parents' information at ([www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk); [www.nspcc.org.uk](http://www.nspcc.org.uk); [www.ceop.gov.uk](http://www.ceop.gov.uk) ), Kirklees Duty and Assessment Team on 01924 326093 or Kirklees Referral and Response Service on 01484 456848).

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Adam Mickiewicz Polish Saturday School in Huddersfield will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with their child's teacher or the school's Designated Safeguarding Officer.

The school's child safeguarding policy is if requested.

Adam Mickiewicz Polish Saturday School in Huddersfield is committed to ensuring the welfare and safety of all children in school. All Kirklees schools, including Adam Mickiewicz Polish Saturday School in Huddersfield, follow the Kirklees Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with the Referral and Response Service and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

## **2.5 Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Kirklees Safeguarding Children Board – Adam Mickiewicz Polish Saturday School in Huddersfield has close relationships with a range of agencies for promoting a safe and supportive environment including the Local Authority, Police, and Polska Macierz and Leeds Dioceses.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## **2.6 School Training and Staff Induction**

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Kirklees Safeguarding Children Board)

**The DSL** and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills will be updated (for example, via e- bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

**The Head teacher and all other school staff**, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated.

In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

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

All staff (including temporary staff and volunteers) are provided with details of the school's child safeguarding policy and informed of school's child protection arrangements on induction.



## 2.7 Support, Advice and Guidance for Staff

Staff will be supported by Head Teacher, Senior Management Team, the school, the Local Authority and professional associations.

The designated Safeguarding Lead for Child Protection will be supported by the Head Teacher, Senior Management Team.

Advice is available from Kirklees Referral and Response Service (RARS) and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as from the Safeguarding Officer for Schools & Learning - Steve Barnes 01484 225804

## 2.8 School Policies

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

*Keeping Children Safe in Education (2016)*. - Is the latest government publication on Child Safeguarding in Schools and is referred to in all our policies.

### Confidentiality

The school has regard to "Information Sharing: Practitioner's guide" HM Government, 2015

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

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

**The School has a clear and explicit confidentiality policy.**

The school policy indicates:

- a) **Information must be shared with Police and Social Care Referral and Response Service (RARS) where the child/young person is / may be at risk of significant harm.**
- b) **When the pupil's and/or parent's confidentiality must not be breached**
- c) **That information is shared on a need-to-know basis**

## 2.9 Pupil Information

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

- names and contact details of persons with whom the child normally lives

- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g., Children and Families Court Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- 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 data protection and safeguarding requirements.

Safeguarding information is stored securely. Information is stored on and in children's record files.

## **2.10 Roles and Responsibilities**

### ***Our Head teacher will ensure that:***

- The policies and procedures adopted by the Committee 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.
- 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.
- A full working relationship is maintained with the Kirklees

### ***Designated Safeguarding Lead with Responsibility for Child Safeguarding will:***

#### Manage referrals

- Refer cases of suspected abuse to Kirklees Referral and Response Service as required.
- Support staff that make referrals to Kirklees Referral and Response service.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required

- Refer cases where a crime may have been committed to the Police as requested.

Whilst the school may choose to have more than one deputy designated safeguarding leads, all deputies will be trained to the same standard as the Designated Safeguarding Lead. Whilst activities of the Designated Safeguarding Lead may be delegated, the ultimate lead responsibility for child safeguarding remains with the Designated Safeguarding Lead.

#### Work with others

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

#### Undertake Training:

- The Designated Safeguarding Lead (and all deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated every two years.
- The Designated Safeguarding Lead will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) 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 that they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as the single assessment process.
- Ensure each member of staff has access to and understands the school’s child safeguarding policy and procedures, especially new and part time staff.
- Ensure that all staff have safeguarding and online safety training as part of their induction.
- Are alert to the specific needs of children in need, those with special educational needs and young carers – ensure parents informed of any concerns.
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns.
- 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.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

## Raising Awareness:

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

## Child Safeguarding file

- Where a child leaves the school, ensure the child's individual safeguarding file is copied and original transferred where necessary.

### ***All staff and volunteers will:***

- Fully comply with the school's policies and procedures.
- Inform the designated safeguarding lead of any concerns as soon as possible and will back up any verbally related concerns in writing.
- Identify children who would benefit from early help intervention in addressing needs/concerns from the outset at a lower level in order to prevent crisis situations arising in the future. Where such children are identified staff should bring these to the attention of the designated safeguarding lead who will follow the procedures laid down in section 4 of this policy.
- Ensure that all written concern forms are handed to the DSL's in a secure manner.

Further detail can be found in section 4.

## **Section 3 Identifying Children who are Suffering or Likely to suffer Significant Harm**

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.

### **3.1 Definitions:**

**A child:** As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18<sup>th</sup> birthday or in the case of disabled children 25 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; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

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

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

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment.

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

## **3.2 Specific Safeguarding Issues**

### **Peer on Peer Abuse**

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms peer on peer abuse can take, which may involve all the above 4 categories. Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and “sexting” is on the increase and should be positively dealt with. There should be an understanding of the different gender issues that can be prevalent when dealing with peer on peer abuse.

Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”

Staff becoming aware of peer on peer abuse will take appropriate action as detailed in section 4 of this policy.

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

These include:

- bullying including cyberbullying [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- children missing from Education [www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)
- child missing from home or care [www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care](http://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)
- domestic violence [www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)
- drugs [www.gov.uk/government/publications/drugs-advice-for-schools](http://www.gov.uk/government/publications/drugs-advice-for-schools)
- fabricated or induced illness [www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced](http://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)
- faith abuse [www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)
- forced marriage [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)
- gangs and youth violence [www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
- gender based violence [www.gov.uk/government/policies/violence-against-women-and-girls](http://www.gov.uk/government/policies/violence-against-women-and-girls)
- hate [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- mental health [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

- missing children and adults strategy [www.gov.uk/government/publications/missing-children-and-adults-strategy](http://www.gov.uk/government/publications/missing-children-and-adults-strategy)
- private fostering [www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)
- sexting [www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/](http://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/)
- teenage relationship abuse [www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)
- trafficking [www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

Plus the following:

### **3.3 Child Sexual Exploitation (CSE)** [www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited)

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

The following signs may be indicators of sexual exploitation:

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

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

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

### **3.4 Preventing Radicalisation** [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

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

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

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have *'due regards to the need to Prevent People from being drawn into terrorism'*. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

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

#### **1. Risk assessments**

- Assess the risk of children and young people being drawn into extremist ideologies within their institution
- Demonstrate an understanding of risks affecting children in their area
- Have clear safeguarding procedures in place via their Designated Safeguarding Lead (DSL) – including appropriate recording keeping
- Respond in an appropriate manner in issues of concern, making appropriate referrals to Channel
- Prohibit extremist speakers within their institutions

#### **2. Staff training**

- Assess the individual training needs of staff within their institution (including governors) and ensure key staff have an awareness of Prevent and have attended the Workshop to Raise Awareness of Prevent (WRAP) and completed the home office or National College of Policing e-learning packages:



<https://www.elearning.prevent.homeoffice.gov.uk/>.

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

- Ensure that key staff such as safeguarding and curriculum leads attend any enhanced Prevent training offered via the Kirklees Prevent Hub.
- Ensure that the designated safeguarding leads and Head Teachers within institutions cascades appropriate Prevent related information and guidance to staff. Regular Prevent updates are circulated via 'Heads up' and One Hub.

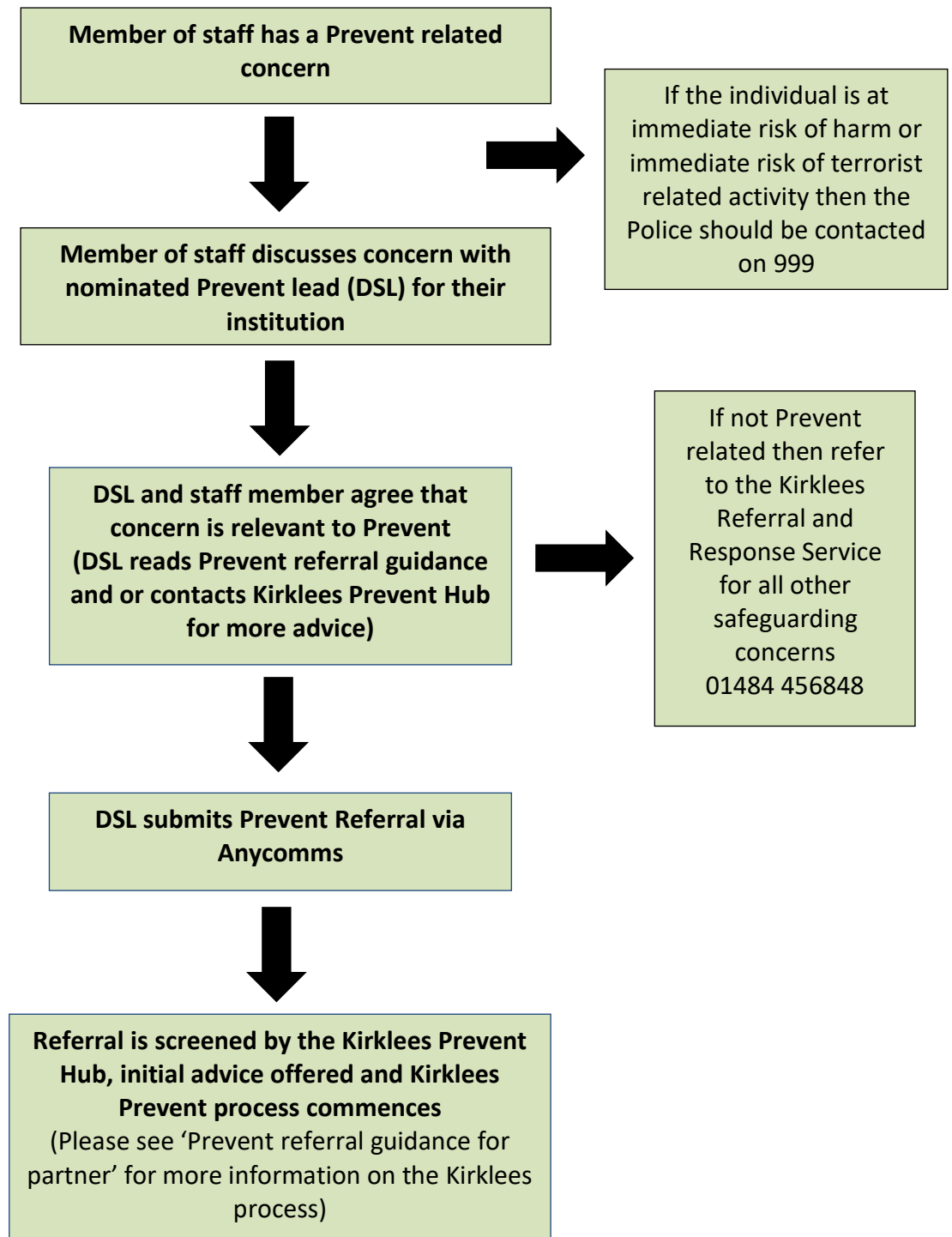
### **3. IT Policies**

- Ensure there are suitable IT filtering policies in place (including Wi-Fi)
- Conduct regular e-safety awareness raising awareness of the online risks of harm to parents, children and staff.

### **Prevent in Kirklees**

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

## Kirklees Prevent Referral pathway



**If this is a concern at Adam Mickiewicz Polish Saturday School in Huddersfield**

## Prevent contact details

### General enquiries

Kirklees Prevent Hub

**01924 483747**

[www.kirklees.gov.uk/prevent](http://www.kirklees.gov.uk/prevent)

### Referrals and advice

Kirklees Prevent Engagement Manager

Mark Gilchrist

01924 483747

07890586045

Anycomms – Prevent Referral

[Prevent@kirklees.gcsx.gov.uk](mailto:Prevent@kirklees.gcsx.gov.uk)

## Section 4 Taking Action to ensure that Children are Safe at School and at Home

All staff will follow the school Safeguarding Procedures

### 4.1 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

### 4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. 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. There are a number of staff whom students can approach to discuss matters of a sensitive nature. Depending on their relationships with the individual professionals, they can approach: their tutor; either member of the year Team; Beyond - our Listening Service-through a self-referral; the SENCO; their key worker-where applicable, or indeed, any member of staff with whom they feel comfortable making a disclosure.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead with responsibility for child protection, make a contemporaneous record and contact Kirklees Duty & assessment team for consultation.

## Principles:

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

Staff will:

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

### **4.3 Action by the Designated Safeguarding Lead**

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child.
- making an enquiry to find out if the child is subject to a child protection plan by ringing Referral and Response service - 01484 456848.
- discussing the matter with other agencies involved with the family.
- consulting with appropriate persons e.g. Safeguarding Officer and/or Referral and Response Service.
- the child's wishes.

Then decide:

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

## **OR**

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Referral and Response Service will be followed up in writing within 24 hours.

### **4.4 Action following a child safeguarding referral**

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

- 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 Referral and Response Service e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 - Resolving Professional Disagreements.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Kirklees Referral and Response Service on 01484 456848

### **4.5 Recording and Monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Safeguarding' file, separate from the child's school file. This will be locked away and only accessible to the head teacher and designated safeguarding lead. These records will be copied with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.' The copy file will be retained by the school until the child's 25<sup>th</sup> birthday.

If the child goes missing from education or is removed from roll to be educated at home then any child safeguarding file should be copied and the copy sent to the Attendance & Pupil Support Service. Original copies will be retained until the child's 25<sup>th</sup> birthday.

#### **4.6 Supporting the child and partnership with parents**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.
- Working Together 2015 states; Children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered. It is important to understand the resilience of the individual child when planning appropriate services. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
- Staff must realise the importance of not only listening to the child but also taking action to ensure the child's safety.

### **Section 5 Allegations of Abuse made against Teachers and other Staff (including Volunteers)**

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

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children.

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

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

#### Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The head teacher may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The head teacher will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation.
- If consideration needs to be given to the individuals employment and immediate management of risk, advice will be sought from either Kirklees Council HR.

## Appendix 1 - Contacts

Local Authority Designated Officer (LADO) Lynne Wilson 01484 226 748

LADO email address [cpru.reports@kirklees.gcsx.gov.uk](mailto:cpru.reports@kirklees.gcsx.gov.uk)

LADO AnyComms address - "child protection" in drop down menu

Safeguarding Officer (Schools & Learning) Steve Barnes 01484 225 804  
07773 943873

Safeguarding Officers email [schools.safeguardingofficers@kirklees.gov.uk](mailto:schools.safeguardingofficers@kirklees.gov.uk)

### Learning Service

Online safety ITCAS team	Fiona Denham	01484 225 724
Special Schools	Liz Singleton 71754	01484 221 000
Secondary Schools	Helen Metcalfe 72565	01484 221 000
Primary Schools	Bev Richards 72548	01484 225 735

Children Missing Education/Child Employment	Maggie Featherstone	01484 221 000
Missing Children Education Team		01484 225 509
Virtual School head teacher	Janet Tolley	01484 221 000

### Attendance and Pupil Support

Service Manager:	Nick Bartholemew	01924 326 509
Deputy Service Managers:	Alastair Megahy (North Kirklees)	01924 326 004
	Maggie Featherstone (South Kirklees)	01484 221 000

### Stronger Families

[www.kirklees.gov.uk/strongerfamilies](http://www.kirklees.gov.uk/strongerfamilies)  
[stronger.families@kirklees.gov.uk](mailto:stronger.families@kirklees.gov.uk)

### Prevent Co-ordinator

Lee Hamilton 07528 988798

### Human Resources - Child Protection lead

Gary Scargill 07976 497 848 HR Schools Direct Line 01484 205 095

[hr@kirklees.gov.uk](mailto:hr@kirklees.gov.uk)

### Children's Social Care

#### Referral and Response Service

Duty Social Workers: 01484 456 848

If you need to contact the Referral and Response Service in a non-emergency you can email using [MASH@kirklees.gcsx.gov.uk](mailto:MASH@kirklees.gcsx.gov.uk) . This email address can also be used to request a ring back.

For secure transfer of emails from schools use AnyComms – address – "Duty and Assessment (D&A)" in drop down menu

### Out of Hours

Emergency Duty Team 01484 414 933



## **CP Conferences**

Child Protection & Review Unit

01484 225 850

## **Online Safety incidents**

INTECH helpdesk

01484 414 714

National helpline

<http://www.saferinternet.org.uk/helpline>

## **West Yorkshire Police**

Child Safeguarding Unit - Kirklees

01924 431 134

## **Early Help Access Team (Single assessments)**

earlyhelpaccessteam@kirklees.gov.uk

01484 456 823

## **Useful websites, guidance documents, training materials**

### Websites

Kirklees Safeguarding Children Board

[www.kirkleessafeguardingchildren.com](http://www.kirkleessafeguardingchildren.com)

(Safeguarding children procedures and training)

Children Missing from Education

[maggie.featherstone@kirklees.gov.uk](mailto:maggie.featherstone@kirklees.gov.uk)

CAPE (Child Protection in Education)

[www.cape.org.uk](http://www.cape.org.uk)

Keeping Children Safe

[www.ceop.gov.uk](http://www.ceop.gov.uk)

KS2/3

[www.dotcomcf.org/](http://www.dotcomcf.org/)

Bullying & child abuse

[www.anti-bullyingalliance.org.uk/](http://www.anti-bullyingalliance.org.uk/)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Internet Safety

[www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

[www.childnet-int.org](http://www.childnet-int.org)

KS2/3

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.yhgfl.net](http://www.yhgfl.net)

The Female Genital Mutilation Helpline

[fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

0800 028 3550

Safe Practice in Physical Education in Schools and School Sport 2012

[www.afpe.org.uk/membership-services/health-a-safety/safe-practice](http://www.afpe.org.uk/membership-services/health-a-safety/safe-practice)

### DfE (DCSF) Documents

Keeping Children Safe in Education (DfE 2016)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children (DfE 2015)

[www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

What to do if you're worried a child is being abused (DfE 2015)

[www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

## **School Documents**

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings - 2009

<http://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

NEOST Guidance

[www.lge.gov.uk](http://www.lge.gov.uk)

## **Training Materials**

Online Basic Awareness Training

[www.kirkleessafeguardingchildren.com](http://www.kirkleessafeguardingchildren.com)

Whole School Safeguarding Training

Steve Barnes Safeguarding Officer for Schools & Learning

01484 225804

Safer Recruitment Training - Traded Learning Service

01484 225828

(class room based course)