



The Blessed Peter Snow
Catholic Academy Trust



Safeguarding & Child Protection Policy

The Blessed Peter Snow Catholic Academy Trust Mission Statement:

The five strands in our mission help us journey closer to Jesus. Through scripture and the sacraments, we are guided in our mission to provide opportunities for each person to have life and have it to the full.

Our pupils, staff and communities:

- Are encouraged to discover more about who they are within a supportive Catholic environment, so that by making our journeys together all may catch a glimpse of God
- Show respect and acceptance of each other, so that all feel welcomed and are thus prepared to take their place in a just and caring society
- Have the freedom and safety to find, recognise and celebrate all the gifts and talents, opportunities that lead to happiness
- Through knowing and celebrating success in all its forms during their time with us, lay the foundations for a successful life outside our Academies
- Thrive and grow in their work and learning, inspired to show curiosity and independence of thought

“God’s glory is seen in a human being who is fully alive; and that life is truly full when the person catches a glimpse of God”

St Irenaeus (c.130 – 200)

POLICY DOCUMENT	Trust Safeguarding & Child Protection Policy
Legislation/Category	Legally Required
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Safeguarding & Child Protection Policy

This Safeguarding and Child Protection Policy applies to all Blessed Peter Snow Academies within Calderdale and Kirklees local authority areas.

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1. Policy Statement

The academy is committed to safeguarding and promoting the welfare of all children. We recognise that safeguarding is everyone's responsibility and expect all staff, volunteers and governors to share this commitment. We aim to ensure children are safe in school, online, and in the wider community.

2. Aims

This policy aims to:

- Provide a safe environment for children to learn.
- Ensure all staff and volunteers are aware of their safeguarding responsibilities.
- Promote early identification of concerns and timely intervention.
- Work effectively with local safeguarding partners, including Calderdale and Kirklees Safeguarding Children Partnerships.
- Address risks to children, including online harms, exploitation, peer-on-peer abuse, and contextual safeguarding.

3. Legal Framework & Guidance

This policy is based on statutory guidance and legislation including:

- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- Children's Wellbeing and Schools Act 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
- Calderdale and Kirklees Safeguarding Children Policies and Procedures
- West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures
- Early Years Foundation Stage (EYFS) Statutory Framework 2026. Where the academy provides early years provision, the Headteacher will ensure that the safeguarding and welfare requirements of the current EYFS Statutory Framework are implemented in full.

4. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment, within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Providing help and support to meet the needs of children as soon as problems emerge
- Child protection is part of this definition and refers to activities undertaken to prevent children from suffering or being likely to suffer, significant harm.
- Children include everyone under the age of 18.

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.

Modern Slavery and Financial Exploitation:

The academy recognises that harm can include modern slavery and financial exploitation of children. 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.

Financial exploitation involves the unauthorised or improper use of a child's funds, property or resources for another person's benefit.

Child-to-Parent/Caregiver Abuse:

The academy recognises that abuse can be perpetrated by a child against their parent or caregiver. This may include physical violence, emotional abuse, financial abuse, or coercive control. Staff should be alert to signs that a parent may be experiencing abuse from their child and offer appropriate support and signposting.

Updated Legal Definitions:

- **Assault by penetration:** Intentional penetration of the vagina or anus of another person with a part of the body or anything else, without consent
- **Sexual assault:** Intentional sexual touching of another person without consent

5. Equality Statement

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

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

6. Roles and Responsibilities

6.1 Academy Council

The Academy Council will complete appropriate safeguarding and child protection (including online) training at induction and annually thereafter.

The Academy Council will approve this policy at each annual review and hold the headteacher to account for its implementation.

The Academy Council will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full Academy Council. (The DSL cannot also be the lead governor with responsibility for child protection.

The Academy Council will ensure that a member of the senior leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection. They will also ensure that there is one or more Deputy DSLs who are trained to the same standard as the lead DSL.

The Academy Council will ensure that the Academy 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 Academy Council, along with the Academy's senior leadership team, is responsible for satisfying themselves and obtaining written assurances from any relevant Academy lettings and alternative/off-site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. Where an academy places a pupil in alternative provision, it remains responsible for the

safeguarding of that pupil and must be satisfied that the placement meets the pupil's needs. Appropriate safeguarding checks will be completed before placement. The academy will maintain regular contact with the provider and monitor the pupil's attendance, engagement, welfare and safeguarding throughout the placement. Any absence or safeguarding concern will be followed up promptly and appropriate information will be shared between the academy and provider. Safeguarding arrangements will be part of the academy's ongoing review of the placement's suitability.

The Academy Council 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).

6.2 Headteacher

The Headteacher is responsible for ensuring the effective implementation of this policy within the academy. Each academy will appoint an appropriate senior member of the leadership team as its Designated Safeguarding Lead (DSL), together with one or more appropriately trained Deputy DSLs. The names and contact details of the academy's DSL and Deputy DSL(s) will be clearly identified and communicated to staff, pupils and parents/carers. In the absence of the Headteacher, the DDSs will act as cover.

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

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the Academy and via the Academy website.
- Ensuring that the designated safeguarding lead has appropriate time, training and resources and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, including regular updates.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. Any investigation will be conducted in accordance with the Trust Discipline Policy.
- Ensuring the relevant staffing ratios are met where applicable, including allocating a key person to each child in the Early Years Foundation Stage.

6.3 The Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL), as stated in Keeping Children Safe in Education, 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

Support and safeguarding supervision

The Trust and the academy recognise the demanding and sensitive nature of the DSL role. The DSL and Deputy DSL(s) will have access to appropriate support, advice and safeguarding supervision, particularly when managing complex or distressing safeguarding cases. Arrangements will enable DSLs to reflect on practice, consider decision-making and risk, and access additional professional advice where required.

DSL Availability and Cover Arrangements

The academy will ensure robust cover arrangements are in place for periods when the DSL is unavailable due to illness, leave, or other circumstances.

These arrangements include:

- A **confidential shared mailbox** monitored by the DSL and Deputy DSLs to ensure safeguarding concerns are received, monitored and acted on without delay
- Clear protocols for Deputy DSLs to assume full DSL responsibilities in the absence of the DSL
- Emergency contact procedures for out-of-hours safeguarding concerns
- Regular briefings between DSL and Deputy DSLs to ensure continuity

All staff are aware of who to contact if the DSL is unavailable and understand that safeguarding concerns must never be delayed.

6.4 All Staff and Volunteers will:

- read and sign to say that they understand and will fully comply with the Academy's safeguarding policy and child protection procedures;
- **read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' in full and know how to apply the guidance. Please note: Annex A (the condensed version of Part 1) has been removed from KCSIE 2026. All staff, including those who do not work directly with children, must read Part 1 in full. There is no longer a condensed version available;**
- 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 the Academy);
- be aware that all staff should recognise that children might experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences can impact children's wellbeing and their willingness to seek help;
- 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 the Academy at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity

Safeguarding Induction

As part of their induction, all staff, including temporary staff and volunteers as appropriate, will be provided with and/or made aware of: the academy's Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Code of Conduct; the academy's safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods; the identity and role of the DSL and Deputy DSL(s); and Part One of KCSIE (or Annex A where appropriate). Staff will receive appropriate safeguarding and child protection training at induction and regular safeguarding updates thereafter, in accordance with KCSIE.

Safe Working Practice

All staff, volunteers and other adults working on behalf of the academy are expected to maintain appropriate professional boundaries and to work in an open and transparent way that protects children and reduces the risk of conduct being misunderstood. Staff must comply with the Trust Staff Code of Conduct and relevant safer working practice guidance. Staff are responsible for their own actions and behaviour and should avoid conduct which might lead a reasonable person to question their motivation or intentions. Staff should report any situation in which they believe their actions, or the actions of another adult, may have fallen below expected professional standards. Concerns about adult conduct must be reported in accordance with Section 12 of this policy.

6.5 Reporting Concerns

If a child is at risk of significant harm, referrals must be made immediately to the relevant local authority:

Calderdale:

- Multi-Agency Screening Team (MAST): 01422 393336
- Out of Hours Duty Service: 01422 288000
- Calderdale Safeguarding Children Partnership: <https://safeguarding.calderdale.gov.uk>

Kirklees:

- Duty & Advice Service: 01484 456848
- Out of Hours Emergency Duty Team: 01484 414933
- Kirklees Safeguarding Children Partnership: <https://www.kirkleessafeguardingchildren.co.uk>

If a child is at immediate risk of harm, contact the police (999) and inform children's social care immediately.

Confidentiality is an issue that all those working with children need to understand, particularly in the

context of safeguarding.

The Academy recognises that the only purpose of confidentiality in this respect is to benefit the children. Staff, volunteers, and visitors to the Academy should never promise a child that they will not tell anyone about an allegation or disclosure and must pass any cause for concern immediately to a designated safeguarding lead.

Confidentiality is addressed throughout this policy for record-keeping, dealing with disclosure, allegations of abuse against staff, information sharing and working with parents.

6.6 Record Keeping, Information Sharing and GDPR

Timely information sharing is essential for effective safeguarding. The academy will share safeguarding information as appropriate, in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018).

Statutory Information-Sharing Duty

The academy recognises that effective information sharing is essential to safeguarding and promoting the welfare of children. In accordance with the statutory information-sharing duty, the academy will share relevant safeguarding information with children's social care, the police, health services and other safeguarding partners where this is necessary and appropriate to safeguard or promote the welfare of a child. Data protection legislation does not prevent the sharing of information for safeguarding purposes. Staff must not allow concerns about data protection to prevent necessary and proportionate information sharing. Any decision to share, or not to share, safeguarding information will be properly considered and recorded, including the reasons for the decision. Information will not be shared where doing so would place a child at increased risk of significant harm, interfere with a police investigation or contravene relevant court proceedings or restrictions.

Recording Concerns:

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing or electronically. Information will be kept confidential and stored securely. Records will include:

- A clear comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Data Protection:

The storing and processing of personal data are governed by the Data (Use and Access) Act 2025, General Data Protection Regulations 2017 (UK GDPR) and Data Protection Act 2018. The will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply.

Staff may have access to special category personal data about children and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Transferring Child Protection Files:

When a child transfers to a new school, the DSL will:

- Transfer the child protection file securely and separately from the main pupil file
- Include a summary setting out the current safeguarding concerns, relevant context, and any ongoing support needs
- Ensure the file is transferred within 5 school days for an in-year transfer, or within the first 5 days of the start of a new term
- Obtain confirmation that the new school has received the file
- Retain a copy until the child reaches 25 years of age (or transfer to the Education Welfare Service if the child goes missing from education or is removed from roll to be educated at home)

Risk Information:

Where information indicates a risk to others (for example, where a pupil has previously carried, threatened with or used a knife or weapon), the receiving school is responsible for assessing the risk and putting in place a support plan for when the child arrives.

The DSL of the new school will consider which information in a child protection file should be shared with relevant staff and when it is appropriate to do so, ensuring staff have the information they need to keep children safe while respecting confidentiality.

Distinguishing Current and Historic Information:

Staff will take particular care to distinguish between current safeguarding concerns and historic information to ensure past issues are presented with appropriate context.

6.7 Working with Parents and other Agencies

Parents/carers should be aware that the academy will take any reasonable action to safeguard the welfare of its children. In cases where the academy has reason to be concerned that a child may be suffering significant harm, ill-treatment or neglect, or other forms of harm, staff have no alternative but to contact the relevant local authority children's social care team to discuss their concerns

In keeping with Keeping Children Safe in Education (KCSiE) and Children missing education: statutory guidance for local authorities, we will endeavor wherever possible to obtain at least two emergency contacts for every child in the academy in case of emergencies, and in case there are welfare concerns at the home.

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

Parents/carers are informed about our safeguarding policy through the academy prospectus, website,

newsletters etc. A safeguarding and child protection statement is prominent in the academy foyer/reception area.

6.8 Multi-agency Work

We will co-operate with children's social care by following the requirements of the Children Act and allowing access to children and child protection records for them to conduct section 17 or section 47 assessments.

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

6.9 Early Help

If we identify additional unmet needs for a child that does not require intervention by social workers, then in the first instance it may be beneficial to consider family support through the appropriate Local Authority Early Help Pathway.

For children whose needs and circumstances make them more vulnerable, a coordinated multidisciplinary approach is usually best, with a Lead Practitioner to work closely with the child and family to ensure they receive the right support.

The academy will gather further information, if required, to provide evidence when statutory services are needed.

7. Our Role in the Prevention of Abuse

This academy plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares children and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, sexual violence, harassment, discrimination and prejudice linked to fundamental values.

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

7.1 The Curriculum

The academy understands the importance of delivering an effective safeguarding curriculum which includes:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice, and equality.
- Body confidence, self-esteem, wellbeing and resilience.
- How to recognise an abusive relationship, including coercive and controlling behaviour.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced

- marriage and female genital mutilation (FGM), and how to access support.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Relevant issues will be addressed through Relationships Education (primary schools) and Relationships and Sex Education for all secondary children and health education. All children should be safeguarded from potentially harmful and inappropriate online material (online bullying, sexting, child sexual exploitation (CSE)), child criminal exploitation (CCE), sextortion, gangs, youth-generated images, female genital mutilation (FGM), radicalisation, peer-on-peer abuse and anti-bullying.

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.

7.2 Pupil Voice and Reporting Concerns

The academy will ensure that children know who they can speak to if they are worried about themselves or another person and understand how they can report a concern. Children will be taught that they have a right to be listened to and that concerns will be taken seriously. The academy will provide age-appropriate and accessible ways for children to raise concerns and will take particular account of communication needs and other barriers that may affect children with SEND or other vulnerabilities. Children's wishes and feelings will be considered when decisions are made about safeguarding them, while recognising that the academy may need to take action to keep a child safe even where this is not the child's preferred course of action.

7.3 Online Safety

In line with Keeping Children Safe in Education 2026, online safety provision will also include guidance on the safe and appropriate use of artificial intelligence (AI) tools. This includes teaching children about the risks of AI-generated content, misinformation, disinformation, conspiracy theories and deepfakes, as well as ensuring staff understand how to use AI responsibly in education. Staff will receive training on the risks associated with AI, including how to recognise AI-generated harmful content, and how to teach children to critically evaluate online information. This training will enable staff to use AI responsibly in education while protecting children from emerging online harms.

Children will be taught about online safety, healthy relationships, and how to report concerns. We recognise that children with SEND may require particular support in this area as cognitive challenges could result in additional safeguarding risks online.

7.4 Filtering and Monitoring:

The academy will implement appropriate filtering and monitoring systems, in line with KCSIE 2026. We recognise

risks under the categories:

- Content
- Contact
- Conduct
- Commerce
- Misinformation
- Disinformation
- Conspiracy Theories

Review of Filtering and Monitoring Systems:

The academy will review the effectiveness of our filtering and monitoring systems at least once every academic year. These reviews will be:

- Conducted by the senior leader responsible for filtering and monitoring
- Supported by the DSL and IT support staff
- Documented and records kept for accountability purposes

Role	Responsibility
DSL (Designated Safeguarding Lead)	Overall responsibility for ensuring robust filtering and monitoring systems are in place. Safeguarding oversight, review of monitoring reports, escalations. Supports annual review process.
Deputy DSL	Support DSL, cover absence
Senior Leader responsible for Filtering & Monitoring	Lead the annual review of filtering and monitoring effectiveness. Ensure systems are fit for purpose and appropriately configured.
IT Manager / Network Admin	Implementation of filtering, reporting, and monitoring systems. Technical support for annual reviews.
Teaching Staff	Physical monitoring of online activities in the classroom. Reporting any concerns from students' online activity.
Students	Complying with acceptable use policies

7.5 Single-Sex Facilities and Safeguarding Requirements

Toilets, Changing Rooms and Showers:

The academy must not allow children into toilets, changing rooms or showers designated for the opposite biological sex. There are no exceptions to this requirement, including where the academy is responding to a request to support social transition for children who are questioning their gender.

If a pupil who is questioning their gender does not want to use the toilet, changing rooms and showers designated for their biological sex, the academy will consider whether we can provide alternative facilities that do not compromise the provision of single-sex facilities, or the safety, comfort, privacy or dignity of the child or any other children.

Where the academy provides mixed-sex toilets in addition to single-sex toilets, we will assess

safeguarding risks and plan accordingly. Mixed-sex toilets must be individual, lockable rooms and open directly onto public areas.

The academy will keep a record of these situations, ensure they are communicated appropriately, and review them regularly.

Sport and Physical Education:

The academy can separate children according to their biological sex when playing certain competitive sports without discriminating unlawfully against them on the basis of their sex.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where this is the case, there must be no exceptions.

Where there are no safety concerns and a child makes a request relating to how they participate, the academy will consider the request in light of our guidance on 'considering requests for support with social transition' (see Section 10.3).

7.6 Mobile Phone Policy

This academy is committed to being a **mobile phone-free environment** to safeguard children and support their wellbeing and learning.

Pupils will not have access to their mobile phones during the school day, including:

- Lessons
- Breaktimes
- Lunchtimes

This policy aligns with statutory guidance on mobile phones in schools and forms part of our broader safeguarding and online safety approach.

Implementation:

- Mobile phones must be switched off and stored securely upon arrival at school
- Phones will only be returned at the end of the school day
- Exceptions may be made for specific medical or safeguarding reasons, which will be assessed on an individual basis by the Headteacher
- Any breach of this policy will be managed in accordance with the academy's behaviour policy

Staff Responsibilities:

- All staff will enforce this policy consistently
- Staff will model appropriate mobile phone use
- Any safeguarding concerns arising from mobile phone use will be reported to the DSL immediately

Further details are set out in the academy's Mobile Phone Policy, which should be read alongside this Safeguarding and Child Protection Policy.

8. Ensuring Children are Safe at School and at Home.

Abuse is 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 non-physical ill-treatment, as well as the impact of witnessing others' ill-treatment. 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.

Abuse may be physical, emotional, sexual or neglect.

Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. The academy will determine how best to build trusted relationships with children and young people which facilitate communication.

8.1. PREVENT Duty - Preventing Radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of this academy's safeguarding approach in line with the statutory Prevent Duty Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they will follow the NOTICE, CHECK, SHARE principles and seek advice appropriately with the DSL who will contact their local Prevent Hub

We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology and determine the most proportionate course of action to safeguard these individuals.

Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for children and what support may be available. The academy will ensure that as far as possible all staff will undertake Prevent awareness training as informed through the Prevent Duty Guidance and our training will satisfy that of the statutory Prevent Duty Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk). Training accessed will include information on the National and Local (Kirklees & Calderdale) context, extremist signs and symbols, propaganda and upskill staff in identifying and responding to Prevent concerns in line with the NOTICE, CHECK, SHARE principles. <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/awarenesscourse/introducing-notice-check-share-procedure>

8.2. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both child sexual exploitation and criminal exploitation are forms of Abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The abuse can be perpetrated by individuals or groups of males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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.

Indicators to look out for:

- Appear with unexplained gifts, money, or new possessions.
- Associate with other children involved in exploitation.

- Suffer from changes in emotional well-being.
- Misuse of drugs and alcohol.
- Go missing for periods or regularly come home late.
- Regularly miss school or do not take part in education.

Specific indicators that may be present in CSE are children who:

- Have older boyfriends.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

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

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

8.3. Serious Violence

The academy recognises that all staff should be aware of the indicators which may signal children are at risk from, or are involved with, serious violent crime.

Understanding Serious Violence:

Serious violence includes:

- Physical assault causing significant harm
- Carrying, threatening with, or using weapons (including knives, firearms, and other offensive weapons)
- Gang-related violence
- Violence linked to criminal exploitation

Staff Responsibilities:

All staff must report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (DSL) or deputy immediately.

When such concerns are reported, the DSL or deputy will:

- Assess the concern and the level of risk to the child and others
- Consider whether the concern meets the threshold for referral to children's social care and/or police
- Where appropriate, make an immediate referral to children's social care and/or police
- Consider what support the child may need, including early intervention
- Share relevant information with the receiving school when a child transfers, as the receiving school is responsible for assessing the risk and putting in place a support plan

Children at Higher Risk:

Staff should be aware that the risks of serious violence are higher for children with:

- Disrupted education (e.g., suspensions, permanent exclusions, or time in alternative provision)

- A history of offending
- Involvement with gangs or criminal exploitation
- Experience of trauma, abuse or neglect

Times of Heightened Risk:

Staff should stay alert to when children might be at highest risk around the school day, including:

- Straight after school
- During transitions between lessons
- At the start and end of break times
- When travelling to and from school

Early Intervention and Support:

The academy will provide early, evidence-based support for children considered at risk of involvement in serious violence. This may include:

- Targeted mentoring programmes
- Therapeutic support to address underlying trauma or mental health needs
- Liaison with youth services and other specialist agencies
- Structured activities to build positive relationships and resilience
- Work with families to address risk factors in the home environment

Indicators to Look Out For:

Staff should be alert to the following indicators that a child may be at risk from or involved with serious violence:

- 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
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (e.g., expensive clothing, mobile phones, jewellery)
- Possession of weapons or talk about weapons
- Increased aggression or intimidating behaviour
- Use of concerning language or hand signs associated with gangs
- Unexplained amounts of money

Any concerns relating to serious violence will be recorded and reported in line with this policy's safeguarding procedures.

8.4. Contextual Safeguarding

The academy recognises that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the academy. This extra-familial harm can take a variety of different forms which can include sexual exploitation, criminal exploitation and serious youth violence. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are

present in a child's life that are a threat to their safety and/or welfare. The academy will provide as much information as possible to children's social care (and if appropriate, the police) as part of any referral undertaken.

Where a child presents, or is exposed to, an identified safeguarding risk, the academy will consider whether an individual safeguarding risk assessment and support plan is required. This may include, for example, concerns relating to child-on-child abuse, harmful sexual behaviour, exploitation, serious violence or other contextual safeguarding risks. Risk assessments will be proportionate to the concern, regularly reviewed and developed with relevant professionals, parents/carers and the child where appropriate.

8.5. Honour-Based Abuse (including Forced Marriage)

This academy recognises that so called honour-based abuse (HBA) encompasses incidents that have been committed to protect or defend the honour of the family and/or the community.

Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in the academy have a concern regarding a child that might be at risk of HBA or who has suffered from HBA they will immediately speak to the DSL who will follow the academy safeguarding procedures. For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Crimes committed may include:

- false imprisonment or kidnap
- domestic servitude
- ABH or GBH
- threats to kill
- murder
- harassment and stalking
- sexual assault
- rape
- female genital mutilation
- forced to commit suicide
- 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 of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages)

The academy will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum RSHE in order to help build child's resilience and enable them to challenge extremist views.

8.6. Female Genital Mutilation (FGM)

KCSiE explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs.” FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation.’

Any teacher who discovers that an act of FGM appears to have been carried out on a child under 18 will immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a child is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine children.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a child under 18 will speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a child is at risk of FGM will speak to the DSL and follow our local safeguarding children’s partnership procedures.

8.7. Modern Slavery

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.

The academy has 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, Kirklees Duty and Advice and the National Referral Mechanism (NRM). Further details can be found at: National Referral Mechanism - Guidance 2023.

8.8. Child on Child Abuse

The academy recognises that children can abuse other children (referred to as child-on-child abuse or peer-on-peer abuse). This can happen both inside and outside of school and online.

Child-on-child abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". The academy has a zero-tolerance approach to all forms of child-on-child abuse.

Child-on-child abuse can take many forms and can include physical contact as well as non-contact abuse. It is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- 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);
- 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;
- the making or sharing of nudes or semi-nudes (including AI-generated images);
- 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).

It is very clear that this abuse should always be treated seriously, and never just as banter, having a laugh or part of growing up. The academy has a **zero-tolerance approach** to sexual violence and sexual harassment as it is never acceptable, it will not be tolerated and will always be challenged.

The academy recognises that even if there are no reports, it does not mean it is not happening; therefore, the academy will promote an ongoing culture of vigilance to create a safe place for children. Any concerns around child-on-child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. Reports will be made to the DSL (or DDSL) as soon as possible.

We will offer appropriate support to individual children who have experienced abuse or who have abused others. An individual risk assessment will be devised, implemented, and reviewed regularly should the child (victim, perpetrator, or other child affected) require additional pastoral support/intervention.

Responding to Reports:

The academy will ensure that all victims are reassured that they will be taken seriously regardless of how long it has taken them to come forward and that they will be supported and kept safe. All staff will be trained to manage reports of harmful sexual behaviour.

In the event of a disclosure or report the academy will:

- Listen carefully, reflecting using the child's language.
- Reassure the child that this will be taken seriously.
- Ask open-ended questions.
- Not promise confidentiality.
- Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report.

- A written record of the facts will be made.
- The academy will consider whether electronic devices will need to be confiscated at this point.
- The academy will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with the academy safeguarding arrangements.

The academy will ensure that the needs of children who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s). A coordinated multi-agency approach could be needed inclusive of a risk assessment to respond to their needs. A multi-agency team would include parent/carers, youth justice, police (where appropriate), children's social work service, and health.

8.9. Harmful Sexual Behaviour (HSB)

The academy recognises that harmful sexual behaviour (HSB) exists on a continuum, from behaviour that is inappropriate through to that which is violent or constitutes abuse.

Understanding the Continuum:

Harmful sexual behaviour ranges across a progressive continuum:

- Age-inappropriate sexual knowledge or behaviour - may be concerning but not necessarily harmful
- Problematic sexual behaviour - behaviour that is outside of normal development and may cause concern
- Sexual behaviour that is abusive - behaviour that is clearly harmful and may constitute abuse
- Sexual harassment - unwanted conduct of a sexual nature that violates a child's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment
- Sexual violence - including rape, assault by penetration, and sexual assault

It is essential that staff understand that harmful sexual behaviour can start with behaviours that may seem relatively minor but can escalate if not addressed early.

Understanding Normal Sexual Development:

All staff should understand the difference between age-appropriate sexual development and harmful behaviour. The academy uses **NSPCC resources and guidance** to help staff understand typical stages of sexual development in children and young people.

Staff should be aware that:

- Children and young people naturally explore their bodies and may display age-appropriate sexual curiosity

- What is considered "normal" varies depending on the child's age and developmental stage
- Some behaviours may be concerning even if they fall within a typical developmental range, depending on context
- Children displaying harmful sexual behaviour have often experienced their own abuse, trauma, or exposure to inappropriate sexual content

Staff Awareness and Early Intervention:

All staff should understand:

- The importance of challenging inappropriate behaviours early - addressing concerning behaviour promptly can prevent escalation
- That children displaying harmful sexual behaviour have often experienced their own abuse or trauma - a trauma-informed approach is essential
- The need for a trauma-informed, child-centred approach - understanding the underlying causes of behaviour and responding with empathy and appropriate support
- The distinction between age-appropriate sexual development and harmful behaviour - using NSPCC guidance and professional judgment
- That harmful sexual behaviour should never be dismissed as "normal" or "just part of growing up" - all concerns must be taken seriously

Use of the Hackett Framework:

Where children have exhibited inappropriate/harmful sexualised behaviour towards others, the academy will use **The Hackett Harmful Sexual Behaviour Framework** (see Appendix K) to assess and respond appropriately.

The academy will make contact with Duty and Advice (Kirklees) or MAST (Calderdale), police, or early support services as appropriate, depending on the severity and nature of the behaviour.

Response Approach:

When harmful sexual behaviour is identified or reported, the DSL will:

- Assess the behaviour using the Hackett Framework and other appropriate risk assessment tools
- Determine the appropriate response, which may include:
 - Managing the incident internally through the behaviour policy and pastoral support (for lower-level concerns where no crime has been committed)
 - Referral to Duty and Advice (Kirklees) or MAST (Calderdale)
 - Referral to police (where a crime may have been committed)
 - Referral to early support services
- Put in place appropriate support for the child/children who have been harmed
- Put in place appropriate intervention for the child/children who have displayed harmful

behaviour

- Work with parents/carers (unless this would place a child at greater risk)
- Record all decisions and the reasons for those decisions

8.10. Making or Sharing of Nudes or Semi-Nudes

Where the academy becomes aware that a child may have been involved in making or sharing nudes or semi-nudes (including images digitally altered or wholly generated by artificial intelligence, such as deepfakes), 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 (Dec 2020)'. The making or sharing of nudes or semi-nudes, including AI-generated images, will always mandate a safeguarding response.

Staff understand that when an incident involving the making or sharing of nudes or semi-nudes comes to their attention:

- The incident must be referred to the DSL immediately
- The DSL should hold an initial review meeting with appropriate academy 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 academy to such an incident (Calderdale or Kirklees Harmful Sexual 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.

8.11. Children Looked After (CLA), Previously CLA and Children with a Social Worker

All our staff recognise that children looked after, (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order), care leavers and children with a social worker are more vulnerable than other children. These children often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential. The academy will ensure that care leavers are supported with pathways including liaison with the local authority and a working relationship with the local authority Virtual School headteacher in respect of all children. at the academy who are subject of 'looked after' status or have a social worker.

The Academy Council must ensure that a 'designated teacher' has been appointed who should work with local authorities to promote the educational achievements of registered children. who are looked after. Designated teachers have responsibility for promoting the educational achievements of children who

have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales. (Children and Social work Act 2017). The designated teacher will have appropriate training and the relevant qualifications, and experience

8.12. Children in Alternative Provision

The academy will ensure that any non-school alternative provision used meets the **national standards for non-school alternative provision**. These standards set out expectations for safeguarding, quality of education, and pupil welfare.

Before placing a pupil in alternative provision, the academy will:

- Complete appropriate safeguarding checks, including:
 - Confirming the provider has appropriate safeguarding policies and procedures
 - Obtaining written assurance that all staff have been subject to appropriate safer recruitment checks
 - Checking that the provider has appropriate insurance and health and safety arrangements
 - Visiting the provision to assess its suitability
- Satisfy ourselves that the provision is safe and appropriate for the individual pupil
- Obtain written confirmation from the provider of their safeguarding arrangements
- Agree clear arrangements for communication, information sharing, and escalation of concerns
- Inform parents/carers of the placement and the safeguarding arrangements in place

During the Placement:

While a pupil is in alternative provision, the academy will:

- Maintain regular contact with the provider - at least weekly, or more frequently if there are concerns
- Monitor the pupil's attendance, engagement, welfare and safeguarding throughout the placement
- Follow up any absence or safeguarding concern promptly - the academy will be notified immediately of any safeguarding concerns or unexplained absences
- Share appropriate information

8.13. Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half-blood or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives.

The law requires us to notify the authorities if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family and maintaining cultural identity. If we become aware of a child in a private fostering arrangement within Kirklees Council, we will notify Duty and Advice by calling 01484 414960. If in Calderdale we will contact MAST by calling 01422 393336.

8.14. Domestic Abuse

The academy understands that the cross-government definition of domestic abuse and abuse is:

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

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

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish, or frighten their victim. If the academy does identify children for whom domestic abuse may be a concern, they will apply the usual referral process and child protection procedures and pass this information to the DSL. Where DV Notifications are received from the local authority this information will be added to a child's child protection record to ensure that appropriate support can be provided where necessary.

This academy is aware of and follows the Kirklees and Calderdale Joint Agency protocol for domestic violence and abuse – (Operation Encompass School notification). 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 academy staff, ensuring a secure and sympathetic environment is provided, and the broader effects of abuse are addressed.

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. Academy staff will work to support families and signpost for early help. Further information can be found at: relationshipmatters.org.uk - a programme supported by all West Yorkshire local authorities.

8.15. Children with Family Members who Have Been in Custody

The academy 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. Families and children of people in prison will be seen as families first and the academy 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.

8.16. Homelessness

The academy is 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 antisocial behaviour. Concerns around homelessness may require a referral to Children's Social Care where welfare concerns are identified, or a child has been harmed or is at risk of harm.

Temporary Accommodation Notification Duty

The academy is aware of the temporary accommodation notification duty placed on local housing authorities.

When a local housing authority becomes aware that a child in temporary accommodation will be moving to another local authority area, they must notify:

- The new local authority
- The child's current school
- The designated safeguarding lead

This ensures continuity of safeguarding support and educational provision. The academy will work closely with local housing authorities and other agencies to support families in temporary accommodation and ensure smooth transitions where children need to move.

8.17. Mental Health

The academy recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

Understanding the Link Between Mental Health and Safeguarding:

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. The

academy is aware of how these children's experiences can impact their mental health, behaviour, education and progress at school.

Mental Health Problems That May Indicate Safeguarding Concerns:

Staff should be aware that mental health problems that may develop into safeguarding concerns include:

- **Self-harm** - including cutting, burning, or other forms of deliberate self-injury
- **Suicidal ideation** - thoughts about suicide or expressing a wish to die
- **Risk of suicide** - planning or attempting to end one's life
- Eating disorders
- Severe anxiety or panic attacks
- Depression and withdrawal
- Post-traumatic stress disorder (PTSD)

Warning Signs That Staff Should Recognise:

All staff are well placed to recognise potential warning signs that a child may be experiencing mental health difficulties. These may include:

- **Significant changes in behaviour** - becoming withdrawn, aggressive, or displaying uncharacteristic behaviour
- **Difficulty sleeping** - tiredness, reports of nightmares, or difficulty concentrating due to lack of sleep
- **Physical signs of self-harm** - unexplained cuts, burns, bruises, or marks; wearing long sleeves in warm weather to cover injuries
- Changes in eating habits or weight
- Declining academic performance or loss of interest in activities previously enjoyed
- Increased absence or reluctance to attend school
- Social isolation or withdrawal from friends and activities
- Expressing feelings of worthlessness, hopelessness, or being a burden to others
- Giving away possessions
- Talking about death or suicide, even in a joking manner
- Increased risk-taking behaviour
- Substance misuse

Safe and Appropriate Mental Health Support:

The academy will make sure that any mental health interventions we offer are safe, effective and appropriate for the child's needs. This includes:

- Ensuring staff delivering mental health support are appropriately trained and supervised
- Working with parents/carers and external professionals (e.g., CAMHS, school nursing, counselling services)
- Regularly reviewing the effectiveness of interventions
- Recognising when specialist support is needed and making appropriate referrals
- Creating a supportive environment where children feel safe to talk about their feelings

Reporting Mental Health Concerns:

If staff have mental health concerns about a child that is also a safeguarding concern, **immediate action must be taken**, following the child protection procedure and speaking to the DSL/DDSL.

The DSL will:

- Assess the level of risk and determine appropriate action
- Consider whether a referral to children's social care is needed
- Liaise with parents/carers (unless this would place the child at greater risk)
- Make referrals to appropriate mental health services (e.g., CAMHS, Mental Health Support Teams)
- Put in place appropriate support and monitoring within school
- Work with external agencies to ensure a coordinated approach

8.18. Temporary Separation of Pupils for Safeguarding Purposes

Where a safeguarding concern requires pupils to be physically separated, the school will first consider whether this can be safely and practicably managed within the school premises.

In exceptional circumstances, a school may temporarily forbid a pupil from attending its premises for safeguarding reasons where an allegation of harm means pupils must be physically separated and this cannot practicably be achieved while all pupils remain on the school premises. This is not a disciplinary sanction and must not be treated as a suspension or permanent exclusion.

The Designated Safeguarding Lead or a deputy will take a lead role in the decision, using professional judgement and involving children's social care, the police or other agencies where appropriate. Parents will be informed of the reason and the governing board will be notified without delay. The arrangement will be kept under regular review and will last no longer than necessary.

Where the pupil cannot attend the school premises, suitable education must be secured. The school will have regard to Keeping Children Safe in Education, the Human Rights Act 1998 and the Equality Act 2010.

9. Children at Greater Risk of Harm

We recognise that while all children have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse. Provisions within the Equality Act allows the academy to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting children or students with certain protected characteristics in order to meet their specific need.

9.1. Children who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs; we recognise that children may need help due to absence, neglect, and complex family circumstances. Where we have children on roll who need a social worker this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about

promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services).

9.2. Children with Special Educational Needs, Disabilities, or Physical Health Issues

The academy recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury are related to the child's SEND without further exploration.
- These children are more prone to peer group isolation or bullying (including prejudice-based bullying and online abuse) than other children.
- The potential for SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges. The academy has a duty to make reasonable adjustments for children with SEND. To address these additional challenges, we will consider extra training and pastoral support for children with SEND.
- These children may be at increased risk of online harms owing to impaired cognition. This may leave them susceptible to harms caused by misinformation, disinformation and conspiracy theories.

9.3. Children who are Lesbian, Gay, Bi, Trans or Otherwise Gender Questioning (LGBTQ+)

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In the academy we endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a trusted adult.

Supporting Children Questioning Their Gender:

Where a child is questioning their gender, the academy will:

- Keep in mind that sometimes young children go through a period of questioning their gender, but for the majority this will not continue into adulthood
- Take time to understand the thoughts and feelings of children who are questioning their gender and be appropriately professionally curious
- Be aware of the potential vulnerabilities of these children (e.g. the possibility of complex mental health and psychosocial needs, for example relating to relationships with family and peers)
- Consider adopting policies that maintain flexibility and avoid rigid rules based on gender stereotypes
- Take a strong, proactive stand against all forms of bullying
- Actively involve parents/carers where a child who is questioning their gender asks for support, unless there are circumstances where doing this would constitute a greater risk to the child than not involving them

Social Transition:

The academy will not initiate any action regarding social transition. We will only respond if a child or their parent/carer specifically requests support.

As a primary school, we will exercise particular caution. Support for full social transition in primary-aged children should be agreed very rarely, and only after careful consideration of all factors.

Staff will not adopt any changes relating to social transition unless a decision has been made by the academy and the child's parents/carers have been involved, except in exceptionally rare cases where involving parents would pose a greater risk to the child than not involving them.

Decision-Making Process:

When responding to a request for support with social transition, the academy will:

- Document our decision-making process and keep detailed records
- Comply with our distinct but interacting obligations under safeguarding legislation and equality and human rights law
- Ensure that any assessment of discrimination is informed by our evaluation of the welfare and best interests of the child and other children
- Consider whether a formal policy on social transition would support consistency and clarity
- Review previous decisions regularly to ensure they remain appropriate

Recording Information:

The academy is legally required to record a child's biological sex accurately wherever sex is recorded. This includes:

- School records and databases
- Examination entries
- Official documentation

Supporting Children:

The academy will provide appropriate pastoral support to all children questioning their gender, which may include:

- Access to counselling services
- Liaison with specialist support services
- Individual risk assessments where appropriate
- Support for children who wish to detransition
-

9.4. Attendance and Children who are absent from Education

We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation.

The academy understands that a parent failing to inform the academy that a child has an

authorised absence could be a cause for concern and thus, we will follow the 'First Day Calling' procedures, which may include a message, telephone call, or home visit.

The academy 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 – August 2024

The academy 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 academy will therefore support the Local 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 child from a school roll.

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

- has been taken out of the academy by their parents and is being educated outside the school system
- e.g. is in home education
- has ceased to attend the academy and no longer lives within reasonable distance of the academy 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 the academy 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 academy 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 academy does not reasonably believe they will be returning at the end of that period
- has been permanently excluded

The academy 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 academy without suitable education provision being provided. In addition, the academy will contact the Local Authority to inform them where any child has been absent for 10 consecutive days without a reason being provided for the absence.

DfE Guidance: Children Missing Education - August 2024

9.5. Young Carers

The academy recognises that young carers may face additional safeguarding vulnerabilities.

Young carers are children who provide care for a family member who has a physical or mental illness, disability, or substance misuse problem. Caring responsibilities can have a significant impact on a child's:

- **Attendance at school** - young carers may be frequently absent or late due to caring responsibilities
- **Educational attainment** - caring responsibilities can limit time for homework and study
- **Behaviour and wellbeing** - young carers may experience stress, anxiety, and emotional difficulties
- **Social development and peer relationships** - limited time for social activities and friendships
- **Physical health** - caring responsibilities may be physically demanding

Staff Responsibilities:

All staff should be alert to the needs of young carers and recognise that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

Early Identification:

Early identification is essential to ensure young carers receive appropriate support. Indicators may include:

- Frequent absences or lateness, particularly at the start of the school day
- Tiredness or difficulty concentrating in lessons
- Anxiety about a family member or reluctance to leave them
- Taking on inappropriate levels of responsibility for their age
- Limited time for social activities, hobbies, or homework
- Appearing withdrawn, isolated, or showing signs of stress
- Talking about caring responsibilities or family situations
- Decline in academic performance or engagement
- Physical signs of strain (e.g., tiredness, poor nutrition)

Support:

Where a young carer is identified, the academy will:

- Assess what support the child and family may need
- Consider whether an Early Help assessment is appropriate
- Liaise with relevant services (e.g., young carers' services, social care)
- Ensure the child has opportunities to participate in activities
- Monitor the child's wellbeing and academic progress
- Make reasonable adjustments
- Work with parents/carers

Safeguarding Considerations:

The academy recognises that while many young carers cope well with their responsibilities, some may be at risk of harm if:

- Caring responsibilities are inappropriate for their age or development
- Caring responsibilities are impacting significantly on their education, development, or wellbeing
- They are providing intimate personal care
- They are the primary or sole carer for a parent or sibling
- The person they care for has complex needs or challenging behaviour
- There are safeguarding concerns in the family (e.g., domestic abuse, substance misuse, mental health crisis)

Where there are concerns that a child's caring responsibilities may constitute neglect or place them at risk of significant harm, the DSL will make a referral to children's social care in line with this policy's procedures.

9.6. Children with Medical Conditions

The academy recognises that children with medical conditions may face additional safeguarding risks and require specific support.

Safeguarding Considerations:

Children with medical conditions may be at increased risk of:

- Abuse or neglect if their medical needs are not met
- Bullying or discrimination related to their condition
- Isolation from peers
- Emotional distress related to their condition

Allergy Safety:

The academy has specific procedures in place to safeguard children with allergies, including:

- Individual healthcare plans for children with severe allergies
- Staff training on allergy management and emergency response (including anaphylaxis training)
- Clear procedures for administering medication (e.g., EpiPens, antihistamines)
- Risk assessments for activities, school trips, and food provision
- Allergen information and safe food handling procedures
- Emergency action plans displayed in relevant areas

Full details of our allergy safety procedures are set out in our Allergy Safety Policy

Staff Responsibilities:

All staff should:

- Be aware of children with medical conditions in their care
- Understand the child's individual healthcare plan
- Recognise signs that a child's medical needs are not being met
- Report any safeguarding concerns to the DSL immediately

The academy's policy on supporting pupils with medical needs should be read alongside this safeguarding policy.

10. Reporting Concerns

10.1. Concerns that Staff Must 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.

10.2. Responding to Disclosures.

The academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential, and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

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.

10.3. Initial Actions

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 academy 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 there 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 and record any visible signs, injuries or bruises on a body map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

10.4. Action by the Designated Safeguarding Lead or Deputy DSL

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;
- consultation with appropriate professionals known to the child e.g. Early Help, Children's Social Care, Health Care and/or LA Safeguarding Advisor for Education;
- the child's wishes. Then decide whether to:
 - 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;
 - 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;
 - continue monitoring;
 - 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.

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.

10.5. 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;

10.6. 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 it should be signed. 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 and the outcome.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be secure and only accessible to the DSL and DDSs. 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 the age of: date of birth plus 25 years. If the child goes missing from education or is removed from roll to be educated at home, any child protection file will be transferred and sent to the Education Welfare Service.

11. Safer Recruitment

This academy will create a culture that safeguards and promotes the welfare of children. As part of this culture, we will adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment.

We will follow safer recruitment practices as set out in KCSiE, including enhanced DBS checks, references, and maintaining a Single Central Record of all staff (including 3rd party and contractors), volunteers and all members of the Academy Council.

The safer recruitment of individuals to work in the academy not only includes directly employed staff (or volunteers), but also includes contractors, self-employed, agency, and third-party staff groups. We will set out our safeguarding and safer recruitment requirements in the contract clearly between the organisation(s) and the academy.

11.1. Prevention and Rejection of Unsuitable Applicants

The intention of our Safer Recruitment policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to children within the academy.

Deter - from the beginning of the recruitment process, – the academy has a rigorous recruitment process and does not tolerate any form of abuse. The wording in adverts and recruitment information will aim to deter potential abusers.

Identify and reject - It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information will assist in finding out who is suitable for the role and who is not.

Prevent and reject - There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and developing and maintaining a safe culture within the academy will all help to prevent abuse or identify potential abusers.

11.2. Letters of Assurance

The academy recognises that we share active safeguarding duties regarding supply teachers, trainee teachers, and all contracted staff, even where they are employed by a third party.

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.

An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed, and provided by the relevant authorised person on behalf of the individual concerned, for example by the

agency on behalf of an agency worker.

An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed, and provided by the relevant authorised person on behalf of the individual concerned, for example by the agency on behalf of an agency worker.

The letter will include a statement of assurance that all the checks we specified in our contract for services have been undertaken, the date on which they were completed, and that they are satisfactory. This academy will set out our safeguarding and safer recruitment requirements in any contract clearly between the organisation (s) and this academy, as part of our academy's commitment to providing a safer environment.

The academy expects our providers to have in place the necessary safer recruitment processes and checks that we would otherwise perform as an employer.

The academy will ensure that any contractor, or any employee of the contractor, who is to work at the academy has had the appropriate level of DBS check.

All providers will provide a Letter of Assurance (LOA) confirming safer recruitment and checks are in place; this LOA will be held with the academy SCR. The following information is requested and confirmed in writing by the following parties:

- Agency worker (all staff groups)
- Contractors
- Third Party Organisations (e.g., Kirklees Council/ Calderdale Council/NHS/ etc.).
- Written confirmation that all pre-employment checks (role dependent) have been satisfactorily conducted
- At least one recruiter on the recruitment panel to be Safer Recruitment trained (refreshed every 3 years)
- Application forms with complete employment history
- 2 x verified references inc. questions on behaviours towards children, any ongoing or spent formal disciplinary issues, or substantiated LADO allegations and capability
- DBS (+Barred list) where appropriate
- Prohibition from Teaching
- S128 checks (role dependent)
- Qualifications (role dependent)
- Right to Work in the UK
- Appropriate checks for overseas employees
- Online checks
- Disclosure under Childcare Disqualification Regulations 2018 and Childcare Act 2006
- Medical clearance (role dependent)
- Any disclosed information/Risk assessments shared with the academy
- Safeguarding awareness training

11.3. Volunteers and Regulated Activity

Definition of Regulated Activity:

Following the Crime and Policing Act 2026, any person volunteering in a role that involves teaching, training, instructing, or supervising children frequently (meaning once a week or more), overnight, or for more than 3 days in a 30-day period is now engaged in regulated activity, and the supervision exemption has been removed. This change was introduced by the Crime and Policing Act 2026, which removed the previous supervision exemption that allowed volunteers in certain supervised roles to work without enhanced DBS checks.

Regulated activity also includes:

- Providing advice or guidance on physical, emotional or educational wellbeing
- Driving a vehicle only for children

DBS Checks for Volunteers:

Volunteers in regulated activity must have:

- An enhanced DBS check
- A children's barred list check

Volunteers Not in Regulated Activity:

For volunteers who are not in regulated activity, the academy will conduct a risk assessment to determine the appropriate level of check required. This may include:

- No check (if the volunteer is always supervised and the activity is one-off or short-term)
- A basic DBS check
- An enhanced DBS check (without barred list check)

Supervision:

Where a volunteer is not in regulated activity and is supervised, the academy will ensure:

- Supervision is regular and day-to-day
- Supervision is reasonable in all the circumstances to ensure the protection of children
- The supervisor is in regulated activity themselves

All decisions regarding volunteers will be documented and recorded on the Single Central Record where appropriate.

Early Years Foundation Stage (EYFS) Requirements:

Where the academy provides early years provision under the EYFS framework, staff and volunteers must not be permitted to begin work in regulated activity in EYFS settings until we have received their enhanced DBS certificate with barred list information. This is a statutory requirement and there are no exceptions. Staff and volunteers may not start work on the basis of an application having been made or an online check.

11.4. Homestays (Exchange Visits)

Where children from overseas are staying with parents as part of an exchange organised by the academy, those parents will be deemed to be in 'regulated activity' for the duration of the stay and, as such, will be required to submit to an enhanced DBS check, including a barred list check.

As volunteers, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16, such as elder siblings, the academy will consider, on a case-by-case risk assessment basis, whether such checks are necessary.

12. Concerns and Allegations About Adults Working With Children

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 or Kirklees.

Trainee teachers on placement at the academy, supply teachers and contracted staff are all subject to the same safeguarding expectations and procedures as employed staff.

All allegations against staff must be reported to the Headteacher immediately or the Trust Director of Safeguarding. If the Headteacher is subject to the allegation.

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 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.

The Local Authority Designated Officer (LADO) may be contacted:

Calderdale LADO: 01422 394086

Kirklees LADO: 01484 221000 (ask for LADO)

If the staff member or volunteer feels unable to raise a concern within the academy, or that their genuine concerns are not being addressed or taken seriously, they can contact the NSPCC Whistleblowing Helpline (0800 028 0285; 8.00 am – 8.00 pm Mon to Fri; email address: help@nspcc.org.uk).

Public Sector Equality Duty:

The academy is mindful of its duties under the **Public Sector Equality Duty (PSED)** when considering whether to make a referral to the Teaching Regulation Agency (TRA) or when

managing allegations against staff.

The PSED requires the academy to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

When managing allegations or considering referrals to the TRA, the academy will:

- Ensure decisions are based on facts and evidence, not assumptions or stereotypes
- Consider whether any protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) are relevant to the case
- Ensure the process is fair and non-discriminatory
- Keep a record of how equality considerations have been taken into account

This does not mean that safeguarding concerns will not be pursued; rather, it ensures that the process is fair and lawful.

12.1. Low-level concerns

The academy recognises the importance of creating a culture in which all concerns about adults working with children are shared responsibly and with the right person, recorded and dealt with appropriately. This includes concerns which do not meet the harm threshold set out in KCSIE. A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the academy may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work, even where that behaviour does not meet the harm threshold. Staff must report low-level concerns in accordance with the Trust's Low-Level Concerns/Staff Code of Conduct procedures. Concerns about a member of staff should normally be reported to the Headteacher; concerns about the Headteacher must be reported to the appropriate Trust officer/Chair as set out in Trust procedures. All low-level concerns will be recorded in writing. Records will include details of the concern, the context in which it arose and the action taken. Records will be reviewed so that potential patterns of concerning or inappropriate behaviour can be identified and appropriate action taken.

12.2. External organisations or individuals using academy premises

Where the academy receives an allegation relating to an incident that occurred when an individual or organisation was using academy premises for the purposes of running activities

for children, the academy will follow its safeguarding procedures and inform the Local Authority Designated Officer (LADO), where appropriate. The academy will ensure that organisations hiring or using its premises to provide activities for children have appropriate safeguarding and child protection arrangements in place as a condition of use. Where safeguarding concerns arise, the academy will take appropriate action, which may include suspending or terminating the use of the premises.

12.3. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns in good faith, without fear of repercussions. No disciplinary action will be taken against any member of staff who acts in good faith in reporting concerns about a colleague.

13. Policy Review

This policy will be reviewed annually, or sooner if statutory guidance changes or after a serious safeguarding incident. It will be approved by the Academy Council /Trust Board and shared with all staff and volunteers

14. Appendices

Appendix A: Definitions of Abuse

The following definitions are taken from statutory guidance (KCSIE 2025 and Working Together to Safeguard Children):

- **Physical Abuse:** Hitting, shaking, poisoning, burning, scalding, drowning, or otherwise causing physical harm.
- **Emotional Abuse:** Persistent emotional maltreatment, conveying worthlessness, causing children to feel unloved or inadequate.
- **Sexual Abuse:** Forcing or enticing a child to take part in sexual activities, including non-contact activities such as involving them in pornography.
- **Neglect:** Persistent failure to meet basic needs, including food, shelter, supervision, or medical care.
-

Appendix B: Referral Process

1. A member of staff has a concern about a child's welfare.
2. Report immediately to DSL/Deputy DSL.
3. DSL assesses concern and decides next steps:
 - No further action.
 - Early Help Assessment.
 - Referral to MAST (Calderdale) or Duty & Advice (Kirklees).
4. If child is at immediate risk of harm, contact police (999) and inform children's social care directly.
5. DSL records actions and outcomes on the school safeguarding system using ABE recording standards.

Appendix C: Safer Recruitment Checklist

- At least one panel member trained in safer recruitment.
- Application forms fully completed; gaps in employment checked.
- References sought and verified.
- Identity, right-to-work, and qualification checks.
- Enhanced DBS check with children's barred list where appropriate.
- Overseas checks where required.
- Single Central Record updated.

Appendix D: Key Local Authority Contacts

CALDERDALE:

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

Schools Service

Schools Safeguarding Advisers
Steve Barnes schoolsafeguarding@calderdale.gov.uk 07540 672735
Frances Turner 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 – Headteacher
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

KIRKLEES

Children's Social Care

Kirklees Duty and Advice Team DutyandAdvice@kirklees.gov.uk 01484 414960
Kirklees SEND Local Offer www.kirkleeslocaloffer.org.uk
Emergency Duty Service 01484 414933 (Outside office hours support)

Schools Service

Schools Safeguarding Advisers
Steve Barnes schoolsafeguarding@calderdale.gov.uk 07540 672735
Frances Turner 07354 165887
Kirklees Education Safeguarding [School Safeguarding Officers | Kirklees Business Solutions](#)
Kirklees Learning Services <https://kirkleesbusinesssolutions.uk/Services/4944>
Education Welfare Service www.kirklees.gov.uk/beta/schools/school-attendance-absence.aspx
Virtual School www.kirklees.gov.uk/beta/schools/kirklees-virtual-school.aspx

Prevent Team

www.kirklees.gov.uk/prevent

01924 483747

Managing Allegations

Local Authority Designated Officer (LADO) [Contact LADO - My Kirklees Account](#) 01484 221126

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 <https://kirklees-keep-in-mind.nhs.uk/>

Kirklees Housing Solutions Service www.kirklees.gov.uk/housing

Appendix E: Safeguarding Children with SEND (with Case Examples)

Children with Special Educational Needs and Disabilities (SEND), including those with cognitive impairments, may face additional safeguarding challenges. Staff must be alert to these and ensure appropriate support and protection.

1. Increased Vulnerabilities

- Difficulty recognising or communicating abuse, neglect, or exploitation.
- Greater reliance on adults for care, increasing potential for dependency.
- Possible social isolation, leading to increased exposure to online risks.
- Increased likelihood of bullying, peer-on-peer abuse, or exploitation.
- Challenges in understanding and applying online safety guidance.

2. Safeguarding Adjustments for Pupils with SEND

- **Communication:** Ensure alternative and accessible ways for pupils to express concerns (e.g. visual aids, sign language, simplified reporting systems).
- **Curriculum:** Adapt online safety teaching to match cognitive levels and individual needs.
- **Supervision:** Provide enhanced monitoring of online activity where appropriate.
- **Staff Awareness:** Regularly train staff to recognise safeguarding risks specific to SEND pupils.
- **Multi-Agency Support:** Work closely with parents, carers, and external professionals to create holistic safeguarding plans.

3. Online Safety Specifics

- Recognise that children with SEND may be more vulnerable to grooming, misinformation, and online scams.
- Teach and reinforce rules about safe online interactions in accessible formats.

- Regularly review filtering and monitoring systems to ensure they meet the needs of vulnerable pupils.

4. Escalation & Reporting

- All safeguarding concerns relating to children with SEND must be treated with the same urgency as other concerns.
- Staff should be particularly vigilant in identifying subtle changes in behaviour that may indicate abuse.
- DSLs must ensure risk assessments for pupils with SEND explicitly address safeguarding vulnerabilities.

5. Case Examples

Case Example 1 – Online Grooming Risk

A 12-year-old pupil with moderate learning difficulties begins spending long periods online and receives gifts through the post. The child does not recognise that an adult online is pretending to be a peer. Staff must escalate concerns immediately to the DSL, who refers to social care and works with parents to improve monitoring and online safety education.

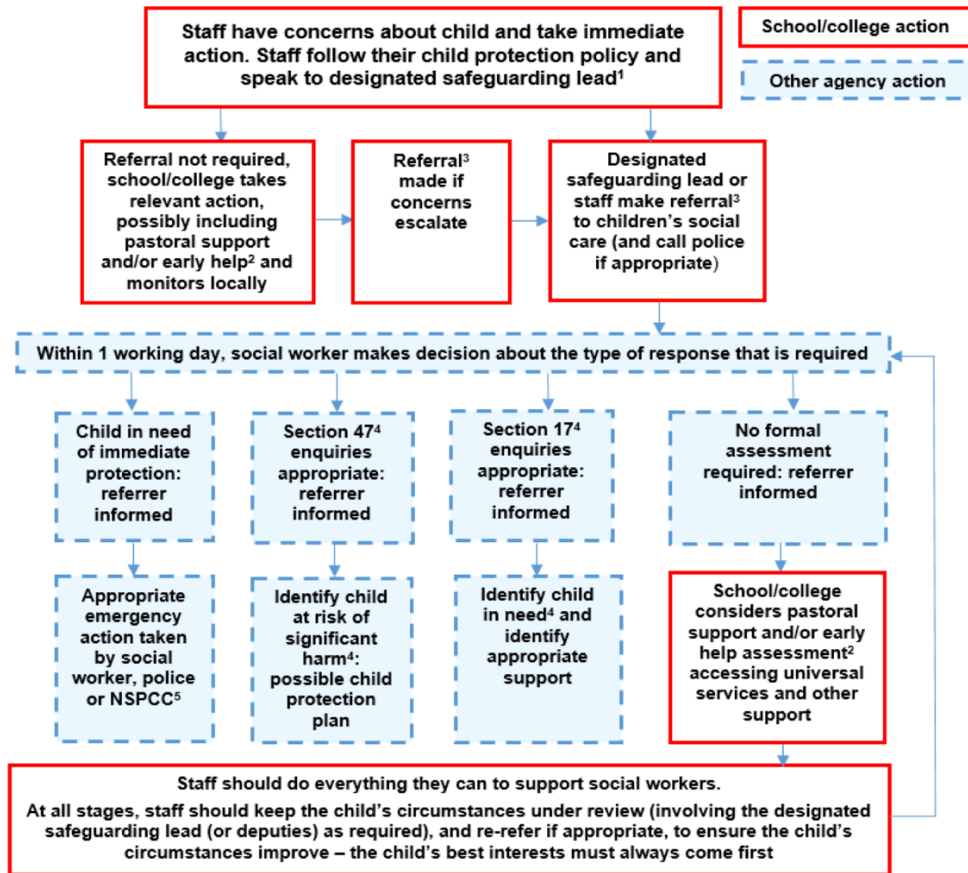
Case Example 2 – Bullying of a Non-Verbal Pupil

A non-verbal pupil with autism shows sudden changes in behaviour, including withdrawal from peers and increased anxiety. Observation reveals peers are mocking him in a group chat. Staff report to the DSL, parents are informed, and the school implements an anti-bullying plan alongside emotional support.

Case Example 3 – Misinterpretation of Instructions

A pupil with cognitive impairments is persuaded by older peers to share inappropriate images, believing it to be a “fun challenge.” Staff intervene when alerted, provide immediate safeguarding support, and ensure the DSL manages the situation in line with child protection and online safety procedures.

Appendix F: Actions where there are concerns about a child



Appendix G: Body Map Guidance

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.

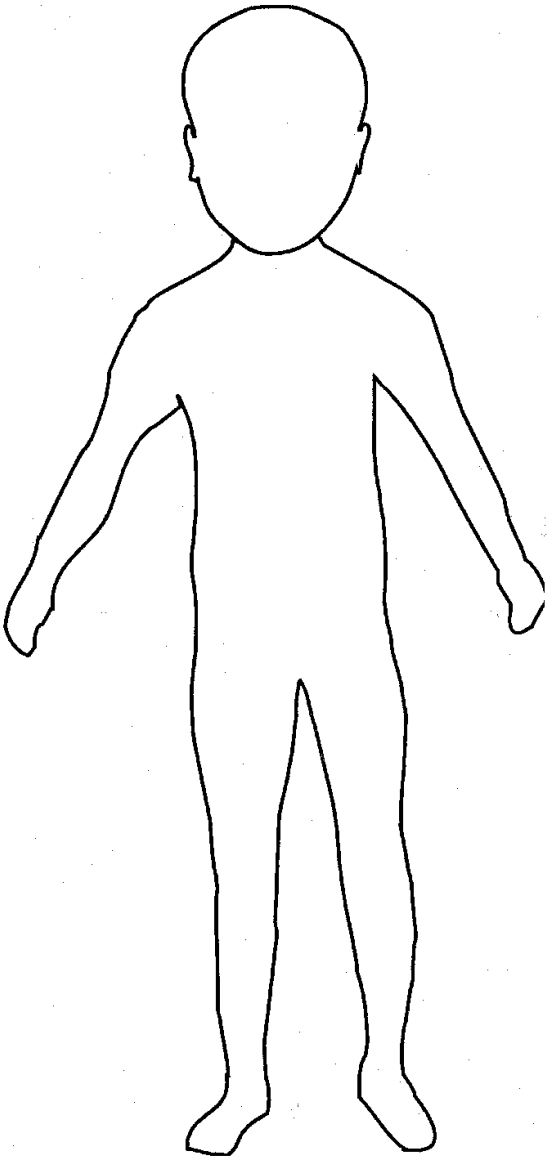
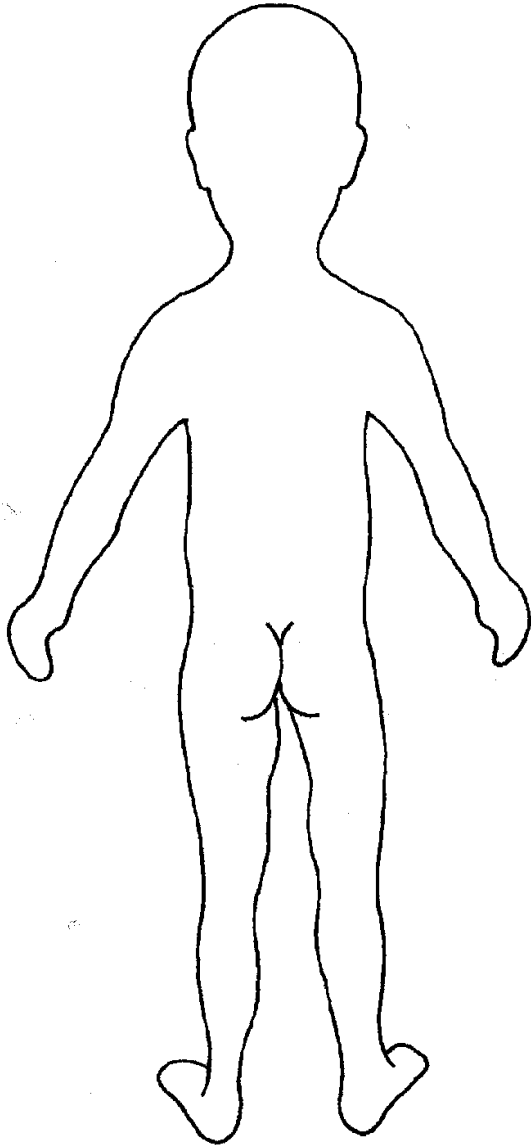
Ensure First Aid is provided where required and then recorded appropriately.

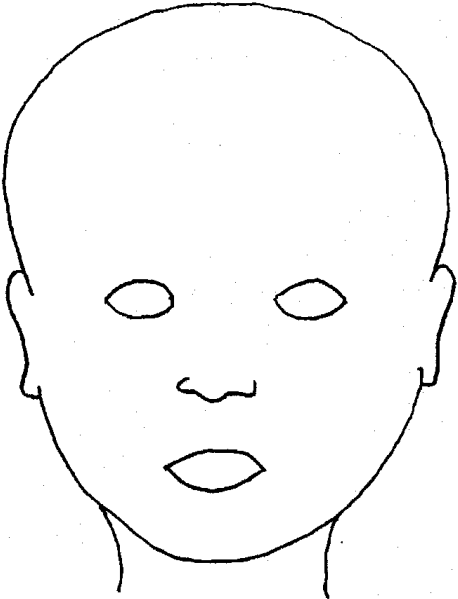
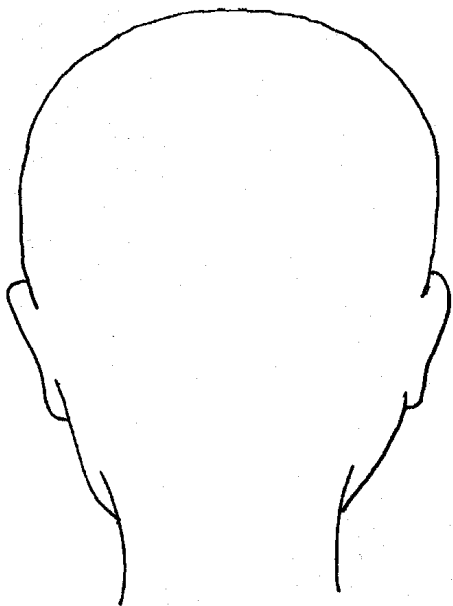
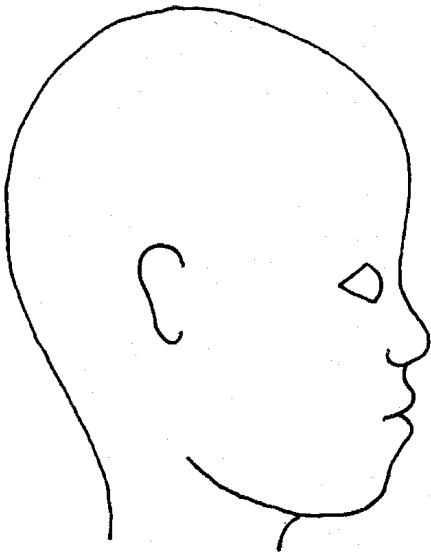
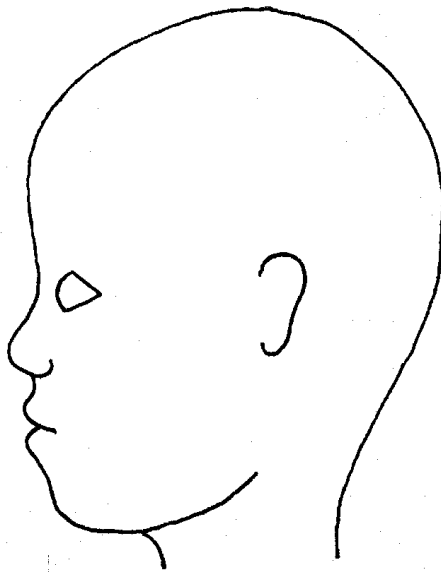
A copy of the body map should be kept on the child's concern/confidential file.

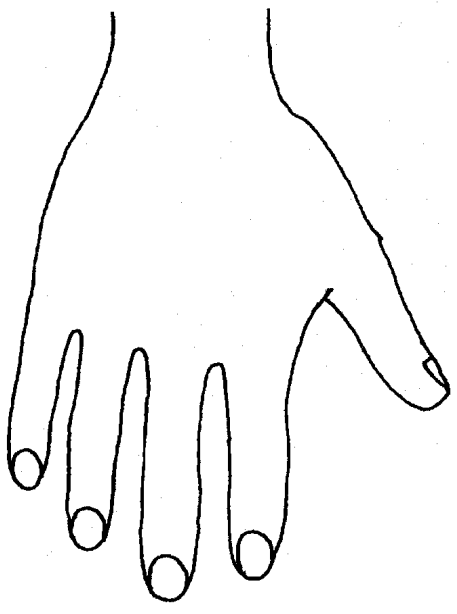
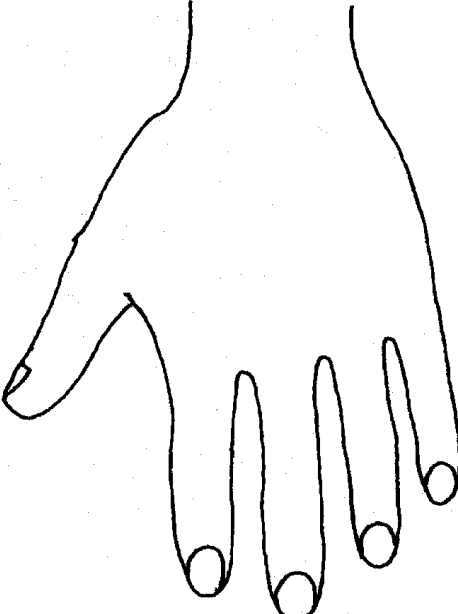
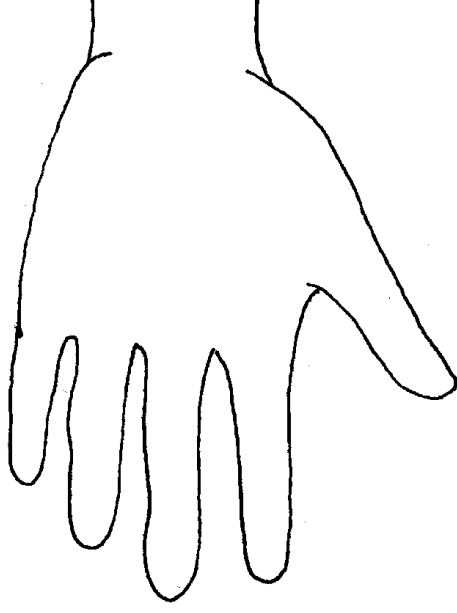
BODYMAP — to be completed at the time of observation

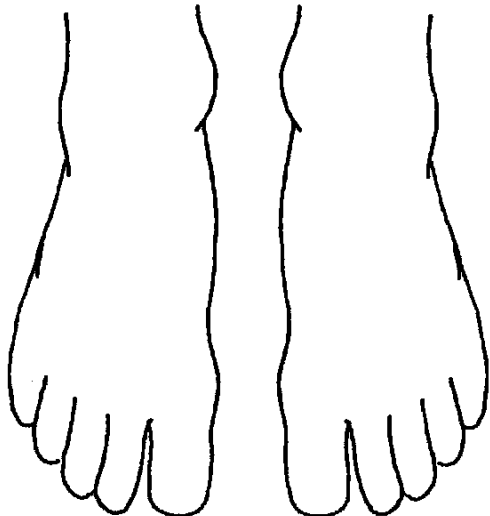
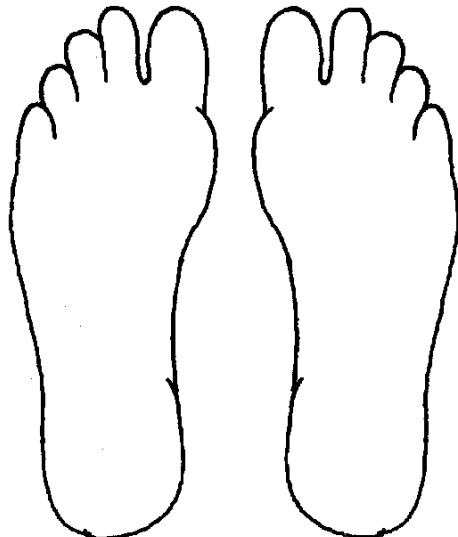
Name of Pupil:		Date of Birth:	
Name of Staff:		Job Title:	
Date and Time of			

Observation:	
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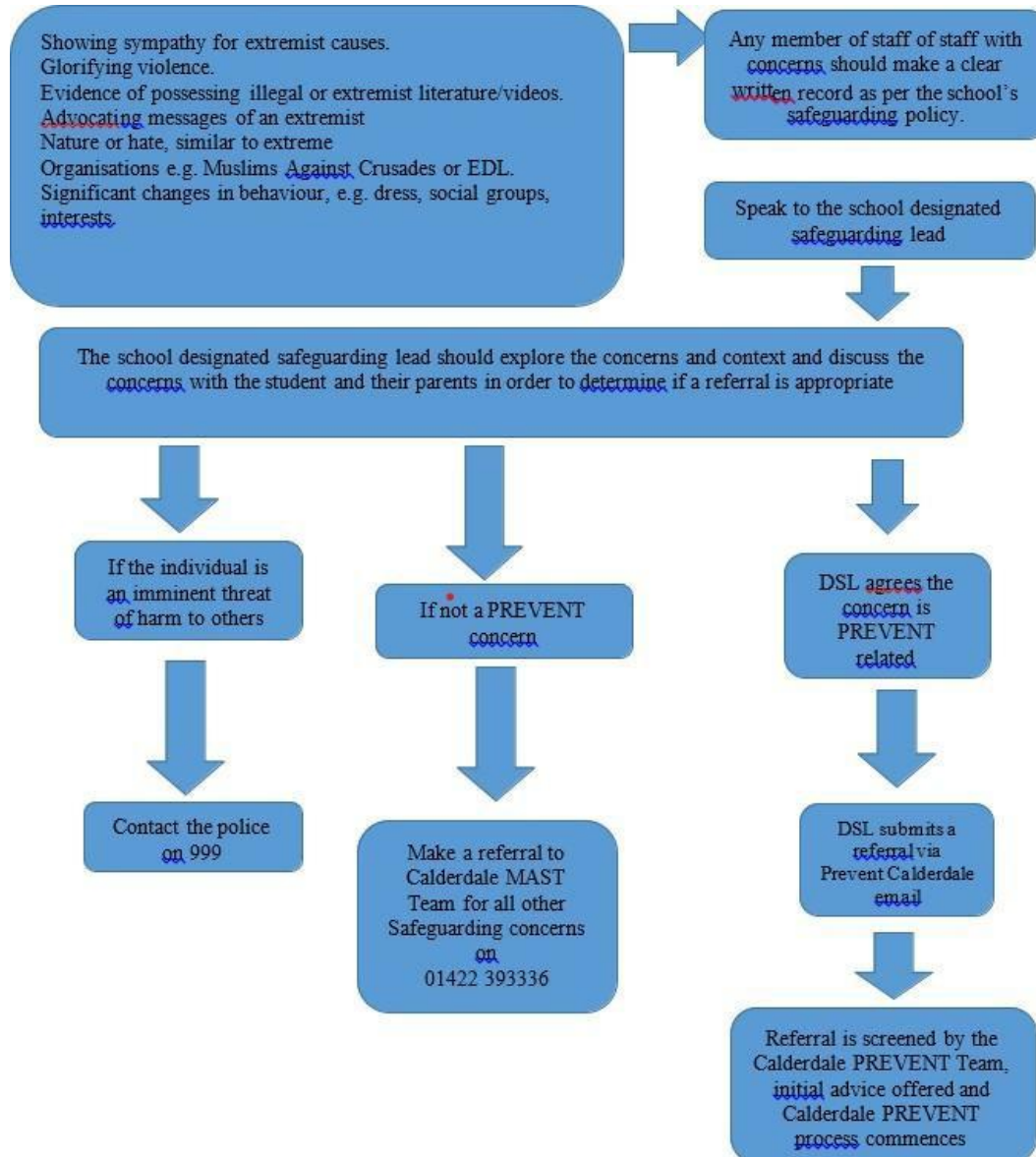
Whole Body — Front and Back			
Name of Pupil:		Date/Time of Observation:	
 FRONT		 BACK	

Head			
Name of Pupil:		Date/Time of Observation:	
			
FRONT		BACK	
			
RIGHT		LEFT	

Hands			
Name of Pupil:		Date/Time of Observation:	
			
R — BACK		L — BACK	
			
R — FRONT		L — FRONT	

Feet			
Name of Pupil:		Date/Time of Observation:	
 TOP (R / L)		 BOTTOM (R / L)	
 R — INNER		 L — INNER	
 R — OUTER		 L — OUTER	

Appendix H: Radicalisation Response Checklist



Appendix H: Definitions and indicators of Abuse

Working Together to Safeguard Children (DfE 2023). See also Keeping Children Safe in Education Part one and Annex B

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2024_revised.pdf)

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. 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.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Examples which may indicate neglect (not designed to be used as a checklist)
 - Hunger.
 - Tiredness or listlessness.
 - Child dirty or unkempt.
 - Poorly or inappropriately clad for the weather.
 - Poor school attendance or often late for school.
 - Poor concentration.
 - Affection or attention-seeking behaviour.
 - Untreated illnesses/injuries.
 - Pallid complexion.
 - Stealing or scavenging compulsively.
 - Failure to achieve developmental milestones, for example, growth and weight.
 - Failure to develop intellectually or socially.
 - Neurotic behaviour.

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding,

drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child. Examples which may indicate physical abuse (not designed to be used as a checklist):

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

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

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains.
- Eating disorders, for example, Anorexia Nervosa and Bulimia.
- Attention-seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour includes sexual harassment or molestation.
- Unusually compliant.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.

- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for sports activities or swimming.
- Bruises and scratches in the genital area.

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as causing 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 as far 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 from participating in normal social interaction. It may also 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. Examples which may indicate emotional abuse (not designed to be used as a checklist):

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

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

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

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

- Violence between adults in the household.

Children with Special Educational Needs and Disabilities: When working with children with disabilities school staff will be aware that additional possible indicators of abuse and/or neglect may also include:

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

Modern Slavery: 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.

Indicators may include:

- Signs of physical or emotional abuse
- Appearing malnourished, unkempt or withdrawn
- Isolation from the community and social networks
- Restricted freedom of movement
- Unusual travel times or routes
- Few personal belongings or identification documents
- Fear of seeking help or trusting people

Financial Exploitation: The unauthorised or improper use of a child's funds, property or resources for another person's benefit.

Indicators may include:

- Unexplained withdrawals from bank accounts
- Sudden changes in financial circumstances
- Lack of control over their own money
- Being forced to work without appropriate payment

Appendix I: Dealing with a Disclosure of Abuse

- When a child tells me about abuse, they have suffered, what must I remember?
- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people to do this state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse, but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.

Be aware that the child may retract what they have told you. It is essential to record all you have heard.

At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

As soon as you can afterwards, make a detailed record of the conversation using the child's language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB, It is not the school staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Immediately afterwards **All** disclosures of abuse will be responded to in keeping with the professional roles and responsibilities outlined in Fig 1 summary of school procedure to follow where there are concerns about a child.

Appendix J: Harmful Sexual Behaviour: The Hackett Model

(Hackett 2010)

Simor, Hackett (201-0} has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

