

Child Protection and Safeguarding Policy

This policy was created on ...5 January 2018.....

Yorkshire English School recognises its responsibility for safeguarding and child protection.

PART 1

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- Keeping Children Safe in Education” 2016
- “Working Together to Safeguard Children 2015”
- “Framework for the Assessment of Children in Need and their Families” 2000
- “What to do if you are worried a Child is being Abused” 2015
- Kirklees Safeguarding Children Board guidelines

The Management Team takes seriously its responsibility under section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff have a full and active part to play in protecting our students from harm, and that the child’s welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff and volunteers working in our school.

This policy has been written in line with Keeping Children Safe In Education 2016

1. Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **DSL:** Designated Safeguarding Lead

2. Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

3. The role of school staff

Our School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- All our school staff have a responsibility to provide a safe environment in which children can learn.
- Our school has a designated safeguarding lead who will provide support to our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

- Staff know in the first instance to discuss their concerns with the designated safeguarding lead, and understand they may be required to support other agencies and professionals in assessments for early help.

4. What school staff need to know

- All our staff members are aware of the systems within our school which support safeguarding, these are explained to them as part of their induction and include:
 - This child protection and safeguarding policy
 - The staff code of conduct (sometimes called staff behaviour policy)
 - The role of the designated lead
 - Keeping children safe in education
 - Managing allegations about staff or volunteers
 - What to do if they have a concern about a child
- All staff are made aware of the early help process, and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment.
- All staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals
- Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child

5. What school staff should look out for

- All school staff members are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection (see part 2 of this policy for the definitions)
- Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Staff members at our school are advised to maintain an attitude at all times of **“it could happen here”** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

6. What school staff should do if they have concerns about a child

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Kirklees Safeguarding Children Board.
- If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible.
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

7. What school staff should do if a child is in danger or at risk of harm

- **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

8. What school staff should do if they have concerns about another staff member

- If our staff members have concerns about another staff member then this must be referred to the principal. Where there are concerns about the principal this should be referred to the Director. In the event of allegations of abuse being made against the principal, allegations should be reported to the Director. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

9. What school staff should do if they have concerns about safeguarding practices within the school

- All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the management team.
- Where a staff member feels unable to raise an issue with the management team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - General guidance can be found at- Advice on whistleblowing
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

PART 2

10. Key personnel at our school:

The **designated senior person** for child protection in this school is:

Contact details:

The **deputy designated person** in this school is:

Contact details:

The **Principal** is:

Contact details:

11. Roles and responsibilities

The Management Team of Yorkshire English School undertakes the regular review of safeguarding related policies and procedures that operate in our school.

The Management Team have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements

Our Management Team ensure that:

- There is a DSL for safeguarding and child protection who is a member of the leadership team and who has undertaken the approved Safeguarding Children training in inter-agency working, in addition to basic child protection training
- Child protection policy and procedures that are consistent with Kirklees SCB requirements, reviewed as required and made available on request
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the principal
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- A training strategy that ensures all staff, including the principal, receive child protection training, with refresher training at three-yearly intervals.
- Regular update sessions for staff regarding safeguarding. Keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the setting
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The Principal:

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSL to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- Ensures that child's safety and welfare is addressed through the curriculum.

The school has ensured that the DSL:

- Is appropriately trained.
- Acts as a source of support and expertise to the school community
- Has an understanding of KSCB procedures.
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file.
- Refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure.
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- Coordinates the school's contribution to child protection plans.
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood this policy
- Ensures that the child protection policy is updated annually
- Liaises with the Principal as appropriate
- Keeps a record of staff attendance at child protection training

All staff will:

Follow the Kirklees Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at <https://www.kscb.org.uk/>).

We will therefore:

- Implement and follow part 1 of this guidance

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- Support the child's development in ways that will foster security, confidence and resilience
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate.

12. Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child/young person attending the centre is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately.

13. Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Designated Person will disclose personal information about a child or young person to other members of staff on a need to know basis only.

- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

14. Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support.
- In consultation with all staff, we have adopted a code of conduct for staff at our setting. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

15. Allegations against staff

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the most senior member of staff available.
- If the allegation made to a member of staff concerns the manager themselves, the person receiving the allegation will immediately inform the Director.
- The school will follow the procedures for managing allegations against staff, as outlined in keeping children safe in education 2016.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with relevant bodies.

16. Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the Safeguarding Team where necessary.

17. Anti-Bullying

- Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our setting will take seriously any bullying concerns and both investigate and take action to protect students where appropriate.
- See full details in our Personal Harassment and Bullying policy

18. Health & Safety

- Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.
- See full details in our health and safety policy

19. Children with Special Educational Needs

At our setting we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

20. Types of abuse and neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in

an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

21. Specific safeguarding issues

- **All staff** have an awareness of safeguarding issues- some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse.

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

- bullying including cyberbullying

www.gov.uk/government/publications/preventing-and-tackling-bullying

- children missing from Education

www.gov.uk/government/publications/children-missing-education

- child missing from home or care

www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

- domestic violence

www.gov.uk/domestic-violence-and-abuse

- drugs

www.gov.uk/government/publications/drugs-advice-for-schools

- fabricated or induced illness

www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

- faith abuse

www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

- forced marriage

www.gov.uk/forced-marriage

- gangs and youth violence

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

- gender based violence

www.gov.uk/government/policies/violence-against-women-and-girls

- hate

www.educateagainsthate.com/

- mental health

www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--

- missing children and adults strategy

www.gov.uk/government/publications/missing-children-and-adults-strategy

- private fostering

www.gov.uk/government/publications/children-act-1989-private-fostering

- sexting

www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

- teenage relationship abuse

www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

- trafficking

www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

22. Online safety

At our setting our students increasingly work online, we recognise that it is crucial to safeguard our students from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place.

23. Allegations of abuse made against other children (peer on peer abuse)

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

24. Dealing with Disclosures

If a student asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a colleague.

Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform designated safeguarding lead, keep in contact.

Record

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

Report

Report the incident to the designated person and do not tell any other adults or students what you have been told.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

25. Record Keeping

The designated person for child protection is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

Annex A

Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

Key Facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice – Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Female Genital Mutilation FGM

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

Forced marriages (FM)

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Prevent

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

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

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified schools to have “due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school

Staff Training

Use the home office or National College of Policing e-learning packages:
<https://www.elearning.prevent.homeoffice.gov.uk/>.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

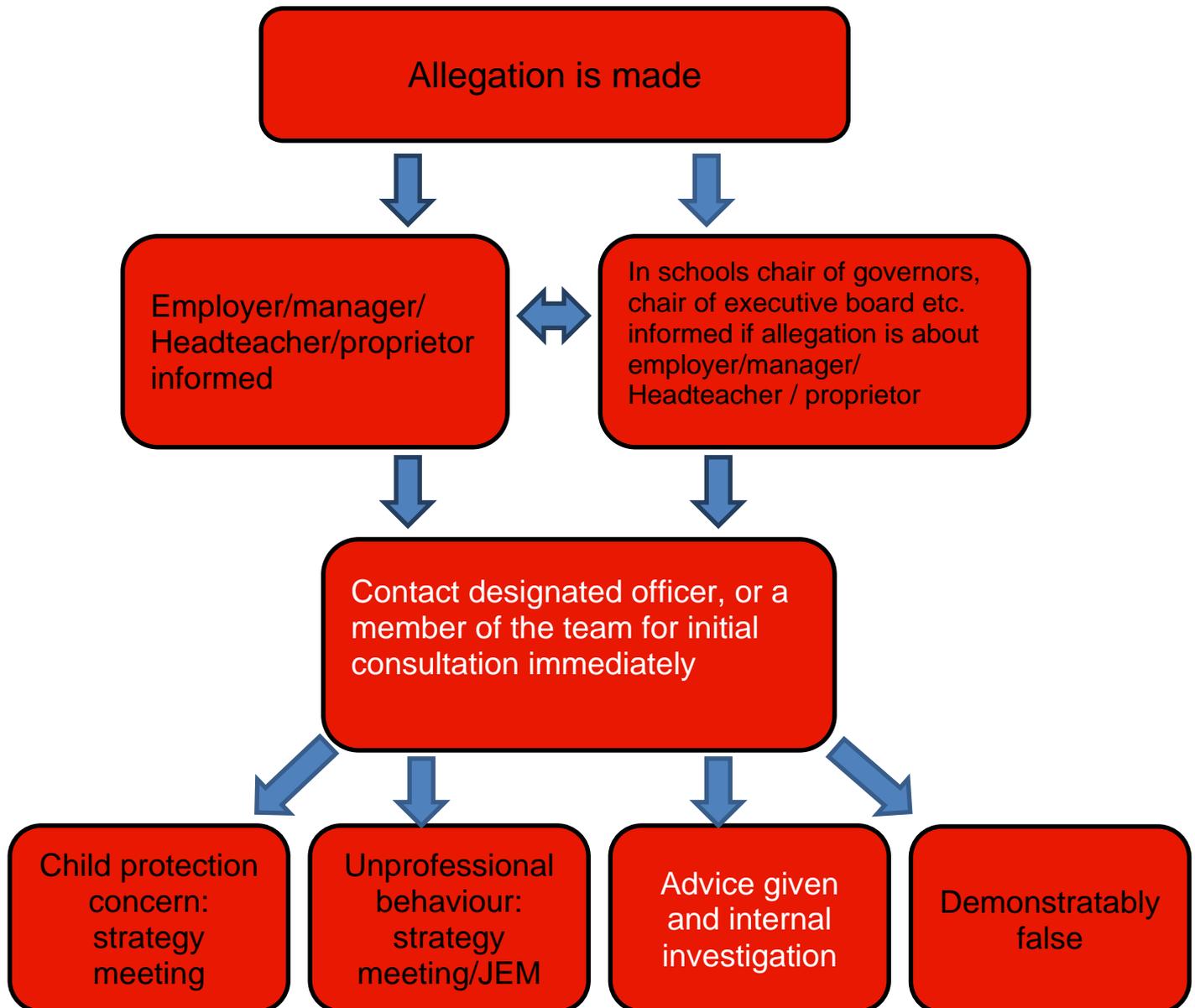
- Ensure that key staff such as safeguarding leads attend any enhanced Prevent training offered via the Kirklees Prevent Hub.
- Use the Kirklees Prevent Hub to and or the Kirklees Referral and Response Service to raise Prevent issues and concerns.
- Engage with parents and families, providing assistance and advice to these individuals and families where necessary.

Sexting in schools

Annex B

Allegation flowchart

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note JEM: Joint Evaluation Meeting

Staff have concerns about a child or young person

referral not required, setting takes relevant action, possibly including early help and monitors in house

referral made in concerns escalate

DSL or (staff member) make referral to social care/police

Social care makes a decision on how to progress the referral and the type of response required

Child in need of immediate protection (referrer informed)

Section 47 enquiry (referrer informed)

Section 17 enquiry (referrer informed)

No further action required (referrer informed)

Appropriate emergency action taken by police or social care

Identify child at risk of significant harm, will proceed to initial child protection plan (ICPC)

Identify child in need, offer appropriate support to child and family

Setting consider early help assessment, working with other universal services (consider CAF)

At all stages, staff should keep the child's best interest at the forefront of any decisions. the child's circumstances should be kept under review, and re-referrals should be made where appropriate.