



Rastrick  
High School

# Safeguarding & Child Protection Policy

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## Contents

- Section 1 Introduction
- Section 2 School commitment
- Section 3 Provide a safe and supportive environment
  - 3.1 Safer recruitment and selection
  - 3.2 Safe practice
  - 3.3 Risk assessments
  - 3.4 Safeguarding information for students
  - 3.5 Partnership with parents
  - 3.6 Partnership with others
  - 3.7 School training and staff induction
  - 3.8 Support advice and guidance for staff
  - 3.9 Home stays (exchange visits)
  - 3.10 Alternative provision including work placements
- Section 4 Ensuring that Children are safe at school and at home
  - 4.1 Child protection procedures
  - 4.2 Peer on Peer abuse
  - 4.3 Supporting the child and partnership with parents
  - 4.4 Named Persons
  - 4.5 Preventing Violent Extremism
  - 4.6 Children looked after (CLA)
  - 4.7 Child sexual exploitation
  - 4.8 Female genital mutilation
  - 4.9 Domestic abuse
  - 4.10 Forced marriage
  - 4.11 Youth produced sexual imagery
  - 4.12 Attendance and children missing education
  - 4.13 Child Criminal Exploitation: County lines

4.14 Contextual Safeguarding

4.15 Children with Family Members in Prison

4.15 Sexual Violence and Sexual Harassment between children

Section 5 Monitoring and reporting

Section 6 Managing Allegations

Section 7 Roles and responsibilities the Board of Directors and the Headteacher

## **Annex A**

Useful contacts within the Local Authority

## **Annex B**

Definitions

## **Annex C**

Safeguarding Route Map

## Section 1

### Introduction

The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on [www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk)
- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- Information Sharing (2018)
- What to do if a child is being abused (2018)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (March 2013)
- The Prevent duty 2015 (Counter-Terrorism and Security Act 2015)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- The Equality act 2010 and schools 2014
- DFE advice and guidance relating to FGM

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children in need to have optimum life chances

(Working Together to Safeguard Children, 2018)

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

Child Protection is defined as:

- Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

We believe that:

- Schools play a key role in the prevention of abuse.
- It is the responsibility of all stakeholders in the school to provide a safe environment in which children can learn
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

## Section 2 School Commitment

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

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.
- To ensure everyone working in our school has read and understood part 1 and Annex Part 1 of Keeping Children Safe in Education (2018).
- To provide a safe environment for children and young people to learn and develop in our school setting.
- Identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

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



## **Section 3 Providing a Safe and Supportive Environment**

### **3.1 Safer Recruitment and Selection**

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSE) Sept 2018. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2018) Part 3 and is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

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

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

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

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

Mr Steve Evans..... (Headteacher)

Mr Duncan Brundell ..... (Chair of Board of Directors)

Mr Mathew Williams..... (Associate Headteacher)

Mr Matt Crowther ..... (Associate Headteacher)

Miss Sally Mason..... (HR Lead)

The above people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services). In addition to the above all members of the senior leadership team are required to have completed the safer recruited training.

### **3.2 Safe Working Practice**

The Teaching Standards (2012) state that teachers, including Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Practical guidance and good practice is

clearly given in the Guidance on safe working practice section in the schools staff handbook. It is compulsory for all members of staff to collect and sign for the School staff handbook during their induction. It is an expectation that all staff members of the school read the staff handbook to ensure they are familiar with the guidance on Safer working practice.

The schools safer working practice follows Department of Education guidance and ensures that students are safe and that all staff will:

- work in an open and transparent way;
- discuss and/or take advice from school Leadership over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- Staff are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Report breaches of the code of conduct/safer working practices to the Headteacher

Staff are aware of the following procedures:

- If there are concerns about dangerous or illegal activity or any wrongdoing within the organisation, staff may consult the schools whistle blowing policy as to their next course of action or ring the NCPCC whistle blowing advice line 08000280285.
- If a complaint/allegation is against the Headteacher, the schools complaints procedure should be followed.

For further guidance all staff are **expected** to read the schools staff handbook

### **3.3 Risk Assessments**

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, (such as premises and equipment, on-site activities, off-site activities, venues used, transport). Where relevant, risk assessments are carried out for individual students, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

### **3.4 Safeguarding Information for students**

All sensitive information regarding safeguarding for students is confidential and only authorised personnel have access to these restricted files. All safeguarding information is sent via secure e-mail, (ANY COMMS, S2S) or is signed for by a member of the schools safeguarding team.

All students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a designated safeguarding lead (DSL), who is a senior member of staff with responsibility for child protection and know who this is. Likewise all students know that there is a Deputy DSL who they would talk to if the DSL was not in school, We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Students in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to students are; the school and year leadership teams, peer support, support teams in school, student mentors, Anti bullying campaigns.

We make students aware of these arrangements by promoting them in assembly, pastoral curriculum and student campaigns.

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

### **3.5 Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm. The school provides e-safety advice to parents, provides an extensive parent and carer information on the school website. Included on the website is advice on reporting issues to appropriate authorities (MAST – Multi Agency Screening Team and First Response (Calderdale) and MASH – Multi Agency Safeguarding Hub (Kirklees).

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

Rastrick High School will share with parents any concerns we may have about their child, unless to do so may place a child at risk of harm. In addition, parents will not be informed prior to a social care referral if it may jeopardise a police investigation

We encourage parents to discuss any concerns they may have with the support team in school and we encourage use of Parent View as an opportunity to provide feedback to the school. We make parents aware of our policy through the parent and carer section on our website and all safeguarding policies are available to read on the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

### **3.6 Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. These Include LA, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, Childline in Partnership with schools, NSPCC, National Youth Advocacy Service, Surestart, Children's Fund, First response. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with social care agencies where they are conducting child protection enquiries. Furthermore school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, CAF (Common Assessment Framework) and

TAC (Team Around the Child) meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. For allegations against staff the school works closely with the LADO, (Local Authority designated officer)

### **3.7 School Training and Staff Induction**

The school's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL (Designated Safeguarding Lead) also attends other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Headteacher and all other school staff, including support staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis. Rastrick High School ensure that this takes place by Annual training on CP for all staff and additional training for any new members of staff who join the school throughout the year, as recommended by Calderdale Safeguarding Children Board.

All staff (including temporary staff and volunteers) are provided with the school's staff handbook, part 1 and Annex 1 of the Keeping children safe in education 2016 and are informed of the school's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

### **3.8 Home stays (exchange visits)**

Where children are staying with parents from overseas as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

### **3.9 Support, Advice and Guidance for Staff**

Staff will be supported by the schools safeguarding team within school, LA and professional associations. The designated safeguarding lead for Safeguarding/Child Protection will be supported by Headteacher, supervision with other DSL and nominated governor advice is available from the Education Safeguarding Advisor (Rezina Kelly 01422 394123).

Safeguarding is also an agenda item for whole school training. There is an opportunity for the Child Protection team to have a discussion and to raise concerns on a weekly basis during supervision meetings. In addition formal supervision process is in place for staff on the safeguarding team.

### **3.10 Alternative provision**

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in

place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard students.

#### **4.1 Child Protection Procedures**

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

The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016).

All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Calderdale Safeguarding Children Board guidance.

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

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

- School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will always provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

### **4.3 Bullying and peer on peer abuse**

- The School has in place an Anti-Bullying policy which explains how the school defines and deals with incidents of bullying. Bullying will always be taken seriously and acted upon, with appropriate measures taken.
- Bullying will not be dismissed as 'banter' or 'part of growing up' and the Anti-Bullying policy outlines how the academy minimises the risk of peer on peer abuse through a range of strategies and education.
- To reduce incidents of bullying and abuse (including cyber bullying and sexting) the school does not allow students to use their mobile phones during the school day, unless directed for an educational purpose by a member of staff. This is supported by the Behaviour for Learning policy.
- If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:
  - The perpetrator has repeatedly tried to harm one or more other children.
  - There are concerns about the intention of the alleged perpetrator.

Named Child Protection officers are aware that there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures

### **4.4 Named Persons**

The School has the following named persons

- Mat Williams - Designated Safeguarding Lead
- Donna Broadley – Designated Safeguarding Lead
- Caroline Wood – Deputy Designated Safeguarding Lead
- School Safeguarding Team

The above persons have been nominated on behalf the school to refer allegations or suspicions of neglect to the appropriate statutory authorities.

### **4.5 Preventing violent extremism**

In conjunction with the policy paper 2010-2015 government policy on Counter Terrorism: and The prevent duty 2015(Counter Terrorism and Security Act 2015)

The school supports the prevent element of the government's four point strategy. As a school, we establish an environment that identifies young people who are at risk of radicalisation and in addition works with external agencies to support, prevent and advise in order to deal with the risks.

In addition, we reference the following document:

*'Learning together to be Safe, a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism'* was published in October 2008, as part of the ongoing Government's strategy on preventing extremism, or 'Prevent'.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated safeguarding lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

In terms of being aware of potential risks and signal events which can impact on our students and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to students and the wider school community effectively
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual students and on the school community.
- The school regularly review emergency plans and procedures to prepare for future events and risks.
- The promotion of British Values through the curriculum and school ethos

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

The Prevent Coordinator at present is Sadia Hussain, who can be contacted by email: [sadia.hussain@calderdale.gov.uk](mailto:sadia.hussain@calderdale.gov.uk) or [prevent@calderdale.gov.uk](mailto:prevent@calderdale.gov.uk) or by telephone on 0770 265 6834.

#### **4.6 Children who are looked after (CLA)**

The school recognises that children who are or have been looked after may need additional support and as such all CLA will have additional support from the vulnerable students' team.

#### **4.7 Child Sexual Exploitation**

Rastrick High School is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

Staff have been made aware of some of the key indicators of CSE in the course of the regular training provided by DSL at Rastrick High School. In addition Rastrick High School appreciates that it has a role to play in the prevention of CSE within its PSHCE and Safeguarding curriculum delivered by Form Tutors in Form time.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated

Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST and the CSE Hub, including a CSE Risk Assessment. Rastrick High School also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

#### **4.8 Female Genital Mutilation**

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

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST, MASH and/or the Police as is their mandatory duty.

#### **4.9 Domestic Abuse**

Rastrick High School understands that the cross-government definition of domestic violence and abuse is:

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

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

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

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings. Where DV Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

#### **4.10 Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Rastrick High School understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

#### **4.11 Youth Produced Sexual Imagery**

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should 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
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

#### **4.12 Attendance and Children Missing from Education**

Rastrick High School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns. Information is gathered by Form Tutors and Year Achievement Teams and is shared with the DSL. Likewise school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

Rastrick High School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Rastrick High School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Rastrick High School understands that it is essential that contact is made with the Education Welfare Service (Elaine Manship 01422 266125) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition

Rastrick High School will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

#### **4.13 Child Criminal Exploitation: County Lines**

School recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

#### **4.14 Contextual Safeguarding**

Rastrick High School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. 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 school will provide as much information as possible to children's social care as part of any referral undertaken.

#### **4.15 Children with Family Members in Prison**

Rastrick High School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

#### **4.16 Sexual Violence and Sexual Harassment between children**

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome

involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

## **Section 5 Monitoring and reporting**

- Weekly meetings are held with the internal CP and core team to support effective communication and develop clear strategies ensuring information is shared where appropriate.
- Regular case reviews chaired by a senior leader will identify areas for improvement
- The CP Governor presents a report to Directors, at least annually, following an audit visit.
- All CP policies related policies are reviewed regularly.
- The Child Protection policy is available on the academy website or available on request.

## **Section 6 Managing Allegations**

Where an allegation is made against any person working in or on behalf of the school, the procedures detailed in the Managing Allegations Policy will be followed. 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.

The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Calderdale MAST. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

## **Section 7 Role and responsibilities of the Directors and the Headteacher**

- Directors will ensure that a CP/Safeguarding Director is appointed and receives regular and appropriate training
- A regular safeguarding visit is undertaken and reported to the Board of Directors
- The Head teacher will ensure that all staff in the School have a commitment to child protection and safeguarding,
- The Head teacher will ensure that all staff know that safeguarding is everyone's responsibility in the school.
- All staff are aware of where to seek advice or support in relation to safeguarding and child protection

## Annex A

### Useful Contacts within the local authority

#### Children's Social Care

Multi-Agency Screening Team	<a href="mailto:MAST@calderdale.gov.uk">MAST@calderdale.gov.uk</a>	01422 393336
Disabled Children's Team	<a href="mailto:DisabledChildrensTeam@calderdale.gov.uk">DisabledChildrensTeam@calderdale.gov.uk</a>	01422 394091
Emergency Duty Team (Outside office hours support)	<a href="mailto:EDT@calderdale.gov.uk">EDT@calderdale.gov.uk</a>	01422 288000

#### Schools Service

Schools Safeguarding Adviser Steve Barnes	<a href="mailto:steve.barnes@calderdale.gov.uk">steve.barnes@calderdale.gov.uk</a>	01422 288326 07540 672735
Senior School Effectiveness Officer Lesley Bowyer	<a href="mailto:lesley.bowyer@calderdale.gov.uk">lesley.bowyer@calderdale.gov.uk</a>	01422 394102 07545 423453
Senior Education Welfare Officer Duncan Thorpe	<a href="mailto:duncan.thorpe@calderdale.gov.uk">duncan.thorpe@calderdale.gov.uk</a>	01422 266125 07833 049343
Education Welfare Administration Elaine Manship	<a href="mailto:elaine.manship@calderdale.gov.uk">elaine.manship@calderdale.gov.uk</a>	01422 266125
Virtual School – Head teacher Rezina Kelly	<a href="mailto:rezina.kelly@calderdale.gov.uk">rezina.kelly@calderdale.gov.uk</a>	01422 394123 07734 460254

#### Prevent Team

Prevent Co-ordinator Sadia Hussain	<a href="mailto:sadia.hussain@calderdale.gov.uk">sadia.hussain@calderdale.gov.uk</a>	07702 656834
Prevent Education Engagement Officer Emma Hygate	<a href="mailto:emma.hygate@calderdale.gov.uk">emma.hygate@calderdale.gov.uk</a>	07967 837822

#### Managing Allegations

Local Authority Designated Officer (LADO) Cheryl Baxter	<a href="mailto:cheryl.baxter@calderdale.gov.uk">cheryl.baxter@calderdale.gov.uk</a>	01422 394086 07769 886090
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#### Police

West Yorkshire Police Child Safeguarding Unit – Calderdale		01422 337362
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## **Annex B: Definitions**

**A child:** any person under the age of 18 years, or in the case of the disabled, 25 years.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

**Development** means physical, intellectual, emotional, social or behavioural development.

**Health** includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. An adult or adults or another child or children may abuse them.

**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.

## Annex C: Safeguarding Route map

