



**Policy:** **Child Protection and Safeguarding Policy**

**Date of review:** October 2018

**Date of next review:** September 2019

**Status:** Statutory

**Name of Academy:** Akroydon Primary Academy

**Name and role of nominated member of staff:** Jennifer Lewis (Assistant Principal/ DSL)

## **Akroydon Primary Academy Child Protection & Safeguarding Policy 2018/19**

The Principal is Mrs Emma Hanlon

This policy was developed on November 2017 and reviewed in September 2018.

This policy was signed off by the Governing Body on 15<sup>th</sup> November 2017

The policy will be reviewed in September 2019

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Jennifer Lewis (Assistant Principal)

The Deputy Designated Safeguarding lead(s) are Joanna Greenwood, Auveen Twomey and Charlotte Bryant

The Designated Child Protection Officer is Joanna Greenwood

The name of the Designated Teacher for Children who are Looked After is Sue Farmer

The named Member of the Governing Body for Safeguarding is Helen Bell

Contents

Introduction

**Section 1 School Commitment**

**Section 2 Providing a Safe and Supportive Environment**

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Guidance and Supervision for Staff
- 2.9 Alternative Provision including Work Placements

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

- 3.1 Child Protection Procedures
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Female Genital Mutilation
- 3.6 Domestic Abuse
- 3.7 Forced Marriage
- 3.8 Peer on peer abuse
- 3.9 Youth Produced Sexual Imagery
- 3.10 Attendance and Children Missing Education
- 3.11 Child Criminal Exploitation: County Lines
- 3.12 Contextual Safeguarding
- 3.13 Children with Family Members in Prison
- 3.14 Sexual Violence and Sexual Harassment between children

**Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)**

- 4.1 Managing Allegations Procedures

**Annex A**

**Useful Contacts within the local authority**

## 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 (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (March 2013)
- 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)

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 all children to have the best outcomes  
(Working Together to Safeguard Children, 2018)

The term "child" or "children" refers to anyone under the age of 18 years

We believe that:

- Schools play a key role in the prevention of abuse.
- 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 1 School Commitment

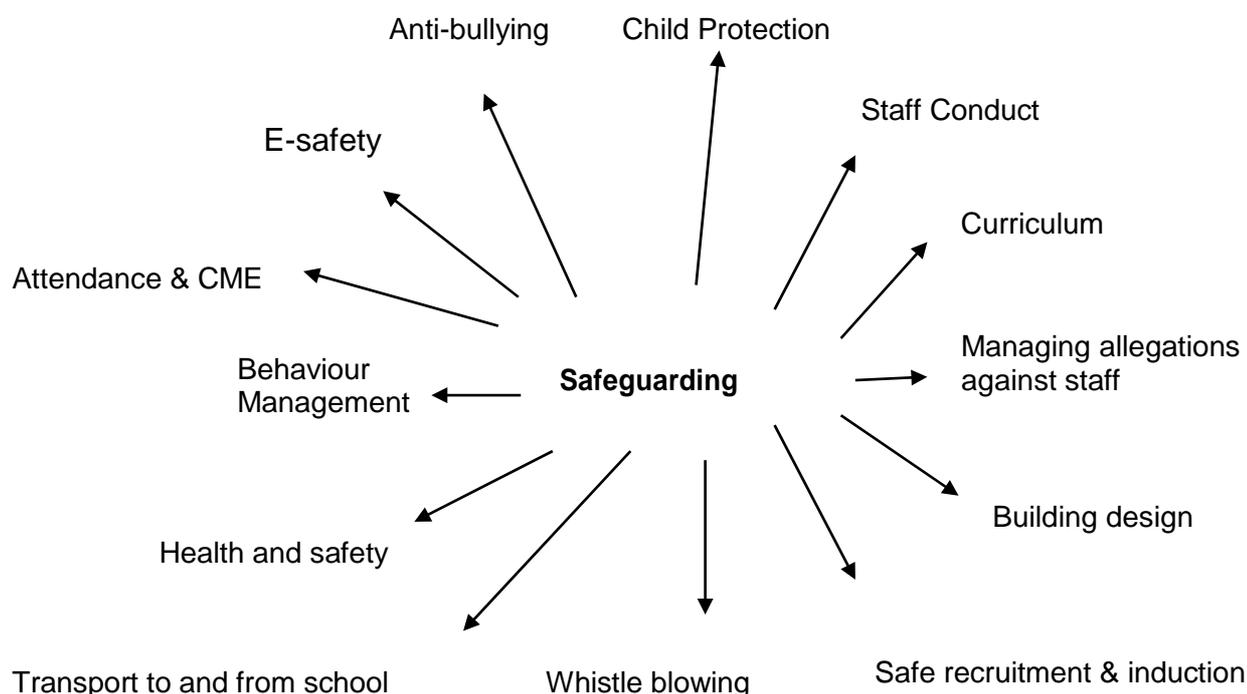
**This policy applies to all adults, including volunteers, working in or on behalf of the school.** The purpose of this policy is:

- 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.

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

- reading and understanding Part 1 of Keeping Children Safe in Education (2018)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

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



## **Section 2 Providing a Safe and Supportive Environment**

### **2.1 Safer Recruitment and Selection**

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

Emma Hanlon

(Principal)

Helen Bell

(School Governor)

Ross Benson

(Finance and Operations Manager)

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).

### **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.

### **2.2 Safe Working Practice**

The Teaching Standards (March 2013) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional

duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

### **2.3 Risk Assessments**

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments and operational procedures are available for all aspects of the school's work (e.g. premises and equipment, on-site activities, off-site activities, venues used, transport). All class trips are entered onto Evolve. Where relevant, risk assessments are carried out for individual pupils, 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.

### **2.4 Safeguarding Information for pupils**

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

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are School Council, pupil surveys, buddy systems on the playground etc. We make pupils aware of these arrangements through assemblies, PSHCE sessions and class discussion.

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

## **2.5 Partnership with Parents**

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

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

Akroydon Primary Academy will share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm.

We encourage parents to discuss any concerns they may have with staff. We make parents aware of our policies through the school website, prospectus and workshops such as e-safety events.

We keep parents up to date with our Safeguarding curriculum through our newsletters, parental workshops and curriculum leaflets.

## **2.6 Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. (e.g. LA, Virtual School, Multi-Agency Screening Team (MAST), CAMHS, Police, Health and NSPCC.) 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 where they are conducting child protection enquiries. Furthermore school will endeavour to attend appropriate multi-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child In Need Reviews and Initial and Review Child Protection Case Conferences, AND Children Looked After (CLA) Reviews. We will, when necessary, provide reports for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings.

## **2.7 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 also attends other opportunities such as 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 Principal and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. Akroydon Primary Academy ensures that this takes place face to face or online training. Staff who join the academy during the academic year receive the same training as part of their induction.

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

## **2.8 Support, Guidance and Supervision for Staff**

Staff will be supported by school leaders, LA and professional associations. The designated safeguarding lead for Safeguarding/Child Protection will be supported by the nominated governor. Advice is available from the Schools Safeguarding Advisor from the Local Authority.

Weekly safeguarding meetings take place with Child Protection Team where concerns and information are shared.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk. The Designated Child Protection Officer is part of the weekly meetings to discuss key cases, receives supervision training on a termly basis and we operate an 'open door policy' so members of staff can discuss concerns when needed.

## 2.10 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 academy will also obtain a written statement from the provider that they have completed all the vetting and barring checks and procedures in place to safeguard students.

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

### 3.1 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, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

#### **Definitions:**

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2018)

**A child:** any person under the age of 18 years.

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

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

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 (Fabricated Induced Illness).

**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.

All staff follow the schools 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 pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention

Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed.

These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues such as Domestic Abuse.

### 3.2 Supporting the child and partnership with parents

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

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

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

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

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

### **3.3 The Prevent Duty**

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

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

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

The Prevent Coordinator at present is Arelys Gomez-Reve, who can be contacted on: arelys.gomez-reve@calderdale.gov.uk or prevent@calderdale.gov.uk , or by phone on 07929010016.

Akroydon Primary Academy will also incorporate the promotion of fundamental British Values into the curriculum in order to help build pupils' resilience and enable them to challenge extremist views.

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.

### **3.4 Child Sexual Exploitation**

The staff of Akroydon Primary School are aware that Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where children receive something as a result of engaging in sexual activities. Staff have been made aware of some of the key indicators of CSE by training provided by the DSL. In addition the staff of Akroydon Primary School appreciate that they have a role to play in the prevention of CSE within its PSHCE curriculum eg. Healthy Relationships.

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. The Staff at Akroydon Primary Academy also appreciate 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.

### **3.5 Female Genital Mutilation**

Akroydon Primary Academy understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. The staff of Akroydon Primary Academy are 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 and/or the Police as is their mandatory duty.

### **3.6 Domestic Abuse**

The staff of Akroydon Primary School understand 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

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.

### **3.7 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 Akroydon Primary School understand that likewise this is a potential safeguarding issue and thus they would pass on concerns to the DSL.

### **3.8 Peer on Peer Abuse**

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through behaviour management there is also a need for this information to be shared with the DSL in order to address the underlying safeguarding concerns.

### **3.9 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.

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

Akroydon Primary Academy understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between the school administrator, the Designated Child Protection Officer, the Behaviour for Learning Manager, the DSL and the Principal. 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.

Akroydon Primary 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. Akroydon Primary Academy 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.

Akroydon Primary Academy understands that it is essential that contact is made with the Education Welfare Service (Stephanie Wilman 01422 266129) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition Akroydon Primary Academy 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.

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

The academy recognises 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. The academy will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. ([hyperlink to NRM guidance doc.](#))

### **3.12 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. 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 as part of any referral undertaken.

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

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.

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

Sexual violence and sexual harassment involving children at the academy 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 academy. The academy 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 academy 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 academy 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 academy 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 academy for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that academy.

## **Section 4 Managing Allegations**

4.1 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.

## 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

#### Academies Service

Academies Safeguarding Adviser Steve Barnes	<a href="mailto:steve.barnes@calderdale.gov.uk">steve.barnes@calderdale.gov.uk</a>	01422 288326 07540 672735
Senior Academy 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 Stephanie Wilman	<a href="mailto:stephanie.wilman@calderdale.gov.uk">stephanie.wilman@calderdale.gov.uk</a>	01422 266129
Virtual Academy – 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>	07967837822

#### Managing Allegations

Local Authority Designated Officer (LADO) Kathy Dempsey, Sharon Harris and Vicki Cross.	<a href="mailto:cpadmin@calderdale.gov.uk">cpadmin@calderdale.gov.uk</a>	01422 394055
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#### Police

West Yorkshire Police Child Safeguarding Unit – Calderdale		01422 337362
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