



Safeguarding Policy

(adapted from Kirklees Safeguarding Partnership Guidance)

*KCSCITT trainees complete their training **fully prepared** for the reality of the **classroom** and ready to make a **positive contribution** to the **teaching profession** and **pupil outcomes**, having been supported by a **professional family***

THIS POLICY/GUIDANCE IS CORRECT AT THE TIME OF WRITING BUT IS SUBJECT TO CHANGE –AMENDMENTS WILL ALSO BE MADE AS AND WHEN REQUIRED.

Approved – 16th June 2021

To be reviewed - Summer 2022

This policy is based on Kirklees Council's Safeguarding Policy for Schools September 2018 and has been adapted to meet the needs of Kirklees & Calderdale SCITT (KCSCITT). It will be reviewed as above or as and when changes are needed to reflect policy changes and guidance locally and nationally.

Named personnel with designated responsibility for Safeguarding: **Gill Hood, KCSCITT Director**
Deputy: Elaine Watson, Chair of Executive Board

Training for Trainees

- Safeguarding including Prevent training (preventing terrorism)
- Anti-bullying
- CEOP (Child Exploitation and Online Protection)
- Personal, Social, Health and Economic (PSHE) including CSE (Child Sexual Exploitation)
- Role of Designation Safeguarding Lead/Special Educational Needs Coordinator
- Child and Adolescent Development
- EAL (English as an Additional Language) (inc Asylum Seekers)

This policy links with:

KCSCITT Safeguarding Adults

KCSCITT Whistleblowing Policy

KCSCITT Online Safety Policy & AUP

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Section 1 ITT Provider Commitment

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

We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018. Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

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

Kirklees and Calderdale SCITT is committed to safeguarding and promoting the well-being of all its schools and their pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our schools and their pupils.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection (please see guidance on DBS, Vetting and Barring – with KCSCITT policies)

Our schools are expected to pay full regard to DfE guidance 'Keeping Children Safe in Education 2018'

We ensure that all appropriate measures are applied in relation to recruitment of our trainee teachers. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes

undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

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

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

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

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools, including free schools and academies);
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

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

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

KCSCITT core team staff undertake Safer Recruitment in Education Training. At least one member of the KCSCITT core team will be involved in all trainee staff and volunteer appointments and arrangements (including, where appropriate, contracted services). School Direct interviews will also have at least one member of the panel who has undertaken Safer Recruitment in Education Training

2.2 Safe Working Practice

The SCITT will comply with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at www.kirkleessafeguardingchildren.co.uk

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

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

- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

School/College staff having concerns about another member of staff:

- Staff members having concerns about another member of staff will report these to the head teacher/principal.
 - Where staff members have concerns about the head teacher/principal, these will be reported to the chair or governors, chair of management committee or proprietor of an independent school as appropriate. Where the head teacher/principal is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

School/College staff having concerns about safeguarding practices:

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures, are in place within the school / college and can be read in further detail by accessing the separate school/college whistleblowing policy.
- Where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline also call 01484 225030 or email whistleblowing@kirklees.gov.uk . All messages on the answer machine or email will be heard and seen only by the council's corporate customer standards team.

2.3 Risk Assessments

Risk assessments are taken seriously and are done in partnership with schools where necessary 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.) should be with the trainee.*

Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed, again these should be shared with the trainee.

2.4 Safeguarding Information for pupils

We expect all our schools to be committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Our trainees have had training and know that there is a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. PSHCE and online safety awareness materials we use to help pupils learn how to keep safe are ChildLine, NSPCC, Police, Stranger Danger, and Anti-bullying.

Our trainees will ensure that pupils are made aware that information can be found at the school prospectus and will follow the school Safeguarding policies such as the School's arrangements for consulting with and listening to pupils.

2.5 Partnership with Parents and Carers

All our schools share a purpose with parents to educate and keep children safe from harm. We would expect any trainee to liaise with their mentor regarding any communication with parents.

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

Whilst we expect trainees to make themselves aware of the school's policies and procedures we would not expect them to be involved without thorough guidance.

2.6 Partnerships with others

Our schools recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in Kirklees Safeguarding Children Board.

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

2.7 School Training and ITT Induction

We would expect our school to induct our trainees and make sure the trainee was made aware of the school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection and the school child safeguarding training as part of their induction.

All trainees access the whole school Basic Awareness in Child Safeguarding training by Kirklees Safeguarding Officer for Schools & Learning.

We expect all our trainees to be provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction.

2.8 Support, Advice and Guidance for Staff

Trainees will be supported by the school, the SCITT, the Local Authority and professional associations.

Advice is available from Kirklees - Duty and Advice Team on 01484 414960 or 456848 and the Police Child Safeguarding Unit (See Contacts List Appendix 1) as well as from the Safeguarding Officer for Schools & Learning – 01484 221000.

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

3.1 Child Protection Procedures

Teachers, trainee 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 trainees follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Kirklees Safeguarding Children Board guidance.

It is **not** the responsibility of the trainee teachers 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.

3.2 Supporting the child and partnership with parents and carers

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, Kirklees and Calderdale SCITT 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 all trainees have received 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.

Trainees receive training on how to incorporate the promotion of fundamental British Values into the *Safeguarding Curriculum and PSHE* 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.

Trainees have information from training on Kirklees Prevent Referral pathway – prevent@kirklees.gov.uk, 01924 483 747

3.4 Child Sexual Exploitation

Trainees are made 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)

Trainees have been made aware of some of the key indicators of CSE by training provided Kirklees Safeguarding Lead.

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 Kirklees Duty and Advice Team

3.5 Female Genital Mutilation

Safeguard training made trainee aware of Female Genital Mutilation (FGM) and that it 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. Trainees would be expected to refer any concerns to the school DSL.

3.6 Domestic Abuse

Schools should be aware of and follow the Kirklees Joint Agency protocol for domestic violence and abuse – School notification, contact numbers for this must be kept updated by emailing InformationSharing@kirklees.gov.uk .

Trainees need to be aware of Joint Agency protocol and the support that is in place.

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.

Trainees need to 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).

3.8 Peer on Peer Abuse

Sometimes 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 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

Trainees understand that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between mentor and pastoral staff. 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. The school will follow Kirklees internal guidance 'First Day Calling' procedures and 'Kirklees Guidance for Schools on the Monitoring and Reporting of Pupils who Absent themselves during the School day'

3.11 Looked After Children

Trainees receive LAC training to ensure they recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual School head teacher Janet Tolley (01484 221000) in respect of all pupils at the school who are subject of 'looked after' status

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

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

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

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

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

Initial action to be taken:

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

Annex A

Useful Contacts within the local authority

Introduction

The policy is in line with:

- West Yorkshire Consortium Safeguarding Children Procedures (see link from Kirklees Safeguarding Children Partnership website at www.kirkleessafeguardingchildren.co.uk or go direct to the manual at: <http://www.proceduresonline.com/westyorksrb/>)
- Working Together to Safeguard Children (2018) ([hyperlink to document](#))
- Keeping Children Safe in Education (2018) ([hyperlink to document](#))
- Information Sharing (2018) ([hyperlink to document](#))
- What to do if a child is being abused (2015) ([hyperlink to document](#))
- Children Act 1989 and Children Act 2004 ([Hyperlink to 1989 Act](#)) ([Hyperlink to 2004 Act](#))
- Education Act 2002 ([Hyperlink to Ed. Act 2002](#))
- Teaching Standards (March 2013) ([Hyperlink to document](#))
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015) ([hyperlink to document](#))
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016) ([hyperlink to document](#))
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018) ([hyperlink to document](#))

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