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RISHWORTH SCHOOL

SAFEGUARDING POLICY & CHILD PROTECTION PROCEDURES 2026/2027

Distribution: Internal School Policy Files, Website and Parents' and Students' Handbook

Note:
The Head of Rishworth School is Mr Tim Bayley

The Designated Safeguarding lead (DSL) who takes the lead for Safeguarding and Child Protection is Kathryn de Ferrer, Deputy Head Pastoral (01422 822217)

The Deputy Designated Safeguarding Leads (DDSL) at Rishworth are Elisabeth Allison and Diane Robinson (01422 822217). Elisabeth Allison is also the out of hours DDSL who can be contacted on the duty phone number: (07432 088847).

The name of the Designated Teacher for Children who are Looked After is Kathryn de Ferrer (01422 822217)

The named Member of the Governing Body for Safeguarding is Maxine Garbett, Vice-Chair of the Board.

Reference to 'The School' in these contexts should be taken to refer to Rishworth Senior and Rishworth Preparatory School as a single entity, unless specifically detailed otherwise.

Please note yellow highlights show changes to the Safeguarding Policy and Child Protection Procedures from the last version in September 2025

September 2026

SAFEGUARDING POLICY

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Introduction

The policy reflects Calderdale local safeguarding partnership arrangements and in line with:

- Calderdale Safeguarding Children Partnership Policies and Procedures
- West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- Children's Wellbeing and Schools Act 2026
- Early Years Foundation Stage (EYFS) Statutory Framework 2026
- Information Sharing (2024)
- What to do if you are worried a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (updated Dec 2021)
- Guidance for Safer Working Practice for those working with Children and Young People in Education

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- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
- Children Missing Education - Statutory Guidance 2025
- Alternative Provision – Statutory Guidance 2025
- Behaviour in Schools - Advice for headteachers and school staff – February 2024
- Searching, Screening and Confiscation – Advice to Schools July 2022
- Out-of-school settings: safeguarding guidance for providers 2026
- Meeting digital and technology standards in schools and colleges - updated June 2026
- DfE Education for children with health needs who cannot attend school 2023

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2026)
(Keeping Children Safe in Education, 2026)

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

We believe that:

- Schools play a key role in the prevention of abuse, neglect and exploitation.
- 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, neglect or exploitation.

- Arranging Alternative Provision February 2025
- Behaviour in Schools - Advice for headteachers and school staff – February 2024
- Searching, Screening and Confiscation – Advice to Schools July 2022
- After-school clubs, community activities, and tuition -Safeguarding guidance for providers 2025

- Meeting digital and technology standards in schools and colleges - updated March 2025
- DfE Education for children with health needs who cannot attend school 2023
- The Prevent duty: safeguarding learners vulnerable to radicalisation, September 2023
- The Revised Prevent duty guidance: for England and Wales (Prevent), March 2024
- Boarding Schools: National Minimum Standards, May 2026
- Disqualification under the Children Act 2006, August 2018
- Multi-Agency Guidance on FGM, July 2020
- Child sexual exploitation, February 2017
- The Independent Schools Standards, April 2026
- Relationships Education, Relationships and Sex Education (RSE) and Health Education June 2019

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- 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, 2026)
(Keeping Children Safe in Education, 2026)

The term "Child" or "Children" refers to as anyone under the age of 18 years (or in the case of Rishworth; any student registered under a course of study at the School)

We believe that:

- Schools play a key role in the prevention of abuse, neglect and exploitation.
- 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, neglect or exploitation.

Section 1 School Commitment, including Equality and Human Rights.

Equality legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

1. must not unlawfully discriminate against pupils because of their protected characteristics
2. must consider how they are supporting pupils with protected characteristics
3. must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

1. Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
2. Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity.
3. Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights - Equality and Human Rights Commission

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

The school considers it essential that everybody working in our school understands their safeguarding responsibilities.

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, neglect and exploitation
- 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 2026

- 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.

Our school leaders and governing body promote a whole school approach to safeguarding students, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development with the best interests of the child at their heart. There is a focus around ensuring the child's wishes and feelings are taken into account when determining what action should be taken following the raising of any safeguarding concern.

The school ensures this policy and procedures document will be reviewed on an annual basis to reflect changes in national and local guidance.

The school is committed to safeguarding and promoting the well being of all of its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse or exploitation, especially those with identified special educational needs and/or a disability (SEND). We recognise that children who are abused, neglected or exploited 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, understood and thus agreed to adhere to any policies.

Safeguarding related policies and associated documents:

2a Curriculum Policy
2d PSHCE (Including RSE) Policy
7b Whistle blowing Policy
7e Staff Behaviour Policy
7g Students who are absent from education policy
7h E-Safety Policy
7i Mobile phone Policy (inc Early Years)
8a Boarding Policy
9a Behaviour Policy
10a Bullying Policy
11 Health and Safety Policy
14a Supervision of Students Policy
14b Missing Child Policy
14c Supervision of Students EYFS Policy
14d School journeys
18a Recruitment Policy
Registration Policy
Allegations against staff policy
Visitors Procedure
Drug Substance Abuse Policy
Medical policies
Staff Handbook
Parent Handbook
Student Handbook & Student Planner

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) 2026.

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 KCSIE 2026 Part 3, is adhered to in terms of scrutinising applicants and the undertaking of all pre-employment vetting checks, appropriate to role and the level required for that role.

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

- all staff, including teacher trainees, agency and third party supply staff who work at the school;
- all members of the school Governing body
- all others who work in regular contact with children in the school, including volunteers

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.

Safer Recruitment trained staff

Tim Bayley (Head Rishworth)
Liz Newman (Compliance and Risk Manager - lead responsibility for the SCR)
Kathryn de Ferrer (Deputy Head Pastoral, DSL)
Liz Newman (Compliance and Risk Manager)
Maxine Garbett (School Governor - with responsibility for Safeguarding)

The above people have undertaken appropriate safer recruitment training within the last 3 years, sufficient to cover Part 3 of Keeping Children Safe in Education 2026, 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 from overseas are staying with UK parents 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 (updated December 2021) state that teachers, including Heads 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 with the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (May 2019) and linked to our Staff Behaviour Policy

(Code of Conduct) and Whistleblowing Policy; safe working practices in our school ensure that students are safe and that all staff:

- understand their responsibilities to safeguard and promote the welfare of students
- 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
- should work, and be seen to work in an open and transparent way including self-reporting if their conduct or behaviour falls short of these guiding principles
- should acknowledge that deliberately invented/malicious allegations are rare and that all concerns should be reported and recorded
- should apply the same professional standards regardless or culture, disability, gender, language, racial origin, religious belief and sexual orientation
- should not consume or be under the influence of alcohol or any other substance, including prescribed medication, which may affect their ability to care for children
- should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct, prohibition from teaching by the Teaching Regulation Agency (TRA)
- should continually monitor and review practice to ensure this guidance is followed
- should be aware of and understand the school/college safeguarding policy and child protection procedures including arrangements for managing allegations against staff, staff behaviour policy, whistleblowing procedures and the procedures of the local safeguarding children partnership

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

No disciplinary action will be taken against any member of staff who acts in good faith in reporting concerns about a colleague. If the staff member or volunteer feels unable to raise a concern within school, or feels that their genuine concerns are not being addressed or taken seriously they can contact the NSPCC Whistleblowing Advice Line (0800 028 0285: 8.00am – 8.00pm Mon to Fri; email address: help@nspcc.org.uk).

2.3 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 as well as specific venues used). In addition, there is a specific Prevent Risk Assessment which can be found as Appendix 7. Risk assessments are carried out on all visitors to the School. Where relevant, risk assessments are carried out for individual students, and supported by action plans identifying how potential risks would be managed. All Educational Trips & Visits have a specific application and approval process with a specific risk assessment process.

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 Criminal Exploitation.

2.4 Safeguarding Information for students

All students in our school are aware of a number of staff whom 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. We aim for all students to know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection. Likewise students are informed 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 via the Student Voice Forums (both day and Boarding) as well as through periodic surveys. We make students aware of these arrangements through minutes of Student Voice meetings, assemblies and other less formal communication.

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 safeguarding related information, unless we have permission to do so, or it is necessary to fulfil our Statutory Information Sharing Duty (see section 2.6).

The school will share with parents or those persons with parental responsibility, any concerns we may have about their child unless to do so may place a child at increased risk of harm.

The school DSL may consult with Calderdale Children's Social Care, Multi-Agency Screening Team (MAST) where safeguarding concerns arise that require the advice or guidance from other safeguarding professionals.

We encourage parents to discuss any concerns they may have with one of the Designated Safeguarding Leads or Deputies and we encourage parental feedback to the school on safeguarding concerns. We make parents aware of our policy via the School website and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.
We keep parents up to date with our safeguarding curriculum through a variety of means including letters and information evenings.

2.6 Partnerships with others and Statutory Information Sharing Duty

Schools and education providers hold vital information that helps identify need at the earliest opportunity. Sharing of information helps in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The Children's Wellbeing and Schools Act 2026 introduced a statutory information sharing duty on schools to share safeguarding related data and information with Children's Social Care, the Police and Health agencies where safeguarding concerns arise that require the advice or guidance from other safeguarding professionals.

Limitations to this duty may be triggered in circumstances where:

- a child is placed at risk of significant harm as a result of information being shared

- interfering with a police operation
- contravention of procedures in the Family Court

Details of any information sharing undertaken, will be recorded in the child's safeguarding file.

Further detail can be found in the following HM Govt guidance: Information sharing - advice for practitioners

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 Help Pathways, Team Around the Child meetings, Child In Need reviews, Initial and Review Child Protection Case Conferences, and Children Looked After (CLA) reviews. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

Where partner agencies such as the police and/or social care attend school to conduct enquiries under section 47 of The Children Act 1989, staff will inform the head as to the nature of the enquiries. Consideration will always be given to the requirement for children to have an Appropriate Adult present. Further information can be found in the DfE guidance:
Searching, Screening and Confiscation - Advice to schools July 2022

2.7 School Training and Staff Induction

Following successful completion of Initial Designated Safeguarding Lead (DSL) training, the school's Designated Safeguarding Lead and any person undertaking the role of Deputy Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale Council's Schools Safeguarding Service. The DSL's also attend other opportunities such 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 Head 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. The School ensures that this takes place as the DSL provides annual updates through face-to-face delivery or ensures that staff have received a copy of the training; all staff confirm in writing that they have received and understood the training and a central record of this training is held.

All staff (including temporary staff and volunteers) are provided with a copy of 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.

In line with KCSIE 2026, all staff upon induction will also receive:
- copy of the school's Safeguarding Policy and Child Protection Procedures
- copy of the school's behaviour policy
- copy of the staff code of conduct/staff handbook
- copy of the school's safeguarding response for managing children who are absent from education on repeat occasions and/or prolonged periods
- copy of KCSIE 2026 Part One

2.8 Support, Guidance and Supervision for Staff

Staff will be supported by the Safeguarding Team at the School, the Local Authority and professional associations.
The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead will be supported by a mentoring arrangement through meetings designed so we can meet each other frequently. DSLs are Supervision trained to ensure they are equipped to lead these meetings appropriately.

Advice is available from the Schools Safeguarding Advisor from the Local Authority.

Safeguarding is also an agenda item on all staff meetings and CAM meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

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, and therefore the Designated Safeguarding Leads and the Deputy Designated Safeguarding Leads receive Supervision every 3 months.

2.9 Alternative Provision including Work Placements

Alternative provision refers to education arranged by schools or local authorities for pupils who, due to exclusion, illness, or other reasons, cannot attend the school they are registered at. It may include placements in pupil referral units (PRUs), vocational training centres, FE colleges, or other approved providers.

Our school maintains responsibility for safeguarding our students in any such alternative provision, for any period of time.

We ensure that all AP providers have appropriate safeguarding policies and procedures in place and secure written confirmation from providers, that staff at AP settings have undergone relevant safeguarding training and have been subject to all appropriate safeguarding checks, i.e. those checks that school would otherwise perform in respect of our own staff.

We maintain regular contact with AP providers to monitor pupil attendance, engagement, and wellbeing. This includes contextual safeguarding considerations when assessing risks in AP placements. (See Sect 3.12)

When organising work placements, the school is committed to ensuring that all placements are safe, appropriate, and supportive of pupil wellbeing and development, and ensure that the placement provider has policies and procedures in place to safeguard pupils. The School uses Morrisby to track and record work placement compliance.

Alternative Provision – Statutory Guidance Updated Feb 2025

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

3.1 Child Abuse, Neglect and Exploitation

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.

Definitions:
('Working Together' 2026 and 'Keeping Children Safe in Education' 2026)

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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 verbal abuse, such as persistent criticism, belittling, or name calling, as well as 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, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific

safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.
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.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery Modern slavery - Statutory guidance. In accordance with this guidance, a relevant referral should be completed where a potential victim of CCE or CSE is identified.

All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2026' and the Calderdale Safeguarding Children Partnership 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 or those with parental responsibility.

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 Help Pathway Assessment, 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 or indicators may be of one of the main four types of abuse or neglect or may relate to other specific safeguarding issues.

Where needed **any individual** can make a referral as indicated in the paragraph above, i.e. if a colleague thinks that a student meets the threshold of concern on the continuum of need.

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

Children may be susceptible to extremist ideology and radicalisation. Just like any other form of abuse, protecting them is a vital part of the school's approach to safeguarding.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Under section 26 of the Counter-Terrorism and Security Act 2015, the school 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 training to help them to identify children who may be susceptible 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 will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) with immediate effect.

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, a voluntary confidential support programme focussing on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Referrals are assessed and may be passed onto a multi-agency Channel panel who meet to discuss the individual concerned and determine any appropriate support that may be required. When considering what support may be necessary in respect of a referred child, the Channel Panel will require the consent of the parent/carer of the referred child before any support can be delivered through this programme.

The Prevent Team can be contacted as follows: prevent@calderdale.gov.uk

The school will also incorporate the promotion of fundamental British Values into the PSHCE Curriculum in order to help build students' resilience and enable them to challenge extremist views. *School* will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments, we offer this opportunity through PSHCE and on a case by case basis in order to provide the most appropriate support

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. (See additional information on roles, responsibilities, and requirements in respect of filtering and monitoring in Section 6.1 of this document)

3.4 Child Criminal Exploitation (CCE)

County Lines

The school recognises that specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators may threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons for a sense of protection and may often commit crimes themselves. Such vulnerability is not always recognised and victims may be criminally exploited even if the activity appears to be something they have agreed to or consented to.

This form of exploitation can be committed or facilitated by an organised network or gang, and victims may identify as part of this group.

Criminal exploitation of girls can be different from boys with girls often being at a higher risk of sexual exploitation.

Key indicators to identifying potential involvement in child criminal exploitation involve:
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

When identifying missing episodes, the victim may have been trafficked for the purpose of transporting drugs. The school will therefore consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

National Referral Mechanism - Guidance April 2026

Child Sexual Exploitation

The 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.

CSE - A Guide for Practitioners

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge. CSE can affect any child who has been coerced into engaging in sexual activities including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited.

Victims are not always recognised and can be criminalised for actions they take whilst under coercion without fully understanding the abuse they are experiencing.

Staff have been made aware of some of the key indicators of CSE during staff annual safeguarding training. In addition, the school appreciates that it has a role to play in the prevention of CSE within its safeguarding curriculum, through the development of healthy relationships.

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and child protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant to MAST and the Child Exploitation (CE) Hub.

The school also appreciates that we 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.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Tackling modern slavery is a complex process involving partner agencies. School have a part to play in identifying signs and indicators of this form of exploitation, ensuring appropriate referrals are made through the DSL to the Police, Calderdale MAST and the National Referral Mechanism (NRM). Further details can be found at: : National Referral Mechanism - Guidance April 2026

3.5 Female Genital Mutilation

The 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. The 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 trained in the awareness of the indicators of FGM. If they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators, they must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and make appropriate referrals to MAST and the Police as per their mandatory reporting duty. Staff will not undertake any examination of a student.

Multi-Agency Guidance on FGM - DfE 2020

3.6 Domestic Abuse (DA) and Relationship Conflict

Healthy relationships between parents and carers are critical to the holistic wellbeing of children. Where conflict is frequent and unresolved it can be harmful to both adults and children. Staff working with children may be the first to identify signs of anxiety in children that may be linked to parental conflict. School staff will work to support families and signpost for early help.

Further information can be secured from: relationshipmatters.org.uk a programme supported by all West Yorkshire local authorities.

The 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.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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 (DA) may be a concern, they must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will 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 risk assessment management meeting (DRAMM). Where DA 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.

Operation Encompass.

Operation Encompass is an initiative that directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse.

One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with schools, not just those where an offence can be identified.

It is a system that provides rapid support within the school environment meaning children are better safeguarded against the short, medium and long term effects of domestic abuse.

Operation Encompass provides an efficient, confidential channel of communication between the police, via the Domestic Abuse Hub to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key school staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

This information is shared by the Police with schools regardless of whether parental permission to share the information has been provided at the time of Police attendance at the domestic incident. All records are managed at Child Protection level and are recorded securely and directly onto the individual child safeguarding record in school in full accordance with General Data Protection Regulations (GDPR 2018) and the Data Protection Act 2018.

3.7 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived

cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff at the school receive training to understand that forced marriage is a safeguarding concern and they will follow the normal safeguarding process and child protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST.

In dealing with such a concern the safeguarding team will work with other safeguarding agencies following national guidance updated in April 2023:

The Right to Choose - HM Govt. guidance on Forced Marriage

3.8 Child on Child Abuse

Children can and sometimes do, abuse other children (sometimes referred to as child on child abuse). This can happen both inside and outside of school and online (known as cyber bullying).

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents,
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

School staff have received training in recognising the indicators and signs of child on child abuse and know how to identify it and respond to reports. There is zero tolerance to child on child abuse, any evidence of such behaviour must be challenged by staff and followed up as appropriate and any such concerns should be reported to the DSL.

Staff recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

Staff understand, that even if there are no reports of such abuse in school it does not mean it is not happening, it may be the case that it is just not being reported. Staff are aware that it is important that if staff have any concerns regarding child on child abuse, they speak to the designated safeguarding lead.

All staff are trained to understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff are clear that whilst these may be responded to through behaviour management processes, there is also a need for this information to be shared with the DSL in order to address any underlying safeguarding concerns.

School staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to child on child abuse.

Such behaviour should never be considered as 'banter' or part of growing up. Child on child abuse often meets the threshold for the recording and investigation of criminal offences by the Police.

Staff becoming aware of any incident of child on child abuse must follow the safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST and potentially the Police, should criminal offences be identified.

Child on child allegations that do not meet the threshold for police investigation will be subject of internal school investigation by the Designated Safeguarding Lead and/or senior leaders at the school. This will involve speaking to the victim and any witnesses to secure accounts of the allegation. All findings including any additional information secured, will be considered when making decisions around resolution of the allegation. Outcomes may involve application of the school behaviour policy.

School recognises that victims of child on child abuse need to be supported and with parental consent, may secure external agency support where this is deemed appropriate.

All staff will reassure victims that they can report matters confidentially and that their concerns are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting child on child abuse, nor should a victim ever be made to feel ashamed for making a report.

School recognises that perpetrators of child on child abuse may have identified un-met needs of their own and with parental consultation, may secure external agency support where this is deemed appropriate.

Rishworth School is committed to ensuring equality and diversity within the school and recognise that sex; sexual orientation, gender reassignment (but not gender as such), race/ethnicity, disability, age, religion/belief are protected characteristics. School staff are made aware that students who fall within these protected characteristics are at greater risk of child on child abuse and should be vigilant to indicating signs.

The School has a Behaviour Policy 9a and a Bullying Policy 10a specifically intended to minimise the risk of child on child abuse. Education is also provided to students about child on child abuse through PSHCE lessons, directed tutor time and through the ongoing rolling assemblies and awareness weeks.

This education raises student awareness on how to report concerns and ensures they know that they will be listened to and supported. They are made aware of how allegations are recorded, investigated and dealt with.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure from a child or young person and/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' or sending 'nudes or semi nudes', it will refer to the guidance in the UKCIS document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024).

Sharing Nudes and Semi-Nudes - Guidance to education settings - updated March 2024)

Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident must be referred to the DSL immediately
- The DSL should hold an initial review meeting with appropriate school staff
- There will be subsequent interviews with the young people involved (as appropriate)
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- The DSL will assess the information available and with the use of appropriate risk assessment tools, decide the appropriate response by the school to such an incident
  Calderdale Sexual Harmful Behaviour Toolkit
- If at any point in the process it has been established a young person has been harmed or is at risk of harm, or such behaviour involves a young person communicating with an adult, then a referral will be made to children's social care and/or the police immediately

3.10 Attendance and Children Absent from Education

Children being absent from education for prolonged periods, and/or on repeat occasions can act as a vital safeguarding warning sign. Staff receive training to understand the impact of persistent absence of children and the effect that absence places on their safeguarding and well-being.

The school maintains a whole school culture that promotes the benefits of high attendance and has robust procedures in place to monitor absence and where it becomes a concern, that information is shared between the administration team and 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.

The school has a duty to investigate such unauthorised absences to establish if safeguarding concerns are evident.

Once identified as a concern, the school will work with the Local Authority Education Welfare Service and other partner agencies as necessary to support children and their families to achieve high school attendance following the below DfE guidance:

DfE Guidance: Working Together to Improve School Attendance – July 2026

The 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.
The school will therefore 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 student from a school roll.

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

Where a student leaves the School**,** the Local Authority will be notified as soon as grounds for the deletion are met but no later than when the name is deleted from the register. The grounds for deletion are where a student:

- has been taken out of school by their parents and is being educated outside the school system e.g. is in home education
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the School does not reasonably believe they will be returning at the end of that period
- has been permanently excluded

The school understands that it is essential that contact is made with the Education Welfare Service as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, the school will contact the Local Authority to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence.

DfE Guidance: Children Missing Education - August 2024

3.11 Serious Violence

Staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

Factors which heighten risk and increase the likelihood of involvement in serious violence, include being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

The school response to such concerns will involve a partnership approach, which may involve local authority services via a MAST referral, the Police and other partnership services.

Serious Violence - Home Office Dec. 2022

3.12 Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the environments in which young people spend time, such as peer groups, neighbourhoods, and online spaces, can expose them to risk.

Our school is committed to safeguarding all pupils, not only within the home but also in the wider contexts in which they live and interact. We recognise that extra-familial harm can occur in various settings and that effective safeguarding requires a holistic understanding of these environments.

Should staff identify any such concerns, they will refer them to the Designated Safeguarding Lead, immediately.

The school will work collaboratively with our safeguarding partners in children's social care, police, and other community agencies to address and reduce such risks.

3.13 Children with Family Members in Prison

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. They are more likely to be absent (or excluded) than their peers, to experience mental ill-health and drug and alcohol misuse. 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.

3.14 Child on Child Sexual Harassment and Sexual Violence

Sexual harassment and sexual violence involving children at the school is a form of child-on-child abuse. It can occur between children of any age and sex. It can happen inside or outside of school and online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual harassment and sexual violence will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual harassment and sexual violence exist on a continuum and may overlap, they can occur online and offline (both physical and verbal).

Children with Special Educational Needs and Disabilities (SEND) are 3 times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• the potential for children with SEND being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying) and harassment, without outwardly showing any signs; and

• communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL and the SENCO.

Staff are aware that whilst boys can be and are targeted through child on child abuse, it is more likely that girls will be victims and boys perpetrators.

School staff are made aware through safeguarding training of the specific stance the school takes on this subject including:

- making clear that sexual harassment and sexual violence is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual harassment or sexual violence as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting up skirts.

Staff awareness training also includes:

- not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it
- recognising the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of Harmful Sexual Behaviour (HSB), sexual harassment and sexual violence.
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language

A whole school approach is taken to such safeguarding concerns and includes preventative education through the school PSHE/RSHE curriculum.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual harassment, or sexual violence. Nor should a victim ever be made to feel ashamed for making a report.

The following definitions are to be applied on a child-on-child context:

Sexual harassment is defined as unwanted conduct of a sexual nature which can occur both online and offline and inside and outside of school or college.

Sexual violence can and does occur, both inside and outside of school or college. It involves the criminal sexual offences defined in the Sexual Offences Act 2003 which include: Rape, Assault by Penetration, Sexual Assault and Causing someone to engage in sexual activity without consent.

In relation to the issue of consent the following legal definitions apply:

- a child under the age of 13 can never consent to any sexual activity
- the age of true consent is 16
- sexual intercourse without consent is rape

Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour.

School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives.

4 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 harassment or sexual violence to ensure children are protected from harm.

5 Any risk assessment will be fluid and may change to reflect any developments during the management of the case.
6 All such reports will be managed by the Designated Safeguarding Lead.
7 There are a number of options the school may consider in respect of the management of a report of sexual harassment or sexual violence between children and each case will receive an appropriate bespoke response as facts are established.
8 Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for the 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.
9 The school will maintain protective and supportive measures for victims which may need to cover an extended period of time.

3.15 Homelessness

The school are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social Behaviour. The school recognise that referrals to Calderdale Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified, or a child has been harmed or is at risk of harm. In some cases, children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified Children's Social Care will be the lead agency and the Designated Safeguarding Lead at school will ensure that an appropriate referral has been made to the Calderdale Multi-Agency Screening Team in the first instance.

The Homeless Reduction Act 2017 places a legal duty on councils to provide advice and support

3.16 Private Fostering

A 'privately fostered' child is a child under the age of 16 (18 if disabled) who is cared for and accommodated by someone other than a parent or close relative for more than 28 consecutive days

Any child separated from their parent is potentially vulnerable and thus there is a responsibility to ensure that the alternative care meets their welfare and safety needs.

The parents or those with parental responsibility and the private foster carer have a duty to notify the local authority of this arrangement.

In accordance with Part 9 of The Children Act 1989, where a private fostering arrangement is identified in respect of any child, the school will inform the relevant local authority of such an arrangement in order to ensure the child will be satisfactorily safeguarded and their welfare promoted.

Whilst it is the responsibility of parents to choose and appoint a guardian for their child during their time as a boarder, staff are alert to any potential abuse within that setting during, for example, a weekend away from School. The Child Protection Procedures are followed if an incident were to arise.

3.17 Child Mental Health

Our staff recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should attempt to make a diagnosis, however our school staff are well placed to observe children on a day-to-day basis and identify behaviour that might suggest a child is experiencing a mental health problem or be at risk of developing one.

Where children have suffered potentially harmful adverse childhood experiences, this can have a lasting effect throughout childhood and into their adult life.

Calderdale have a number of support services with access to trained professionals that are available to support schools. The support available is coordinated through the Open Minds programme and can be accessed through the following link: www.openmindscalderdale.org.uk

All concerns identified about child mental health problems identified by a member of staff will be referred to the DSL so the most appropriate follow up action can be taken.

3.18 Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Rishworth School delivers outdoor-safety lessons to students through the PSHCE programme, alongside Bikeability. These lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

3.19 Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

There are two age appropriate guides to support children 5-11-year olds (Young witness booklet for 5 to 11 year olds, October 2017) and 12-17 (Young witness booklet for 12 to 17 year olds) year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

3.20 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a Deputy), will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Additional advice can be found at: Cyber Choices (hyperlink to document), 'NPCC- When to call the Police' (hyperlink to document) and National Cyber Security Centre - NCSC.GOV.UK (hyperlink to document)

3.21 Online Safety

Rishworth School teaches students about online safety, in order to equip them with the knowledge and skills to keep themselves safe when accessing online materials and during remote learning. This education is embedded in the PSHCE Scheme of Work, within the ICT Scheme of Work and is embedded further during whole school and year group assemblies throughout the year, the adoption of the safer internet week and also an annual e-safety focus day which delivers workshops and training to students, staff and parents.

All devices connected to the school network go through Smoothwall for internet filtering. However staff should be mindful and vigilant to the fact that many students have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G), which some of them may abuse to sexually harass their peers, share indecent images consensually and non-consensually and view and share pornography and other harmful content.

The school has an ICT Acceptable Use Agreement for staff and students and a Mobile Phone and Devices Policy which should be read in conjunction with this policy.

Section 4 : Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors.

Where an allegation is made against any person working in or on behalf of the school, the procedures detailed in Keeping Children Safe in Education 2026 (Part 4) and the Calderdale Managing Allegations procedures will be followed.

4.1 Managing allegations that may meet the harm threshold

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.

Allegations made against a student will be dealt with by the DSL

Allegations made against a member of staff will be dealt with by the Head.

Where an allegation is made against the Head the matter will be dealt with by the Chair of the Governing Body.

Where an allegation is made against the Chair of Governors the matter should be referred to the LADO

Any allegation against a teacher or other member of staff or volunteer who no longer works for the School must be referred to the Police.

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 (LADO) 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.

4.2 Managing concerns that do not meet the harm threshold

Where lower-level concerns and allegations that do not meet the harms test are reported or identified, the school will ensure that they are shared responsibly and with the right person and that they are appropriately dealt with and recorded.

School will encourage an open and transparent culture; to identify concerning, problematic or inappropriate behaviour early; minimising the risk of abuse; and ensuring that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

Concerns identified at the lower level indicate that an adult may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Where considered relevant, the school will ensure parents/carers are informed.

Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose and action taken.

The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.

Records of low-level concerns will be reviewed by the SLT and DSLs so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a low-level concern has been raised by a third party, the Head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and any witnesses.

Where a pattern of behaviour is identified, the school should decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if accumulatively the harms threshold is met.

The school will consider if any wider cultural issues exist in school that enabled the behaviour to occur and if appropriate policies should be revised or extra training delivered to minimise the risk of recurrence.

The rationale for all decisions and actions taken must be recorded.

4.3 External groups or individuals using school premises

In relation to allegations: Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow its safeguarding policy and procedures, including informing the LADO.

Section 5 Contingency Safeguarding Arrangements in the case of a requirement to enter remote education

5.1 Context

This section of the Safeguard Policy refers to specific details which need to be taken into account should there be a need for students to access remote learning. At the time of writing, it is not envisioned that the School will ever physically close, due to the need to provide face to face support for vulnerable students, students and the need to provide continued in school care for boarders. Nevertheless, it is highly possible that individual students and even larger groups (e.g. whole year groups) may need to use the school remote learning provision for a period of time.

The overarching Safeguard Policy and Child Protection Procedures remain identical to the rest of this documentation, this section serves to highlight some specific challenges that staff need to be aware of where students are not physically present in a classroom.

5.2 Vulnerable Children and Boarders

Students who are Boarders or are considered to be vulnerable will be expected to attend an in school learning provision, so long as they themselves have not been required to remote learn.

Vulnerable children include those who have a social worker, those with a Child Protection Plan, those who are Looked After by the Local Authority and those children and young people up to the age of 25 with education, health and care (EHC) plans.

In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Rishworth School will explore the reasons for this directly with the parent.

Rishworth School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: David Baker

5.3 Attendance Monitoring

Rishworth School will continue to complete the day-to-day registration, recording whether a student is present in school or remote learning. Students not attending the appropriate provision will be followed up using the school 'First Day Calling Procedures'.

Where a vulnerable child does not attend school and there is no authorised reason for this absence, then Rishworth School will notify their social worker.

5.4 Designated Safeguarding Lead

A trained DSL or Deputy will be on site every day and contactable via the contact details at the beginning of the Safeguard Policy.

5.5 Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined here in the Safeguarding Policy and Child Protection Procedures. This includes the recording of a report via CPOMS, which can be done remotely.

In the event that a member of staff cannot access their CPOMS, they should email their concern/report to the DSL/s or Deputy DSL/s. This will ensure that the concern is received and reviewed in accordance with national safeguarding guidance.

Staff are reminded of the need to report any concern **immediately and without delay.**

5.6 Safeguard Training and Induction

All Safeguard Training and Induction will continue as per the schedule outlined within this documentation.

5.7 Safer Recruitment, Volunteers and Movement of Staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff and volunteers, Rishworth will continue to follow the safer recruitment processes.

It is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Rishworth School will continue to keep the single central record (SCR) up to date

5.8 Online Safety in School

Rishworth will continue to provide a safe environment, including online. This includes the use of an online filtering system, Smoothwall.

Where students are using computers in school, appropriate supervision will be in place. This supervision includes the use of electronic monitoring systems that alert school leaders to inappropriate use of computer related equipment.

Staff and students will be expected to follow the school's online safety policy.

5.9 Online Safety Away From School

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Procedures and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in out in the school code of conduct.

Rishworth will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time and follow the school timetable
- Language must be professional and appropriate, including any family members in the background.

- Staff must only use platforms specified by the SLT and approved by our IT network manager to communicate with students
- Staff should record, the length, time, date and attendance of any sessions held.

5.10 Supporting Students not in School

Rishworth is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will try and ensure that a robust communication plan is in place for that child or young person.

Details of this communication plan will be recorded on CPOMS, as should a record of contacts that have made.

The communication plans can include; remote contact or phone contact.

The DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider whether any referrals to MAST or other agencies for support may be necessary.

Where school cannot establish contact with vulnerable students and their families, this situation is passed to the MAST team

The school will share safeguarding messages on its website and social media pages.

Rishworth recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at Rishworth need to be aware of this in setting expectations of students' work where they are at home.

Child Protection Procedures

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

The term “child “or “children” refers to anyone under the age of 18 years.

Section 6 Student Information

6.1 Student Information

In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to the Early Help Pathway or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the requirements of the Data Protection Act 2018 and safeguarding requirements.

Rishworth use CPOMS as the MIS system on which such data is held. This is both password and two-factor verified in order to maintain the integrity of the security of this data.

6.2 Transfer of files

It is the responsibility of our school to maintain the original child protection file whilst the child is a student here.

When a child leaves the school their original child protection file is transferred to their new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This original file will be transferred separately from the main student file. This is usually undertaken between Designated Safeguarding Leads at both schools and may be undertaken electronically. If the child moves out of area the child protection file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

A transferring school does not need to keep copies of child protection files, however, as a clause within our insurance provider, a copy of the child's chronology and any documents that the school created e.g. risk assessments and documents in relation to involvement with ongoing proceedings, are stored in an archive file. Any such files must be kept in accordance with the school data retention policy and rules.

When a vulnerable young person is moving to a further education (FE) establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, so that the FE establishment can provide appropriate support. Consent will always be sought from the student. If the student cannot consent, information can be shared with professionals only if it is necessary and in their best interests.

The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Section 7 Roles and Responsibilities

7.1 The Governing Body

Our Governing Body will ensure that:

- all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the school's safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. The training will be regularly updated.

- there is a named Safeguarding Governor that takes the lead on safeguarding arrangements ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development with a focus on the best interests of the child

- the school has an effective Safeguarding Policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis;

- the school has a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/student relationships and communications including the use of social media;

- the school promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of their safeguarding responsibilities;

- the school has appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken safer recruitment training;
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;

- online safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media;

- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection;

- the school has one or more deputy DSL's who are trained to the same standard as the lead DSL;

- that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum;
- they remedy, without delay, any deficiencies, or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations being made against the Head, this person is Hilary Barber (Chair of Governors);
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place with regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their safeguarding related policies and procedures annually;
- will ensure the appointment of an appropriately trained designated teacher with responsibility for "promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to Children who are Looked After (CLA);

Filtering and Monitoring systems, and Generative Artificial Intelligence

- the school has implemented appropriate electronic filtering and monitoring systems to safeguard children from potentially harmful and inappropriate online material, while ensuring that "over blocking" does not unreasonably restrict educational content. If the school chooses to incorporate Generative AI products into its processes, it will maintain robust filtering mechanisms to reliably prevent access to harmful content, with updates made in response to any emerging threats;

  additionally, the school will enforce comprehensive activity logging procedures around AI usage, including recording input prompts and responses, analysing performance metrics, and alerting the Designated Safeguarding Lead when harmful or inappropriate content is accessed or attempted;

- the school will obtain parental consent for using any pupil data in AI tools;

- staff including the head teacher, undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This will be updated annually;
- an annual review of the filtering and monitoring provision at the school is undertaken to ensure that the school is meeting standards provided by the DFE;
- a member of the senior leadership team and a governor, is responsible for ensuring the above standards are being met.

Further guidance on the use of Generative AI in schools can be found at: Generative artificial intelligence (AI) in education- August 2025

In creating compliance with all DfE requirements on the use of IT, the school will adhere to the: Meeting digital and technology standards in schools and colleges - updated June 2026

7.2 The Head

Our Head will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
- EYFS Safeguarding and Well-Being requirements are met in line with section 3 of the Early Years Statutory Framework;
- there are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s);
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed;
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure;
- individuals are referred to the Disclosure and Barring Service in cases where a person is dismissed or removed due to risk/harm to a child. This is a legal duty placed upon the school.
- where a teacher is dismissed or school ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, our Head must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Details about how to make a referral to the Teaching Regulation Agency can be found on https://www.gov.uk/guidance/teacher-misconduct-referring-a-case

7.3 The Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL) as stated in Keeping Children Safe in Education (2026) will ensure that they:

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Work with others

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the Head to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school matrons, IT Technicians, senior mental health leads and special educational needs coordinators) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
- ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and, support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role this will be done by at least one DSL trained delegate attending the termly DSL Network Meetings and appropriate Calderdale Safeguarding Children Board multi-agency training or other relevant training and conference opportunities and disseminating this training to all the DSLs and Deputies so they:

- take lead responsibility for safeguarding and online safety, which includes overseeing and acting on: filtering and monitoring reports, safeguarding concerns and checks to filtering and monitoring systems;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
  and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Providing support to staff

The school will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

In addition to the Safeguard training provided annually and frequent updates throughout the year, Rishworth School provides all staff with comprehensive CPD opportunities, including for example annual e-safety training to ensure colleagues are aware of online safety issues, drug and substance abuse training bi-annually and Mental Health training every three years.

Understanding the views of children

It is important that children feel heard and understood. Therefore the designated safeguarding leads will be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and,

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Availability

- during term time the designated safeguarding lead (or a deputy) will always be available for staff in the school to discuss any safeguarding concerns. (The term 'available' includes by means of electronic communication using a mobile device);
- there will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

7.4 Staff and Volunteers

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's safeguarding policy and child protection procedures;
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' 2026;
- will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems and procedures in place at school;
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- provide a safe environment in which children can learn;
- be aware that they may be asked to support a Social Worker to take decisions about individual children;
- inform the designated safeguarding lead of any concerns about a child immediately;
- inform the Head of any concerns regarding an adult within school at the earliest opportunity;
- inform the LADO if you have a concern relating to an adult within the school, if telling the Head would lead to a conflict of interest at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the Head at the earliest opportunity;
- Inform the LADO of any concerns regarding the Chair of Governors (without telling the Head) at the earliest opportunity;

Where a referral to the LADO is the appropriate next step, then the school will not investigate the incident prior to making the referral.

Section 8 Responding to concerns and follow up actions

8.1 Concerns that staff must immediately report

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 (or the deputy DSL) prior to any discussion with parents.

Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- any potential indicators of Child Exploitation (CE);
- any potential indicators of FGM;
- any potential indicators of Radicalisation;
- any potential indicators of living in a household with Domestic Abuse.

The NSPCC website outlines specific indicators which might indicate possible signs of abuse, these are recommended to assist staff in identifying if behaviours are normal for the age of the student. (hyperlink here)

8.2 Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Where students have a communication barrier (i.e. English is not their first language) every effort will be made to provide a staff member or trusted adult with whom they can speak in their native tongue.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;

- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me….';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record details including what the child has said, in the child's words on a 'Record of Concern'/'Cause for Concern' form (Example available in Appendix 1) or on electronic system eg. CPOMS and record any visible signs, injuries or bruises on a Body Map (Example available in Appendix 2).
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

8.3 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising a concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child;
- whether the child is subject to a child protection plan;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate professionals known to the child e.g. Early Help Service Manager, Multi-Agency Screening Team (MAST), medical professional working with the child and/or Safeguarding Advisor for Education;
- the child's wishes.

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to the Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

  OR

- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. Early Help assessment) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Multi-Agency

Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated until the DSL feels that some resolution has been achieved. Initial escalation would be to the appropriate Practice or Team Manager, however, may also involve escalation to the appropriate Service Manager if it is felt necessary to do so.

8.4 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences;
- where possible, share all reports with parents prior to meetings;
- where in disagreement with a decision made by Multi-Agency Screening Team (MAST) e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures – 2.8 Resolving Multi Agency Professional Disagreements and Escalation;

  https://westyorkscb.proceduresonline.com/p_res_profdisag.html
- where a child subject to a child protection plan moves from the school or goes missing, school will immediately inform the Multi-Agency Screening Team (MAST).

8.5 Recording and monitoring

Accurate records of concerns, discussions and decisions will be made as soon as practicable and will clearly distinguish between observation, fact, opinion, and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed.

An example of how this is done can be found in Appendix 1.

The DSL ensures that the method for other members of staff of volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed.

Safeguarding records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached, rationale for those decisions, and the outcome.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of access. The creation, retention and maintenance of all child protection files will meet the requirements of the Data Protection Act 2018 (which includes the General Data Protection Regulations 2018)

It is the responsibility of the final school the child attends to maintain the original child protection file until the child reaches their 25th birthday. If the file relates to sexual abuse, retain until the child's 75th birthday.

https://www.gov.uk/guidance/data-protection-in-schools/record-keeping-and-management

If the child goes missing from education or is removed from roll to be educated at home, any child protection file will be transferred and sent to the Education Welfare Service**.**

Appendix 1

Child Protection
Cause for Concern Form

Date:		Time:	
Name of Child:			
Date of Birth:		UPN Number:	
Reporting Adult:		Role:	
Reporting Adult Signature:		DSL Signature:	

Details of Concern (who, what, where, when): Facts - Opinions -
DSL Follow up:

Early Intervention Service Manager Contacted for advice Yes/No Early Intervention Panel Referral Yes/No MAST Contacted for advice: Yes/No MAST Referral: Yes/No Time of contact: Outcome of contact: Child's CASS Number:
Actions:
Review Date:

September 2026

Appendix 2

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MAST or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

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

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

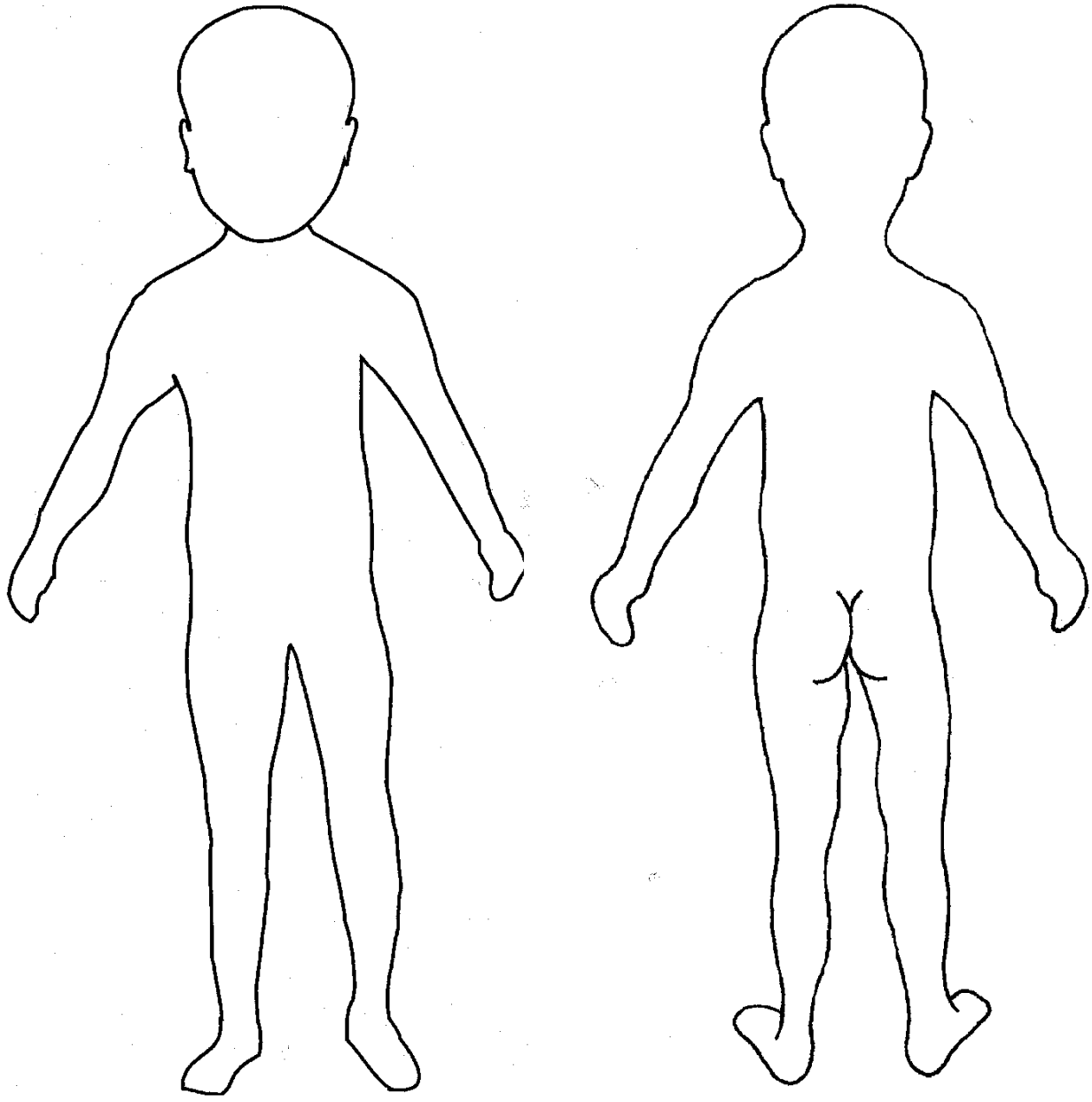
BODYMAP

(This must be completed at time of observation)

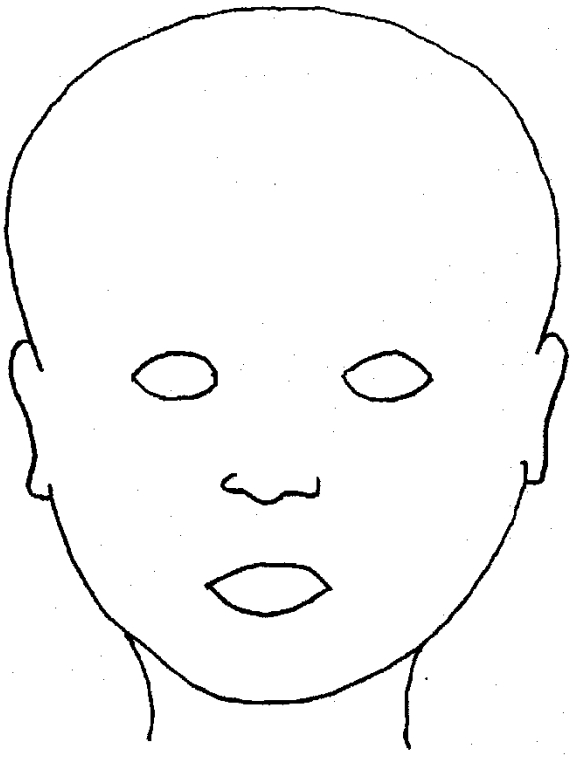
Name of Student: ..... Date of Birth: .....

Name of Staff: ..... Job title: .....

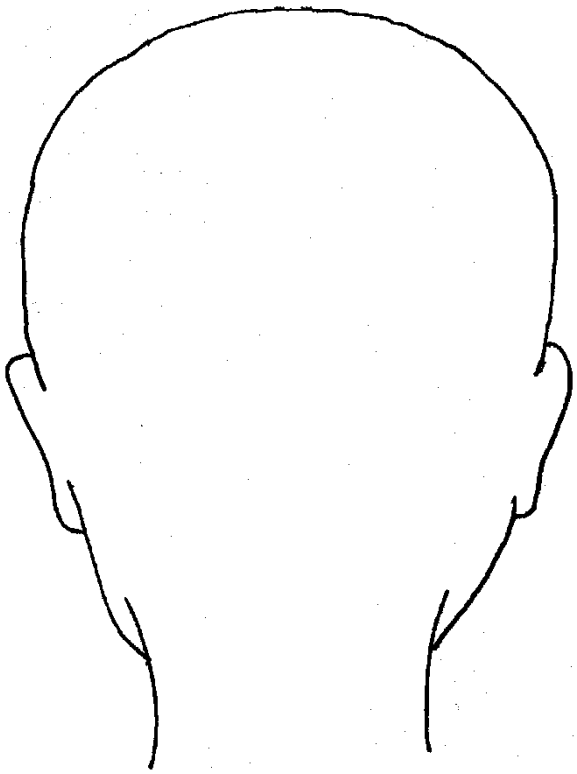
Date and time of observation: .....



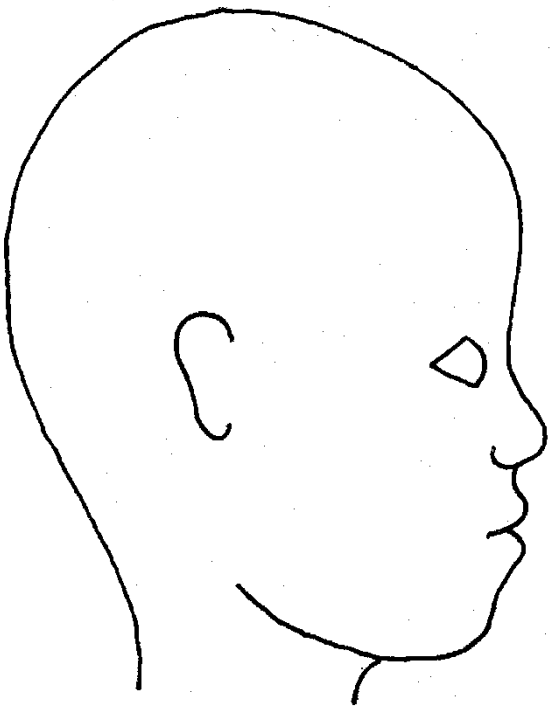
Name of student: ..... Date and time of observation: .....



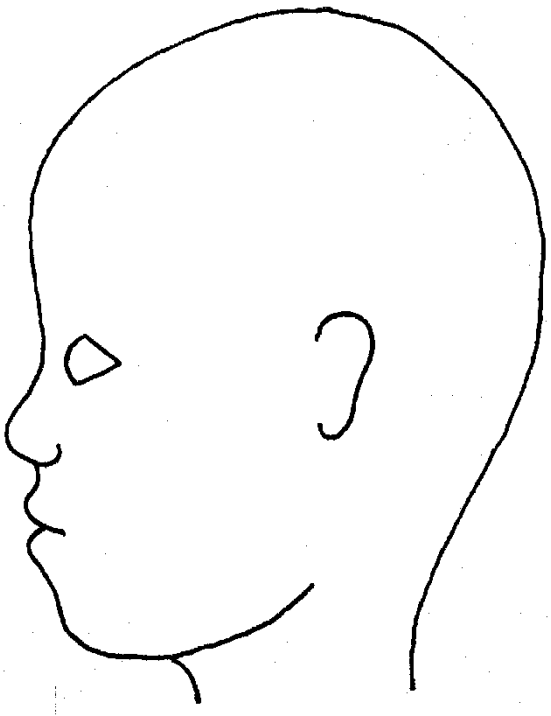
FRONT



BACK

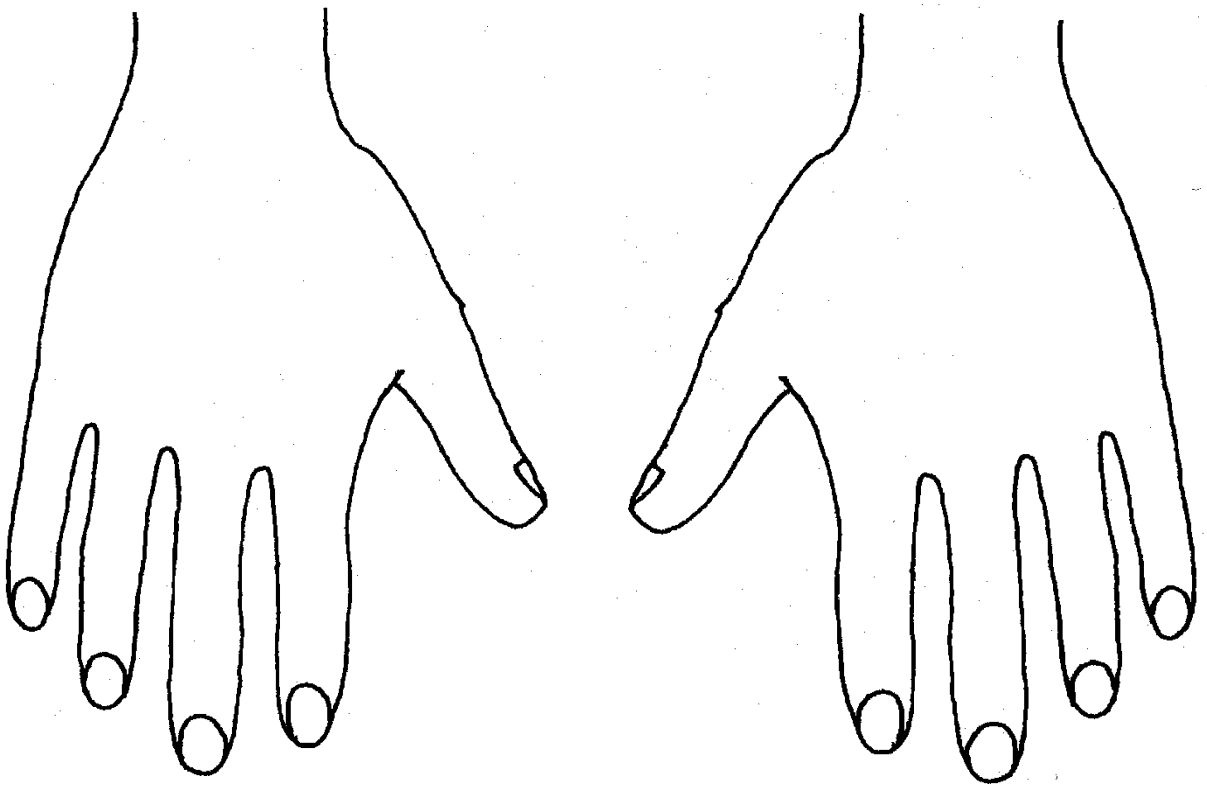


RIGHT



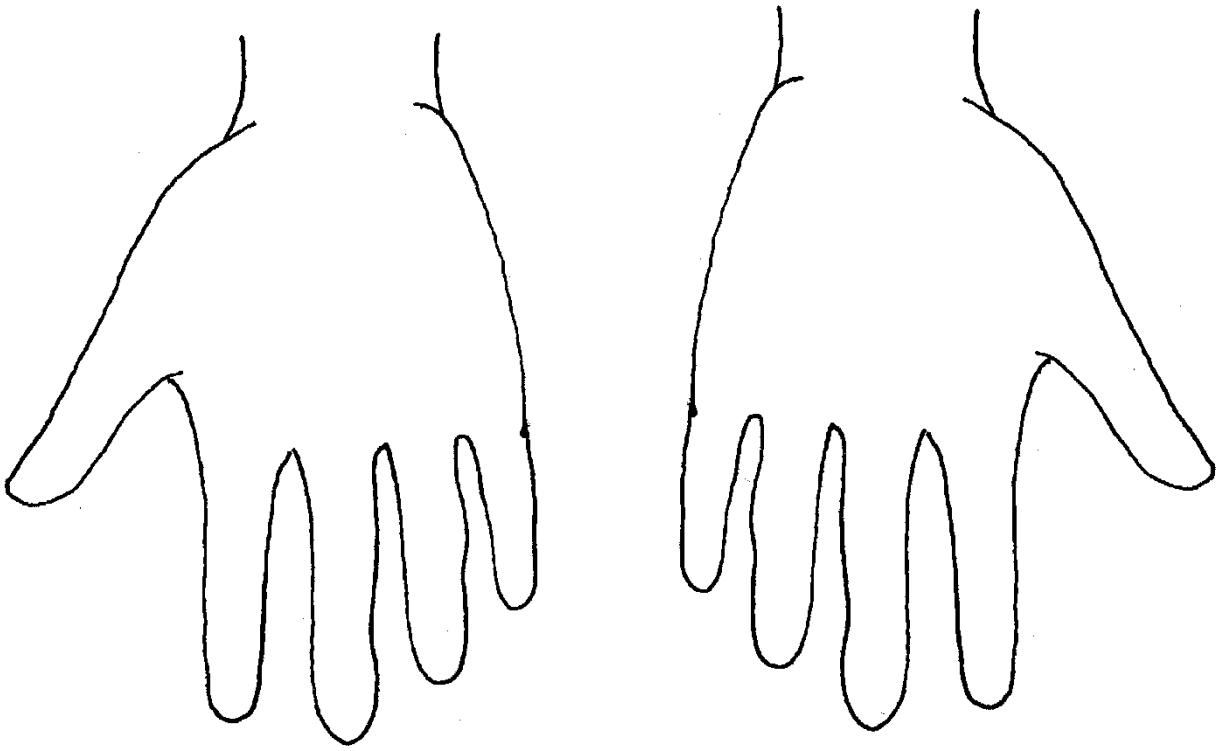
LEFT

Name of student: ..... Date and time of observation: .....



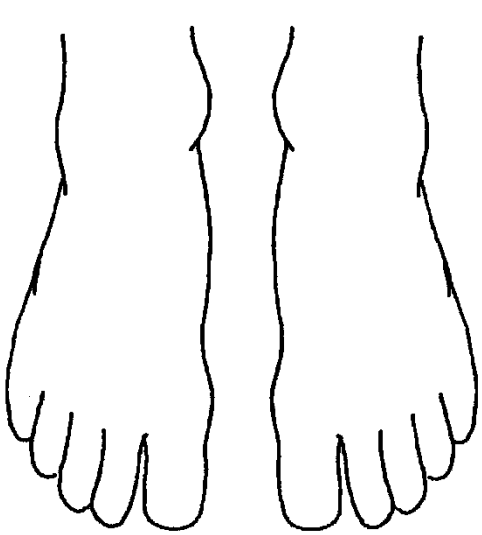
R L

BACK

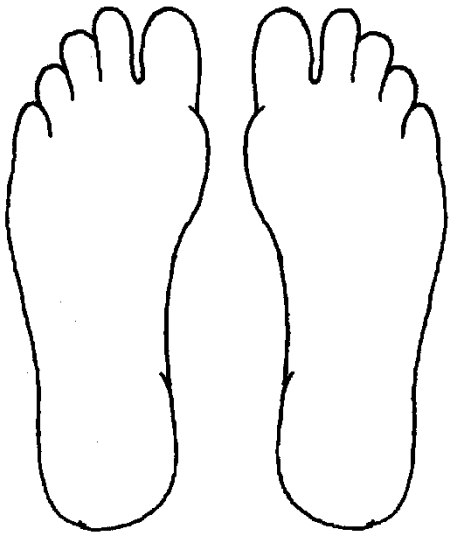


FRONT

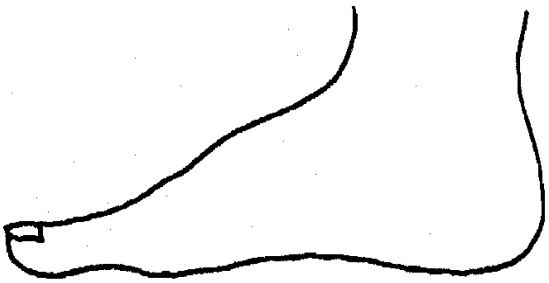
Name of Student: Date and time of observation:



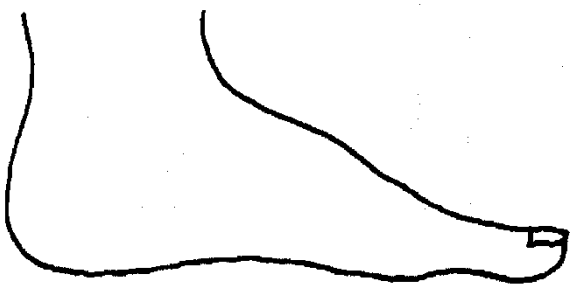
R TOP L



R BOTTOM L

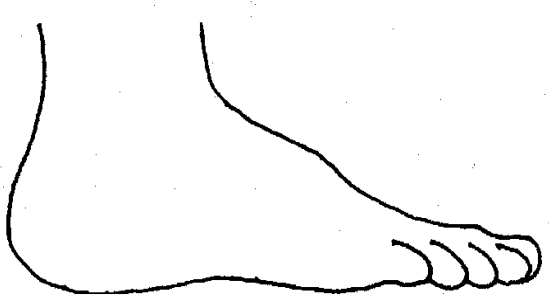


R



L

INNER



R



L

OUTER

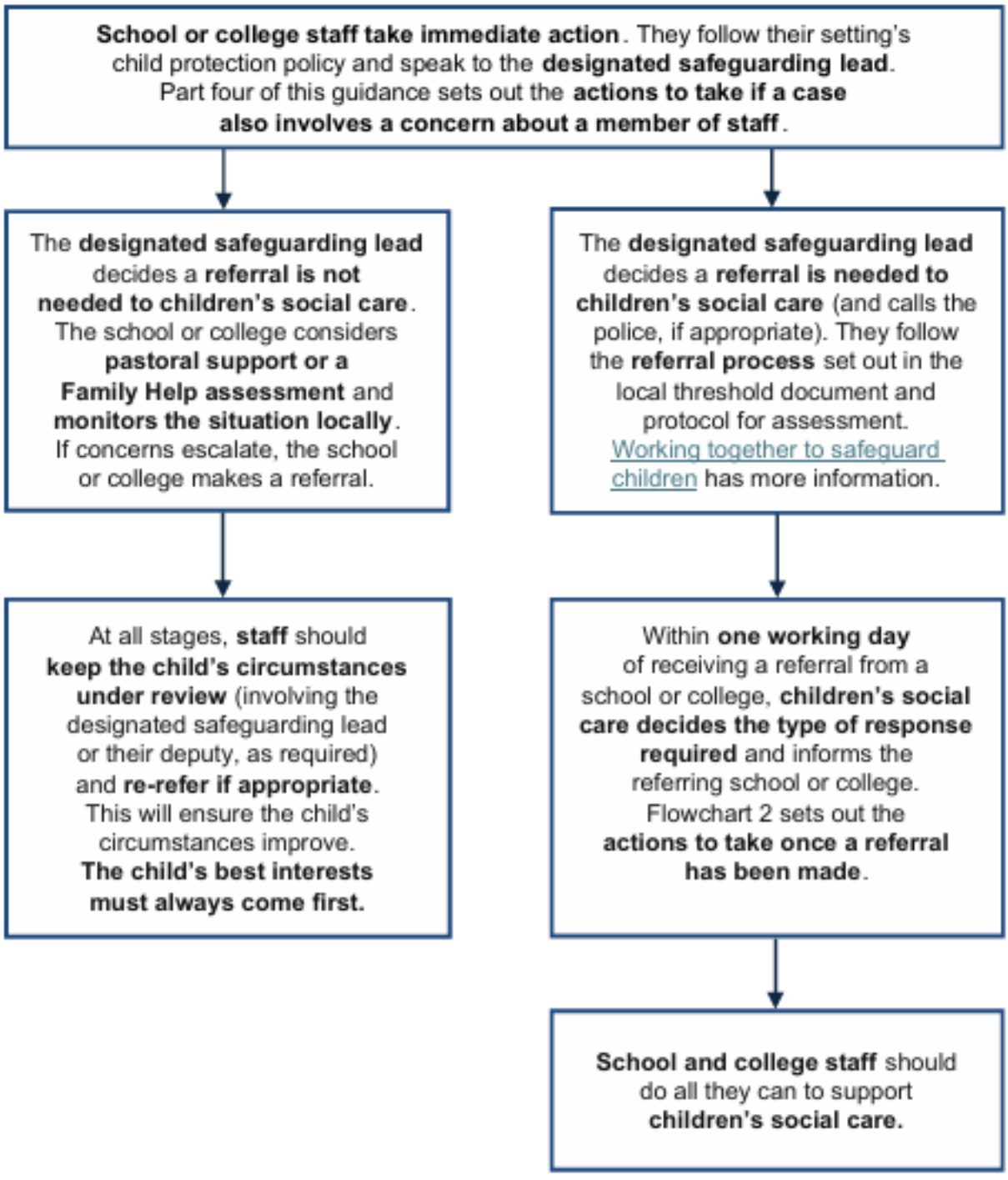
Name:

Signature:

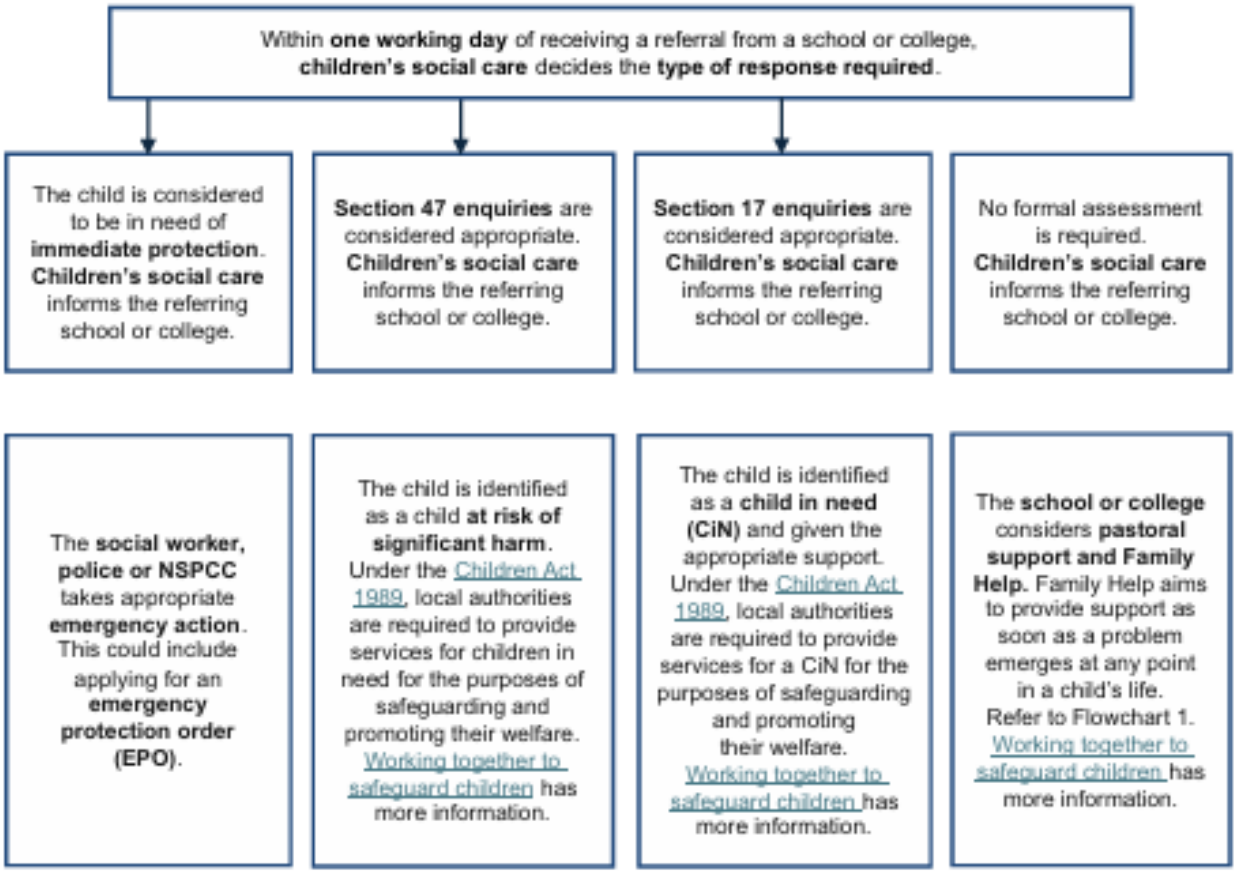
Job title of staff:

Appendix 3

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care



Appendix 4 **Useful Contacts within the local authority**

Children's Social Care

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

Schools Service

Schools Safeguarding Adviser Steve Barnes	steve.barnes@calderdale.gov.uk	07540 672735
Senior School Effectiveness Officer Connie Byrne	connie.bierne@calderdale.gov.uk	01422 394102
Senior Education Welfare Officer Duncan Thorpe	duncan.thorpe@calderdale.go.uk	01422 266125 07833 049343
Virtual School – Head Parveen Akhtar	parveen.akhtar@calderdale.gov.uk	01422 394123

Prevent Team
Prevent team email prevent@calderdale.gov.uk

Managing Allegations
Local Authority Designated Officer (LADO)
Sam Saxby -Brown LADOadmin@calderdale.gov.uk 01422 394055

Whistleblowing – NSPCC helpline
0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

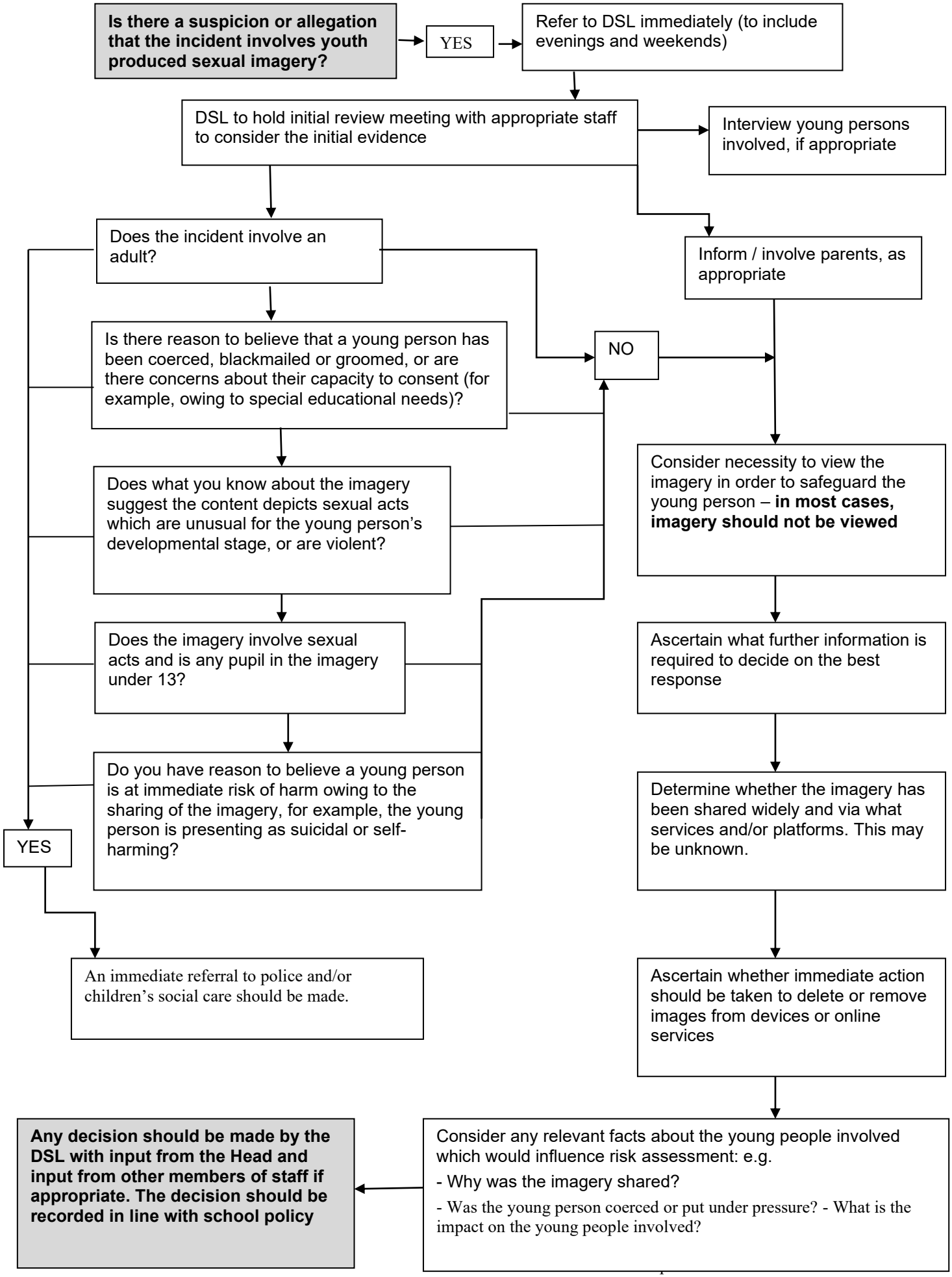
Report Sexual Abuse in Education – NSPCC helpline 0800 136 663

Police
West Yorkshire Police www.westyorkshire.police.uk/report-it

Child Emotional Health and Wellbeing Support www.openmindscalderdale.org.uk

Calderdale Housing www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page

Appendix 5 – Schools' Guidance on Sexting



Appendix 6:

Prevent Risk Assessment

Potential Hazard	Risks	Risk Rating			Safety Measures
		H	M	L	
Individuals within Rishworth School could be influenced by ideologies counter to British values, including those of extremist political groups and terrorists	Staff and students could be exposed to an extremist speaker in the School			*	A risk assessment – neither frequent nor intensive is completed for all visiting speakers within the School; details of evidence for checks done against the Prevent Duty are required as part of this, for example research on the person/organization, and an outline of what will be covered is received. All visiting speakers are accompanied by a member of staff and are subject to unscheduled visits made by a Senior Member of Staff. All visiting speakers must provide suitable ID on arrival Visiting speakers are reminded of their duties as part of the Prevent agenda
	Staff and students could be exposed to extremist views on an educational visit out of the School			*	All educational visits require the completion of an Educational Visits Planning, Application and Approval Form, which requires appropriate vetting and supervision requirement and a full risk assessment to be completed, such assessment, where appropriate, to take account of the possibility of exposure to extremists or extreme views
	Staff/Students may come across extremist views			*	PSHCE (Including the RSE agenda) is delivered to all students via a structured scheme of work. Themes include the following; Safeguarding; Radicalization, British Values & Equality; E-Safety and Anti-Bullying All staff, students receive sessions on E-Safety. All parents are offered sessions on E-Safety. All use of ICT is in line the School ICT Policies and E-Safety Policy. Smoothwall is used to filter internet activity of both staff and students. A weekly meeting between the ICT department and the Safeguarding Team review and address any online behaviour which indicates concern or danger from radicalization and follow these up in line with existing School policy and procedures. All visitors to School site must sign in at reception, wear a visitor badge at all times and be supervised by a member of staff. Any person on site not wearing a visitor badge will be challenged Rishworth School and The Prep site, have Critical Incident Management Plans which are implemented when dealing with terrorist related issues
	Staff/Students may come across extremist views			*	The curriculum is designed to enable students to engage critically with ideas, and to argue freely, with due regard for the sensitivities and beliefs of others. The ethos of the School is one in which the British values of free speech, tolerance and respect for democratic processes and the rule of law are all respected and celebrated. Rishworth School has a Child Protection Policy including EYFS Statement which specifically includes further guidance on the School's Prevent duty following the statutory and recommended

					guidance from *The Prevent Duty: Departmental advice for Schools and Childcare Providers*, June 2015, *The Revised Prevent Duty Guidance: for England and Wales (Prevent),* July 2023 and *The use of Social Media for on-line Radicalisation*, July 2015. All staff sign to show they have read the Child Protection Policy. All staff, including the Governing body and Safeguarding Leads receive appropriate child protection training, which includes Prevent. All newly appointed staff undergo on-line training with Calderdale Safeguarding Children Board and all staff receive formal refresher training annually, plus informal updates, as required. This training ensures staff are trained at identifying students who are vulnerable to being drawn into terrorism and the signs of radicalisation as well as the action required should any individual be identified as at risk. Evidence is required from all staff annually to demonstrate that they have understood this training. All staff read the Keeping Children Safe in Education Part 1 and Annex B (or Annex A as directed by the SLT). All staff sign to show they have read this annually The DSL's and Deputy DSLs are all trained biannually in inter-agency working by Calderdale Safeguarding Children Board, which includes specific Prevent training. The DSLs are the persons of contact with regard to Prevent Staff record and report all concerns in line with existing School policies and procedures and challenge all extremist ideas. The DSLs make appropriate referrals to the Channel Panel

Appendix 7

RISHWORTH SCHOOL

RW 7bi PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF

This Procedure is available to Staff via the Policy Library and Staff Handbook

This policy and procedures document falls in line with 'Keeping Children Safe in Education 2023, and should be read alongside 7a Rishworth and the Preparatory Safeguarding Policy and Child Protection Procedures.

These procedures relate to members of staff and volunteers who are currently working in any school or college regardless of whether the Rishworth School is where the alleged abuse took place.

Managing allegations that may meet the harm threshold

This procedure is about managing allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

a. behaved in a way that has harmed a child, or may have harmed a child;

b. possibly committed a criminal offence against or related to a child; or

c. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

d. behaved or may have behaved in a way that indicates they may not be suitable to work with children

We will apply the same principles as those contained in the Rishworth and the Preparatory Safeguarding Policy and Child Protection Procedures and follow the Calderdale Safeguarding Children Partnership Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely on CPOMS and / or StaffSafe.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or unsubstantiated, we also acknowledge they may be substantiated. It is essential that any allegation of abuse made

against a teacher or other member of staff or volunteer in our school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Head and make a record.
- In the event that an allegation is made against the Head, the matter will be reported to the Chair of Governors who will proceed as the 'Head'.
- The Head will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs, this may as a last resort involve suspension, however this decision should be reached following discussion with the school's HR officer (the Director of Operations & Finance). It is appreciated that it is important to consider whether suspension is necessary or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step.
- The Head may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
- The Head will inform the Chair of Governors of any allegation.
- The Head will seek advice from the Local Authority Designated Officer (LADO) in Calderdale, in order to agree a course of action and confirm whether if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Multi-Agency Screening Team (MAST) and/or the police for investigation.
- If the school feel that the allegation does meet the criteria for LADO involvement then a LADO Referral form will be completed within 1 working day (as outlined in Working Together 2018)
- Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the Head will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents and carers will be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002.
- Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.
- If a child is a Child Looked After (CLA), the Social Worker for this child will be kept informed as would the parent or carer.
- The Head will inform the accused person about the allegation as soon as possible after consulting the LADO. It is understood that it is extremely important that they are provided with as much information as possible at that time. However, where an Allegations Management Strategy Meeting or discussion is needed, or police or children's social care services need to be involved, the Head will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.
- The Head will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college, or whether alternative arrangements can be put in place until the allegation or concern is resolved. This may occur at

any stage in the investigation process. All options to avoid suspension will be considered prior to taking that step and advice will be sought from the school's HR provider

- In the event of an allegation being made against a supply teacher, whilst the school is not the employer of the teacher concerned, the school will ensure the allegation is dealt with properly by taking lead responsibility for securing the information required for a LADO referral. Under no circumstances will the school cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The agency concerned will be invited to take a full part in the investigation process. The school will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst an investigation is carried out.

- The school understand that they have a duty of care to their employees. It will therefore act to manage and minimise the stress inherent in the allegations process and appreciates that support for the individual is vital to fulfilling this duty. Once informed of the nature of the concern(s) or allegation(s) the individual will be given an explanation of the likely course of action, unless there is an objection by children's social care or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.

- The Head will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care will be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

- Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Head will consider how best to facilitate that. They will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school or college.

- If the criteria has been met for referral to the LADO the Head will attend any Allegations Management Strategy Meetings relevant to investigating the allegation through to a conclusion. If the allegation is about physical contact, the strategy meeting or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

- If the school is aware that this member of staff or volunteer is engaged in any other employment or activity working with children, this information will also be shared with the LADO.

- The Head will keep the LADO informed of any new information that may influence the investigation and will cooperate fully with the police and/or social care where appropriate.

- If there is a police investigation it is understood that this has to take precedence over any other investigation.

- If there is no police investigation or following conclusion of a police investigation the school will complete a Management Investigation, and a Case Manager will be appointed (if this has not already happened previously)

- If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up.

- A referral to the DBS *must* be made, if the criteria are met and if the accused person resigns or their services cease to be used and the criteria are met the school appreciates that it will not be appropriate to reach a settlement/compromise agreement.

- Following an allegation, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. This is to enable accurate information to be given in response to any future request for a reference, where appropriate. Ordinarily this record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. Currently due to the Goddard Enquiry this information will be kept indefinitely until further guidance.

- If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, a joint decision with the LADO, the Head and their HR provider will be made as to whether the school or college make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.

- There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Managing concerns that do not meet the harm threshold

School will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately. The purpose being to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold or harm as detailed in the first paragraph of this policy

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Concerning behaviour can exist across a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

School have incorporated guidance to staff on lower-level concerns through the staff code of conduct/behaviour policies and the Rishworth and the Preparatory School Safeguarding Policy and Child Protection procedures document.

Staff in school becoming aware of any low-level concern will confidentially share the concern directly with the Head.

Sharing of lower-level concerns about a supply staff member, volunteer or contractor will be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

Staff are encouraged to self-refer, where for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All lower-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted; if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

All such records are confidential in nature and will be held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation 2018

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harm threshold, in which case it should be referred to the LADO.

When responding to a lower-level concern raised via a third party, the Head will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken. Information obtained will be recorded along with the rationale for decisions and action taken.

The Head may consult with the Designated Safeguarding Lead, however will ultimately make any final decision on how the concern will be responded to.

Where the Head is in any doubt as to whether the concerns identified may meet the harm to a child threshold, they will seek the advice of the Calderdale LADO in the first instance.

(Appendix 1)

ALLEGATIONS AGAINST PEOPLE WHO WORK WITH CHILDREN

Please return to this referral to ladoadmin@calderdale.gov.uk

Calderdale Council is registered with the Information Commissioners Office (ICO) under the provisions of the Data Protection Act 2018. The Council takes its responsibilities under the Act very seriously.
The information provided by you is collected in order to investigate a LADO referral. We need to collect this information in order to maintain accurate records of the referral and any subsequent investigation process. Completion of this form/sharing your information with us constitutes explicit consent from you for us to process your data for this purpose. Processing is necessary to protect the vital interests of a data subject or another person. Your information may be shared with other professionals and agencies in accordance with the allegation management process.
Unless the information is required by law, you may withdraw this consent at any time by writing to me at the e mail address above. In addition you have the right to see what information is held about you, to have inaccurate information corrected, to have information removed from our system unless we are required by law or a statutory purpose to keep it and the right to complain to the Data Protection Officer if you feel that your data has not been handled in accordance with the law.
Your information will be recorded on our system to maintain up to date records. If the referral meets the LADO criteria of harm, this information will be kept for a minimum of 40 years from the date of closure of the referral or until such time as the data is reviewed by us.

The Data Protection Officer, Tracie Robinson, can be contacted at information.management@calderdale.gov.uk

Referrer details

Date of Referral:
Name of Referrer:
Agency of Referrer:
Contact details of Referrer:

Alleged perpetrator

Name of Alleged Perpetrator:
Date of Birth:
Home Address:

Employing Organisation/Individual and Contact Details:
Position within the Organisation (perpetrator):

Are you aware if this person also works/volunteers for any other organisations? – Y/N

If yes – please provide details:

Children of alleged perpetrator

Do you know if the person above has children of their own under 18 years old? – Y/N

If yes – please provide details:

Name:
Date of birth:
Home address:

Alleged victim (if applicable):

Name of Child/Adult:
Date of Birth:
Address (where living):

Person with Parental Responsibility (include social worker's details):
Legal status:

Reason for referral:

Action taken by referrer to date:

Involvement of other agencies:

Are you aware of any other agencies involved as a result of this allegation? – Y/N

If yes – please provide details: