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## Dale House Independent School

# Safeguarding Policy

**2020/21**

*This document was amended in September 2020*

Headmistress: Mrs S.M.G. Fletcher, B.A., Cert.Ed.

### Named personnel with designated responsibility for Safeguarding

| Academic Year | Designated Safeguarding Lead including EYFS | Deputy Designated Safeguarding Lead including EYFS | Assistant to the Safeguarding Lead(s) | Chair of Foundation Committee |
|---------------|---|--|---------------------------------------|-------------------------------|
| 2020/21       | Mrs S.M.G. Fletcher                         | Mrs D. Howard                                      | Mrs D Walters                         | Mrs L. Davies                 |

Contact Details: Telephone: 01924 422215 or alternatively you can email: dalehouse2017@gmail.com

**\* To see this Safeguarding Policy in full (21 pages), please see the Policies Section on the school's website [www.dhschool.co.uk](http://www.dhschool.co.uk) or, alternatively, all policies are available for viewing in the school reception area. Please enquire at the office.**

**Policy review date September 2021**

**This Policy was reviewed 1<sup>st</sup> September 2020**

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## Section 1 School Commitment

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

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

Providing a safe environment for children and young people to learn and develop in our school setting, and

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

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



## Section 2 Providing a Safe and Supportive Environment

### 2.1 Safer Recruitment and Selection (please download guidance on DBS, Vetting and Barring)

Dale House School pays full regard to DfE guidance 'Keeping Children Safe in Education 2020'. Also see the separate policy Safer Recruitment of Staff.

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 includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List, Criminal Records Bureau checks and right to work in England checks.

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

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school and
- all members of the proprietor body.

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

- an identity check;
- a barred list check;
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools, including free schools and academies);
- Disqualification from Childcare – Staff Self Declaration Form.
- further checks on people who have lived or worked outside the UK: this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.
- Visiting speakers are supervised during their visit, and the content of their speech and work is vetted by the Headmistress prior to their visit.

For supply staff, the school will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

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

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

The following named staff have undertaken Safer Recruitment in Education Training. One of these staff will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Mrs S.M.G Fletcher, Headmistress & Designated Safeguarding Lead (DSL) including EYFS (November 2009)

Mrs D Howard, Principal Nursery Nurse, Prep Class Leader, & Deputy Designated Safeguarding Lead including EYFS (Deputy DSL) (November 2009)

Mrs D Walters, School Secretary & Assistant to DSL(s). Appointed May 2019

### **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**

Our school will comply with the current Safe Practice guidance to be found in Kirklees Safeguarding Procedures at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk)

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

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

School staff having concerns about another member of staff:

- Staff members having concerns about another member of staff will report these to the Headmistress (DSL).

- Where staff members have concerns about the Headmistress, these will be reported to the Deputy DSL and the Chair of the Foundation Committee. As the Headmistress is also the proprietor, then the concern will also be reported to the Local Authority Designated Officer (LADO) either by the Chair of the Foundation Committee or by any member of the staff directly.

School staff having concerns about safeguarding practices:

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

### 2.3 Risk Assessments

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

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

### 2.4 Safeguarding Information for pupils

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

Our school will ensure that pupils are made aware that information can be found at the following helplines:

- [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk) (Information on keeping children safe)
- [www.nspcc.org.uk](http://www.nspcc.org.uk) (Information on keeping children safe)
- [www.childline.org.uk](http://www.childline.org.uk) (Resources for children)
- [www.ceop.police.uk](http://www.ceop.police.uk) (Child Exploitation & Online Protection - internet safety)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) (Online safety resources)

Dale House School's arrangements for consulting with and listening to pupils, are through daily form tutor contact time, weekly pastoral assemblies, circle time, school council meetings and pupil questionnaires. Also Drama and English lessons, and other topic work based subjects which lead to discussion.

We make pupils aware of these arrangements by informing them during form time, assembly time, and on our notice boards.

## **2.5 Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm. Parents can find additional information and/or report concerns if they are worried that a child is at risk of harm by contacting:

[www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

Kirklees Duty and Advice Team on 01484 414960

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

Dale House School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Safeguarding Lead)

We encourage parents to discuss any concerns they may have with their child's form teacher or Mrs Fletcher the Headmistress.

The school's child protection policy is available by accessing the school website or a written copy will be provided on request to the school office.

Dale House School is committed to ensuring the welfare and safety of all children in school. All Kirklees schools, including Dale House School, follow the Kirklees Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Duty and Advice and/or the Police without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

## **2.6 Partnerships with others**

From September 2020, the 3 Safeguarding partners, the Local Authority, Social Care the Police and health Services have a shared and equal duty to work together to safeguard and promote the welfare of children.

Kirklees Local Authority have set up "Thriving Kirklees", telephone 0300 304 555 available 24 hours a day, seven days a week to support all children [www.thrivingkirklees.org.uk](http://www.thrivingkirklees.org.uk)

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Kirklees Safeguarding Children Board, e.g. Local Authority, Barnardo's, Police, Health, District Council, ChildLine in partnership with

schools, NSPCC, National Youth Advocacy Service, Surestart, Children's Fund, etc.

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

## 2.7 School Training and Staff Induction

All staff including school leaders must read at least Part One of the Keeping Children Safe in Education (KCSIE). This applies not only to new staff, but also to those already in post in April 2014 when KCSIE was first introduced. Each time Part One of KCSIE is updated by the DfE, existing staff must be updated. This is particularly important when new duties are introduced, as with the introduction of Prevent in July 2015, or the recognition of additional types of abuse, as in September 2016. The methodology for ensuring existing staff read Part One of KCSIE is not prescribed. All effective means are acceptable (such as electronic or hard copy distribution and acknowledgement). Schools should take steps to ensure that staff **understand** key information. This could be of particular relevance to staff who cannot read English.

From September 2016, in addition to Part One of KCSIE, school leaders and class leaders and other staff (at the Headmistresses' discretion) who work directly with children must read Annex A of KCSIE. It is a matter for schools to decide who is classed as working directly with children and if they would benefit from the additional information. The role of inspectors here is to probe whether schools have acted reasonably in their decisions.

The school's Designated Safeguarding Lead (DSL), and Deputy DSL, with responsibility for child protection, undertakes appropriate child safeguarding training provided by the Kirklees Safeguarding Children Board at least every 2 years or another provider. This will include local inter-agency working protocols and training in the LSCB's/Safeguarding partners' approach to Prevent duties.

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills will be updated (for example, via e-Bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

**The Head teacher and all other school staff**, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated, in line with advice from the LSCB/safeguarding partners. Prevent awareness training will be part of this. Staff training should include on-line e-safety. In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively. At Dale House the Head teacher has overall responsibility for e-safety.

Dale House School has a clear policy on the acceptable use of mobile telephones that is understood and adhere to by all staff. No member of Dale House staff is allowed to use their mobile telephone in school with the exception of the staffroom or school office. Mobile telephones are not allowed in the classroom. This includes EYFS staff.

Photographs of pupils must be taken with the designated school devices eg. class camera or iPad. Staff to check parental consent before any photographs are taken or used.

All parents and pupils are discouraged to bring mobile telephones onto the school premises.

No pupil at Dale House school has a mobile telephone.

All new staff must be provided with induction training that includes:

- \*The school's child protection policy, including information about the identity and role of the DSL and any deputies.
- \*The staff code of conduct/behaviour policy including the whistle-blowing procedure, and the acceptable use of technologies policy, if separate.
- The pupil behaviour policy and how it operates in the school. During the first week new staff would be mentored and allowed to observe how the policy is put into action.
- \*The school's safeguarding response to children who go missing from education.
- On-line e-safety.
- \*A copy of Part One of KCSIE and Annex A.

Copies of the above documents marked with an asterisk\* should be provided to all staff during induction. Schools should take a risk based approach to the level of information that is provided to temporary staff and volunteers. KCSIE does not specify the means by which documentation is to be provided, therefore schools have the discretion as to how they provide it, whether by provision of a link, electronically or on paper.

The new Part 5 of KCSIE, dedicated to peer-on-peer abuse, specifies that all staff should be trained to manage a report of peer-on-peer sexual violence and sexual harassment. Detail is provided, largely in line with traditional guidance on how to receive a disclosure (do not promise confidentiality, listen, be non-judgemental, don't lead, do take notes, report to the DSL, etc) but with the added guidance that staff should not view or forward illegal images of a child. On this point, schools may be directed to the DfE guidance on Searching, Screening and Confiscation and the UKCCIS sexting advice.

The Basic Awareness of Child Abuse and Neglect online training can be accessed at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk)

The whole school Basic Awareness in Child Safeguarding training can be booked via the Kirklees Safeguarding Officer for Schools & Learning on 01484 221000 and should be completed by all staff every three years

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction.

Induction training for all staff must include:

- Help in understanding roles and responsibilities.
- Information about emergency evacuation procedures.
- Safeguarding and child protection.
- Health & Safety issues.

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

Staff will be supported by Dale House School, the Local Authority and professional associations. The Designated Safeguarding Lead for Child Protection will be supported by the Deputy Designated Safeguarding Lead, the ISA, and the Chair of the Foundation Committee of Dale House School.

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

## 2.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

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

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

### 3.1 Child Protection Procedures

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

#### Definitions:

(‘Working Together To Safeguard Children 2018’ and ‘Keeping Children Safe in Education’ 2020)

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

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

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

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet/mobile telephones/social media). Please be aware online abuse may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated Induced Illness).

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** Sexual abuse can be carried out by an adult or another child on a child which could involve forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, online or watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue, either in the home or in school. Any member of staff must immediately report such incidents to the DSLs who have been trained in how to report child on child sexual violence and harassment to the LADO.

**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.

**Radicalisation:** the action or process of causing someone to adopt radical positions on political or social issues

**Child Sexual Exploitation (CSE):** is a form of **sexual**, emotional and physical abuse of **children**. It often involves the young person being given food, accommodation, drugs, affection, gifts or money in return for performing **sexual** activities.

**Honour-Based Violence (HBV):** is a **violent** crime or incident which may have been committed to protect or defend the **honour** of the family or community. ... For example, **honour based violence** might be committed against people who: become involved with a boyfriend or girlfriend from a different culture or religion.

**Forced Marriage:** a **marriage** without the consent of one or both parties and where duress is a factor. In a **forced marriage** one or both spouses either do not, or cannot, consent to the **marriage**. Please be aware that this may refer to one of our parents or one of our children.

**Gangs:** an organized group of criminals that a vulnerable pupil may become involved with.

**Up skirting:** is the act of taking a photograph of underneath a person's skirt without their consent.

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

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

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

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

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

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

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

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

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

### **3.3 The Prevent Duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, Dale House 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 information and training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

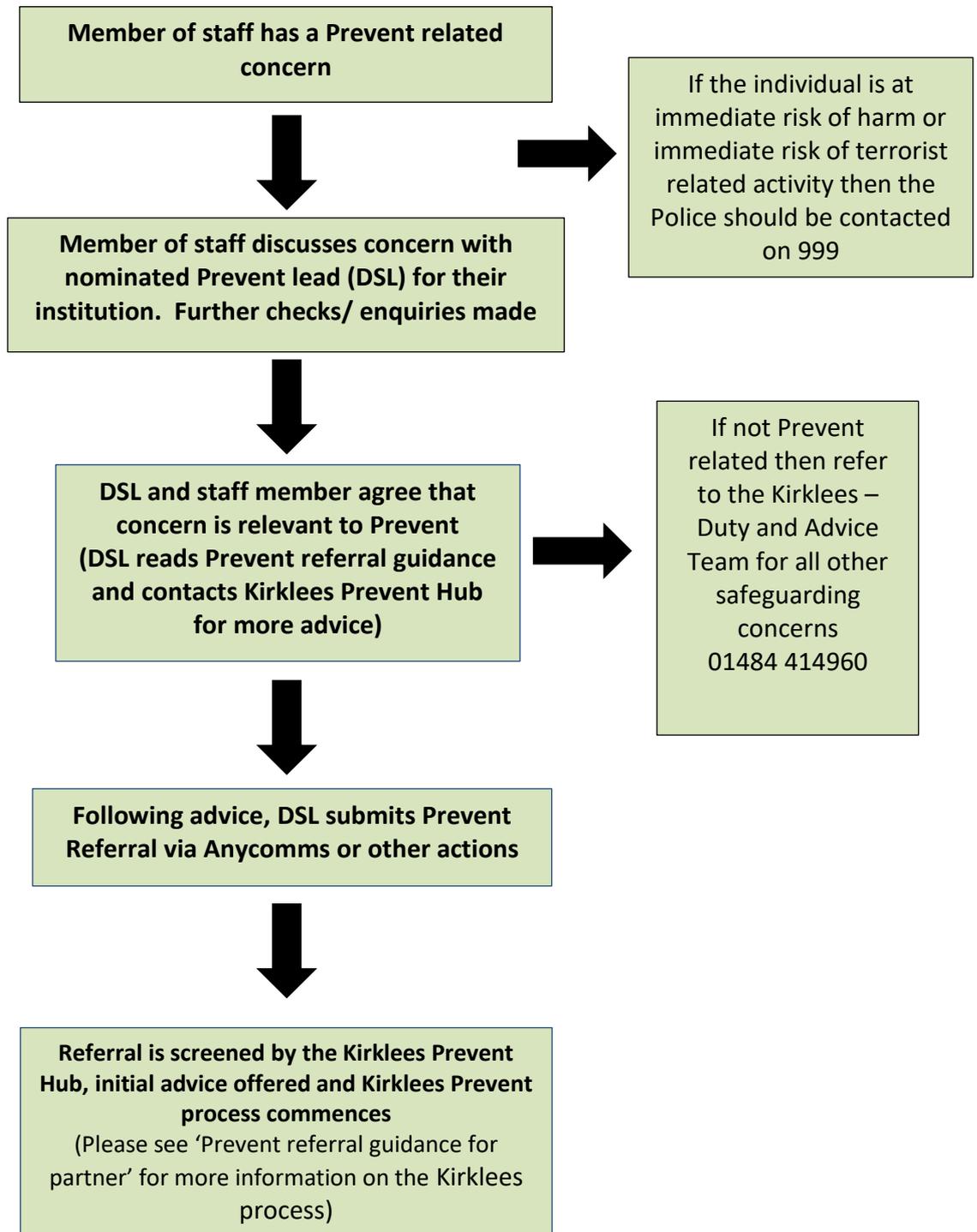
The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need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

Dale House School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum, PSHE and SMSC, in order to help build pupils' 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.

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.

**For more information about Prevent in Kirklees, including referral forms and project examples, please visit the Kirklees Prevent website [www.kirklees.gov.uk/prevent](http://www.kirklees.gov.uk/prevent) or contact the hub via 01924 483747/ Anycomms "Prevent Referral" or [Prevent@kirklees.gov.uk](mailto:Prevent@kirklees.gov.uk)**

### Kirklees Prevent Referral pathway



Please note: Whilst the guidance in this policy places the responsibility for making decisions about referrals with the school's designated safeguarding lead (DSL) and that referrals must, in practice, be in line with published local referral thresholds, it should be made clear that anyone can make a referral if necessary.

### **3.4 Child Sexual Exploitation**

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

Staff have been made aware of some of the key indicators of CSE by training provided by the DSL. In addition, Dale House School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Kirklees Duty and Assessment Team. Dale House School also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school, the DSL will share this appropriately with the police.

### **3.5 Female Genital Mutilation**

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

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

### **3.6 Domestic Abuse**

Dale House School understands that the cross-government definition of domestic violence and abuse is:

- any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.

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

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

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Kirklees Duty and Advice Team. Where DV Notifications are received from the Domestic DAAT, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

### **3.7 Forced Marriage**

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

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

### **3.8 Peer on Peer Abuse and Allegations**

Sometimes safeguarding issues can manifest themselves via peer on peer abuse by one or more pupils against another pupil. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence, physical abuse, sexting (youth-produced sexual imagery), initiation/hazing type violence and rituals, sexual violence and sexual harassment.

Staff will follow procedures to minimise the risk of peer-on-peer abuse.

Staff are clear that whilst these may be responded to through Behaviour Management, there is also a need for this information to be shared with the DSL immediately, in order to address the underlying Safeguarding concerns. Staff are also clear that:

- Abuse is abuse and should never be tolerated or passed as mere 'banter' or 'having a laugh'. It can involve, harassment, sexual violence, sexting, up skirting and physical violence or threat of it. It can also involve extortion and theft etc.
- Peer-on-peer abuse will be recorded and dealt with.
- Recognition of the gendered nature of peer-on-peer abuse is unacceptable and will be taken seriously.
- Victims, perpetrators, and any other child affected, will be supported.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', any such abuse will be referred to local agencies. In the event of disclosures about pupil-on-pupil abuse, all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): *Sexting in schools and colleges*.

### **3.9 Youth Produced Sexual Imagery**

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

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

We will also refer to: The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

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

Dale House School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between the office staff and Mrs Fletcher, Headmistress and Designated Safeguarding Lead. 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 therefore the school will follow Kirklees internal guidance 'First Day Calling' procedures and 'Kirklees Guidance for Schools on the Monitoring and Reporting of Pupils who Absent themselves during the School day'

Dale House 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. Dale House School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Dale House School understands that it is essential that the school will contact the Local Authority Education Safeguarding Team on 01484 221919 to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence

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

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

### **3.12 Contextual Safeguarding**

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

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

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

***Sexual Violence and Sexual Harassment between Children in Schools and Colleges. See paragraph 43 and Annex A of this document for advice and guidance.***

### **3.15 Carrying Knives/offensive weapons and gang culture**

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal Offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil/student being involved in gang culture, this is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference

to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school/college will offer support

### **3.16 Children who may require Early Help**

All Staff (Governors and Volunteers) working within the School should be alert to the potential need for early help for children, for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);
- Is homeless and the impact of the pupil facing homelessness

These children are therefore more vulnerable. Dale House School will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management/care plans and, in particular, with regard to SEND.

### **3.17 Looked After Children**

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

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

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

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

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

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

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Headmistress (DSL) and make a record.
- In the event that an allegation is made against the Headmistress (DSL) the matter will be reported to the Deputy DSL and the Chair of The Foundation Committee who will proceed as the 'Head Teacher'.
- The Headmistress will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headmistress may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Headmistress (or Deputy DSL or Chair of the Foundation Committee if the allegation is about the Headmistress) will consult with the Local Authority Designated Office for Child Protection immediately, in order to determine if it is appropriate for the allegation to be dealt with by school or whether there needs to be a multi-agency response to the matter.
- The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Kirklees – Duty and Advice Team. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation
- Consideration will be given throughout to the support and information needs of pupils, parents, staff and the employee the subject of the allegation. .
- The Headmistress teacher will inform the Chair of the Foundation Committee of any allegation against a member of school staff.

- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from either Kirklees Council HR or the HR advisor employed by the school/college.
- Please see the separate policy Safeguarding Children – Allegations Against Staff.

### **A summary of key information provided by the Independent School's Inspectorate**

If an allegation is made against anyone working with children in a school, all unnecessary delays should be eradicated. Schools must not undertake their own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations. Inspectors may advise that, in borderline cases, discussions with the LADO(s) can often be held informally and without naming the school or individual.

The procedures must make it clear that all allegations which appear to meet the reporting criteria in KCSIE are to be reported straight away, normally to the head, but if the designated person is identified to receive referrals in the policy, the head must be kept informed. The procedures must also identify the person, usually the chair of governors, to whom reports should be made in the absence of the head, or in cases where the head is the subject of the allegation or concern. Where an allegation is against the head, the head must not be informed of the allegation prior to contact with the chair and LADO. Where the head is also a sole proprietor, it should be stated clearly that allegations should be reported directly to the LADO. The LADO(s) should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. Procedures should, therefore, include prominent contact details for the LADO(s) to facilitate this.

It should be clear in the policy that immediate contact should be made with the LADO(s) to discuss any allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. GDPR cannot be allowed to stand in the way of safeguarding children. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Schools must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Schools should give due weight to the views of the LADO, KCSIE and WT when making a decision about suspension. Records concerning allegations of abuse must be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers, and so schools must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

The policy should also contain the school's commitment to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important

that reports include as much evidence about the circumstances of the case as possible. Failure to make a report when required constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Schools will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

Independent schools are also under a duty to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher misconduct: the prohibition of teachers* (October 2015). Further guidance is published on the Teaching Regulation Agency website.

## Annex A

### Useful Contacts within the local authority

#### Introduction

This policy is in line with:

- This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2020](#), [Working Together to Safeguard Children \(WTTSC 2018\)](#) and [sexual violence and sexual harassment between children in schools and colleges](#) we comply with this guidance and the procedures set out by our Local Safeguarding Children partnership
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- General Data Protection Act (2019) [Guide to the General Data Protection Regulation - GOV.UK](#)<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
- Data Protection Act <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings ([GSWP](#)) ([Safer Recruitment Consortium May 2019](#))

- Kirklees Safeguarding Children Partnership Procedures  
<https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/>
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016) <https://www.gov.uk/government/publications/children-missing-education>
- The policy conforms to locally agreed inter-agency procedures and has been developed by Kirklees Safeguarding Children’s Partners. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education
- Elective Home Education <https://www.gov.uk/government/publications/elective-home-education> Guidance April 2019
- The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004 (Amendment)
- Education Act 2002
- Teaching Standards (March 2013)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
  - The Prevent duty: Departmental advice for schools and childminders (June 2015)
  - The use of social media for on-line radicalisation (July 2015)

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2018 The term “Child” or “Children” refers to as anyone under the age of 18 years

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse

## Appendix 1

### Contact Details

At Dale House School the **Designated Safeguarding Lead (DSL)** is Mrs Sarah Fletcher, Headmistress. The **Deputy Designated Safeguarding Lead** is Mrs Donna Howard, Principal Nursery Nurse and Prep Class Leader.

**Local Authority Designated Officer (LADO)** 01484 221126

LADO email address [kirklees.LADO@kirklees.gov.uk](mailto:kirklees.LADO@kirklees.gov.uk)

LADO AnyComms address - "child protection" in drop down menu

Duty Social Workers - Duty and Advice Team - 01484 414960

If you need to contact Kirklees – Duty and Advice Team

In a non-emergency you can request a verbal consultation call back using email

[DutyandAdvice@kirklees.gov.uk](mailto:DutyandAdvice@kirklees.gov.uk)

For secure transfer of emails from schools use Anycomms – address – "MASH" in drop down menu

Contact for practice concerns and compliments: [FSCPSeniormanagement@kirklees.gov.uk](mailto:FSCPSeniormanagement@kirklees.gov.uk)

### **Out of Hours**

Emergency Duty Service – 01484 414933

### **School Safeguarding Learning Service**

Special Schools Mandy Cameron 01484 221000

Primary Schools Bev Richards 01484 221000

Secondary Schools Helen Metcalfe 01484 221000

Online safety Lead Fiona Denham 01484 221000

Virtual School Head Teacher – Janet Tolley – 01484 221000

### **Kirklees Education Safeguarding Team**

Service Manager: Maggie Featherstone – 01484 221000

Safeguarding Officer (Schools & Learning) – Michelle Stephenson 01484 221000

Safeguarding Officers email – [schoolsafeguardingofficer@kirklees.gov.uk](mailto:schoolsafeguardingofficer@kirklees.gov.uk)

Elective Home Education (EHE) 01484 22191

[attendance.pupilsupport@kirklees.gov.uk](mailto:attendance.pupilsupport@kirklees.gov.uk)

Children Missing Education 01484 221919

[attendance.pupilsupport@kirklees.gov.uk](mailto:attendance.pupilsupport@kirklees.gov.uk)

Child Employment 01484 22191

[child.employment@kirklees.gov.uk](mailto:child.employment@kirklees.gov.uk)

Further information

[www.kirklees.gov.uk/beta/employment-information/children-and-employment.aspx](http://www.kirklees.gov.uk/beta/employment-information/children-and-employment.aspx)

**Stronger Families** [www.kirklees.gov.uk/strongerfamilies](http://www.kirklees.gov.uk/strongerfamilies)

[stronger.families@kirklees.gov.uk](mailto:stronger.families@kirklees.gov.uk)

**Prevent Co-ordinator**

Lee Hamilton – 01484 221000

### **Kirklees Human Resources - Safeguarding leads**

Joanne Hall – 07976 497857  
Joanne Parker – 07976 497858  
Gary Scargill – 07976 497848  
Email: [hr@kirklees.gov.uk](mailto:hr@kirklees.gov.uk)

### **Child Protection Conferences**

Child Protection & Review Unit 01484 225850

### **Online Safety incidents**

National helpline [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### **West Yorkshire Police**

Child Safeguarding Unit - Kirklees 01924 431134

### **Early Help Access Team (Single Assessment part 1)**

earlyhelpaccessteam@kirklees.gov.uk 01484 456 823

### **FGM**

The Female Genital Mutilation Helpline 0800 028 3550 [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

### **School Documents**

Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – October 2015  
<http://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

### **Training Materials**

KSCB Safeguarding Training courses  
[www.kirkleessafeguardingchildren.com](http://www.kirkleessafeguardingchildren.com)

Whole School Basic Awareness in Child Safeguarding and Designated Safeguarding Lead – Full Course and Refresher training:  
Safeguarding Officer for Schools: [michelle.hodges@kirklees.gov.uk](mailto:michelle.hodges@kirklees.gov.uk) 01484 221000

Safer Recruitment Training course – Kirklees Learning Service 01484 225828  
Safeguarding Governor Training

Prevent Training – 01924 483747  
[www.kirklees.gov.uk/beta/community-safety-partners/prevent-training](http://www.kirklees.gov.uk/beta/community-safety-partners/prevent-training).

### **Department for Education**

The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Chair of the Foundation Committee is 020 7340 7264 and/or  
[Counter.extremism@education.gov.uk](mailto:Counter.extremism@education.gov.uk)