



William Henry  
Smith Foundation

# Child Protection and Safeguarding Policy

Foundation details :

<b>Designated Safeguarding/Prevent Lead:</b>	Damien Talbot
<b>Foundation Social Worker and Safeguarding Manager</b>	Kirsty Helliwell
<b>Deputies:</b>	Stewart Griffiths, Tom Forsyth, Sue Bradley, Leanne Clarke, Amy Carr
<b>Safeguarding Governor Lead:</b>	Heather Gibson
<b>Local Authority Designated Officer:</b>	Jane Darrington
<b>Prevent Education Officer for Calderdale:</b>	Shakkela Ajaib-Latif
<b>Status &amp; Review Cycle:</b>	Statutory, Annual
<b>Date Reviewed:</b>	Summer 2025
<b>Next Review Date:</b>	Summer 2026
<b>Policy Number:</b>	FWS5

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## 1.0 Introduction

1.1 The policy is in line with:

- Calderdale Safeguarding Children Partnership Policies and Procedures which are available on <http://calderdale-safeguarding.co.uk/>
- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)
- Information Sharing (DfE 2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2013
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2019)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2017)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- Children Missing Education Statutory Guidance, September 2016

1.2 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, 2023)
- The term "Child" or "Children" refers to as anyone under the age of 18 years

1.3 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.

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## 2.0 The School's Commitment

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

2.1 The purpose of this policy is:

- To inform staff, parents/carers, volunteers and governors about the school's responsibility for safeguarding children and young people and to develop awareness and identification of abuse
- To establish and maintain an environment where children and young people are and feel safe, can learn, and are encouraged to talk and are listened to.

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

- reading and understanding Parts 1&5 and annex A of Keeping Children Safe in Education (2025)
- 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

1.4 The William Henry Smith School is committed to safeguarding and promoting the well-being of all its young people. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse, especially those identified special educational needs and/or a disability (SEND). We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all 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 in line with statutory requirements; the Child Protection and Safeguarding Policy is reviewed formally on an annual basis or as the need arises. All staff are expected to read all policies and follow guidance. Staff are expected to sign that they have read and understood the contents of the CP policy and are provided with regular updates.

2.4 **What our children need?**

- **vigilance:** to have adults notice when things are troubling them

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- **understanding** and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **stability**: to be able to develop an ongoing stable relationship of trust with those helping them
- **respect**: to be treated with the expectation that they are competent rather than not
- **information** and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- **explanation**: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **support**: to be provided with support in their own right as well as a member of their family
- **advocacy**: to be provided with advocacy to assist them in putting forward their views
- **protection**: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

## 3.0 Providing a Safe and Supportive Environment

### 3.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2025. 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 (2025 part 3)) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

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

- all staff (including supply staff) who work at the school.
- all 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.

The below people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

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Sue Ackroyd (CEO & Principal), Damien Talbot (Deputy Principal and DSL), Karl Adamski (Deputy Principal), Leanne Clarke (Deputy Principal), Tom Gilbody (Vice Principal), Emma Boyle (Head of HR), Lisa King (Head of Central Services), Gareth Walters (Head of Care), Mick Cartwright (Head of Premises) Stewart Griffiths (Head of ISW Operations), AJ Hemingway (Head of Commissioning), Kirsty Helliwell (School Social Worker and Safeguarding Manager), Carl Gregg (house leader), Razwan Amin (ISW Supervisor), Nicole Trew (ISW Supervisor).

## 3.2 Safe Working Practice

3.2.1. The Teaching Standards (2021 updated terminology) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

3.2.2 In accordance to the Safer Recruitment 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/Staff Handbook) and Whistle Blowing Policy; safe working practices in our School ensure that students are safe and that all staff:

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

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 Helpline (0800 028 0285: 8.00am – 8.00pm Mon to Fri; email address: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) ).

## 3.3 Risk Assessments

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3.3.1 Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, (such as premises and equipment, on-site activities, off-site activities, venues used, transport). Where relevant, all risk assessments relating to offsite learning experiences are approved internally and externally through a risk management system (EVOLVE) by Calderdale LA. (PBS) Positive Behaviour Support Plans are carried out for individual students which enable staff to assess and identify possible triggers, including what you might see and potential diffusers.

3.3.2 Positive Behaviour Support Plans and meetings between the CP team are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

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

3.4.1 All students in our school are aware of several staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection and know who this is. Likewise, all students know that there is a Child Protection team which also consists of a Child Protection/Prevent Officer and four Deputies. We inform students of who 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.

3.4.2 Students in our school are treated with dignity and respect and their views are listened to. Arrangements for consulting with and listening to students are through individual key work sessions, house/class meetings, EHC input and collectively the school has its own student voice (council).

3.4.3. Our young people know that they can share their views in a way that is non-judgmental emphasising the need for participation/contribution from all. We provide weekly meetings for our student voice group and feedback is delivered to our school community via feedback, either by verbal feedback in a school assembly or written feedback via e-mail.

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

### **3.5 Partnership with Parents**

3.5.1 The school shares a purpose with parents/carers to educate and keep children safe from harm. The school has 'sign posting' on its website to inform parents of appropriate action to take with regards to keeping children safe.

3.5.2 We are committed to working with parents positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, to protect a child. The school shares with parents any concerns we may have about their child unless to do so may place a child at risk of harm

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3.5.3 We encourage parents to discuss any concerns they may have with key staff at the school, and we encourage use of Parent View and parents' questionnaires as an opportunity to provide feedback to the school. We make parents aware that this policy and others are always accessible via the school's website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community, these are also in formats appropriate for our children.

### 3.6 Partnerships with others

3.6.1 Our school recognises that it is essential to establish positive and effective working relationships with other agencies; these include: Local Authorities, Multi-Agency Screening Team (MAST), CAMHS and Police. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children which is coordinated by the Calderdale Safeguarding Children Partnership <https://safeguarding.calderdale.gov.uk/>

3.6.2 The school works with Social Care when they are conducting child protection enquiries. Furthermore, the school attends appropriate inter-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child in Need reviews and Initial and Review Child Protection Case Conferences. We provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents/carers 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.

### 3.7 School Training and Staff Induction

3.7.1 The School's Designated Safeguarding Lead and all other members of the CP team undertakes refresher training at a minimum of 2 yearly intervals, provided by Calderdale MBC Schools' Safeguarding Advisor. The CP team also attend and host other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and to further their continuous professional development.

3.7.2 The Principal and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. The William Henry Smith School ensures that this takes place by coordinating online training, and the school accesses regular external whole school face-to-face training.

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

In line with KCSIE 2025, all staff upon induction will also receive:

- Copy of the school's behaviour policy
- Copy of the school's procedures for managing children who are missing education

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- Copy of the staff code of conduct/staff handbook
- Copy of KSCIE Part One (including Annex A) and Part Five.

### 3.8 Support, Advice and Guidance for Staff

- 3.8.1 Staff will be supported by the school's Child protection team. The designated safeguarding lead for Safeguarding/Child Protection will be supported by a team consisting of our Child Protection/Prevent Officer and four Deputy DSLs who form the School's Child Protection Team who meet formally on a fortnightly basis and at other times when necessary and by School's Safeguarding Advisor (Steve Barnes, 01422 288236).
- 3.8.2 Safeguarding is also an agenda item for Supervision and staff meetings, including Learning Mentor Clinics (LMC) meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.
- 3.8.3 It is recognised that staff should receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk and therefore are supported by the CP team. The CP team who meets formally on a fortnightly basis but also when the need arises, provide support for one another.

### 3.9 Safeguarding adults at risk

- 3.9.1 The school recognises that there may be situations where concerns are raised about the safety or welfare of a pupil who has attained their 18<sup>th</sup> birthday. A member of the SDT is named as the Designated Safeguarding Adults Lead (DSAL) and will have training appropriate to the role; members of the CP team will also act as deputies to the DSAL and / or as alerting managers.
- 3.9.2 The school complies fully with Calderdale Safeguarding Adults Board procedures; please see the 'safeguarding adults at risk' policy for more information.
- 3.9.3 The school is committed to safeguarding our children even if they are placed in alternative provision for a period within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

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

## 4.0 Ensuring that Children are Safe at School and at Home

### Definitions:

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(‘Working Together’ 2023 and ‘Keeping Children Safe in Education’ 2025)

**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. 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.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

**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 because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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## 4.1 Child Protection Procedures

- 4.1.1 All school staff 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.
- 4.1.2 The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2024).
- 4.1.3 All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Calderdale Safeguarding Children Partnership guidance. Any allegations of professional abuse should be dealt in line with the policy of KCSIE 2025 dealing with allegations of abuse made against staff and Part Four of.
- 4.1.4 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 young people will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the CP team in the absence of the designated person) prior to any discussion with parents/carers.
- 4.1.5 Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention.
- 4.1.6 Single Assessment, Referral into the Early Intervention Pathway 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 then Child Protection Enquires may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues, the most relevant to our setting are detailed below.

## 4.2 Supporting the child and partnership with parents

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

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

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- 4.2.4 Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- 4.2.5 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

### 4.3 The Prevent Duty

Children are vulnerable 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 vocal or active opposition to our fundamental values including democracy, rule of law, liberty and the mutual respect and tolerance of different faiths and beliefs

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- 4.3.1 Under section 26 of the Counterterrorism and Security Act 2015, The William Henry Smith 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.
- 4.3.2 In order to fulfil the Prevent Duty staff have received information/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).
- 4.3.3 The Designated Safeguarding Lead will contact the Prevent Education Officer should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

The Prevent Education Officer is Shakkela Ajaib-Latif [Shakkela.Ajaib-Latif@calderdale.gov.uk](mailto:Shakkela.Ajaib-Latif@calderdale.gov.uk)

The Prevent Team can be contacted as follows: [prevent@calderdale.gov.uk](mailto:prevent@calderdale.gov.uk)

- 4.3.4 The William Henry Smith School will also incorporate the promotion of fundamentals of a Modern Britain into its Curriculum to help build students’ resilience and enable them to challenge extremist views.
- 4.3.5 Radicalisation is considered within current online safety policies, procedures and curriculum in terms of having suitable filtering in place and raising awareness with staff, parents and children about the increased risk of online radicalisation, with the internet, social media and Gaming.

#### 4.3.6 Prevent Duty – New Developments

Recent updates to the Prevent duty emphasize a more proactive and collaborative approach to safeguarding individuals from radicalisation. Key changes include a stronger focus on early intervention, enhanced partnership working with local authorities and community

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organisations, and the integration of digital safety measures to address online extremism. Institutions are now expected to adopt a risk-based approach, ensuring staff receive updated training and that policies reflect emerging threats, including those linked to misinformation, extremist narratives online, and lone-wolf terrorism.

Lone-wolf terrorism describes acts of violence or terrorism carried out by individuals acting independently, without direct orders or support from an organised group, often radicalised online or through self-directed means.

#### **4.4 Child Sexual Exploitation**

- 4.4.1 The William Henry Smith 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 with technology. (Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017))
- 4.4.2 If staff do identify children for whom CSE may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, including a CSE Risk Assessment to the CE Hub. The school acknowledges it has a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within the school the DSL will share this appropriately with the police.

#### **4.5 Female Genital Mutilation**

- 4.5.1 The School understands that Female Genital Mutilation (FGM) is a form of honour-based violence comprising 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 directly to the police where they discover (for example, if involved in intimate care) that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015. Currently, the William Henry Smith School has no female students.
- 4.5.2 Staff are aware of the indicators of FGM and if they were to become concerned that a girl may have been or is at risk of FGM they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.
- 4.5.3 Other forms of honour-based violence (HBV) include breast ironing, forced marriage (see below), preventing an individual from leaving the house, abuse linked to belief in spirit possession. Any concerns that a pupil may be at risk of HBV will be reported to the DSL or a member of the CP team without delay.

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## 4.6 Attendance and Children Absent from Education

4.6.1 The school promotes good attendance and 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 Child Protection Team as and when necessary; this can be daily concerns when out of character or without known reason for non-attendance. 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 to try and locate the child and ensure that they are safe.

The school investigates all unauthorised absences to establish if safeguarding concerns are evident

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 pupil from a school roll.

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

(DfE Guidance on Children Missing Education - September 2016)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

(School Attendance guidance - August 2020).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907535/School\\_attendance\\_guidance\\_for\\_2020\\_to\\_2021\\_academic\\_year.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf)

Where a pupil 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 pupil:

- 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 (Duncan Thorpe 01422 266125) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, William Henry Smith School will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

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4.62 The William Henry Smith 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 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 the school's roll.

a.1.4 The William Henry Smith School understands that it is essential that contact is made with the students' home LA's 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 contacts the Authority to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence which meets statutory guidance; however the school promptly engages parents/carers/other professionals to ensure students whereabouts and safety within the day of first absence.

a.2.4 Please refer to the school's policy on children who go missing from **Education FWS18**.

#### 4.6.5 **Child Criminal Exploitation (CCE)**

The criminal exploitation of children includes a combination of:

- **Pull factors:** children performing tasks for others resulting in them gaining accommodation, food, gifts, status or a sense of safety, money or drugs; often the hook is through the perpetrator supplying Class B drugs such as cannabis to the child or young person.
- **Push factors:** children escaping from situations where their needs are neglected and there is exposure to unsafe individuals, where there is high family conflict or the absence of a primary attachment figure.
- **Control:** Brain washing, violence and threats of violence by those exploiting the child particularly when the child or young person is identified by the police, they are expected to take full responsibility for the offences for which they are charged – i.e. possession and supply of illegal substances.

Most children or young people who enter exploitation may appear to do so willingly; however, their involvement is indicative of coercion or desperation rather than choice. Many young people do not recognize that they are being exploited or that they are at risk. Many children who are vulnerable to criminal exploitation are male; however, the possibilities of female involvement should not be dismissed.

It is important to note that perpetrators of CCE may themselves be children who are criminally exploited and that the victims of CCE may also be at risk of becoming perpetrators.

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

School recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing

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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 to safeguard that child and/or other children.

#### **4.6.7 Modern Day Slavery (MDS)**

Modern Day Slavery is the term used by the UK Government to encompass slavery, servitude, forced and compulsive labour and human trafficking.

- Child trafficking is the recruitment and movement of children for the purpose of exploitation and is a form of modern slavery.
- Child trafficking can happen across borders and internally.
- Slavery in the UK can take many forms, including forced sexual exploitation, domestic servitude or forced labour on farms, in construction, shops, bars, nail bars, car washes and manufacturing.
- Modern Slavery has been identified as an issue of national significance.

Each Local Authority has a legal duty to notify the Home Office of any suspected victims of MDS.

Any concern must be reported immediately to your DSL.

#### **4.6.8 Extra Familial Harm**

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. This extra-familial harm can take a variety of different forms which can include sexual exploitation, criminal exploitation, and serious youth violence. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

#### **4.6.9 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.

#### **4.6.10 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

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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.

#### **4.7 Domestic Abuse (DA)**

##### **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 discreet 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.

4.7.1 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

4.7.2 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

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and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

4.7.3 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.

4.7.4 If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early

Intervention Pathways or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily Multi Agency Risk Assessment Conference (MARAC) meetings.

#### **4.8 Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 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 are under the age of 18, or 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.

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: <https://www.gov.uk/government/publications/the-right-to-choose-government-guidanceon-forced-marriage>

#### **4.9 Disguised Compliance**

‘Disguised compliance’ involves a parent or carer giving the appearance of co-operating with child welfare agencies to avoid raising suspicions, to allay professional concerns and ultimately to diffuse professional intervention.

Examples of disguised compliance could be a sudden increase in school attendance, attending a run of appointments, engaging with professionals such as health workers for a limited period, or cleaning the house before a visit from a professional.

#### **4.10 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.

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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.

#### **4.11 Child Mental Health**

Our staff recognise that mental health difficulties can, in some cases, 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. The school has over 20 trained staff in Mental Health First Aid (continued training is expected throughout the year)

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

Calderdale have several 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](http://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.

## **5.0 Child on Child Abuse**

Sometimes significant safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, upskirting and sexting. Staff are clear that whilst these may be responded to through PBS there is also a need for this information to be shared with the DSL to address the underlying Safeguarding concerns. The school responds appropriately to all reported/identified concerns with regards to child on child. Where any issue cannot be resolved with the response of school resources, consideration will be given to escalating any issue that is deemed a criminal act e.g., Sexual violence, upskirting or assault.

### **5.1 Sexting and Youth Produced Imagery**

Sexting generally refers to the sending of sexually explicit images via text, email, MSN or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress.

The sending of sexually explicit messages or pictures can have real consequences if the content is shared with others – either by people forwarding it on using messages or emails or by uploading it onto a social networking

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site or website. This could result in immediate consequences, possibly within the school environment, or more serious consequences for later in life such as if a prospective college, university, or employer were to see it.

The school understands and acts on its duty of care towards their students and its obligation to support them in being safe in the online world as well as the physical world. A range of interventions from education through to referral to Social Care/Police, depending upon the risk assessment of vulnerability and severity of potential exploitation or abuse will be considered, ultimately by the DSL and Child Protection Team.

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 (2017).

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 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.

### **5.1Upskirting**

This is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). Upskirting can take place in a range of places, e.g. British Transport Police have seen a rise of reports on public transport. The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress, or alarm. Anyone, and any gender, can be a victim and this behaviour is completely unacceptable.

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

Sexual violence and sexual harassment involving children at the school is a form of child-on-child 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 nor will not be tolerated by the school.

School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are several 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

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an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

### **5.3 Online Safety**

All staff are required to attend initial training and update sessions on online safety for young people. We are a centre for the delivery of the 'ThinkUknow' programme created by the centre for Child Exploitation and Online Protection (CEOP), which ensures that all staff are aware of the risks to young people in the digital world and how to prevent these.

In addition to this, our computer system has a filter system in place (Smoothwall) which ensures that any concerning online behaviour is identified immediately and addressed. The IT manager monitors such behaviour and liaises with the DSL and school social worker, who then refers to a key person in the child's life for further education and discussion. Regular breaches by individuals or significant issues are referred to and addressed by our CEOP ambassador.

The DSL has regular (half termly) meetings with the IT manager to look at any current patterns in terms of attempts by children to access inappropriate sites. They also check that the system is fully working, and the DSL will advise on any current phrases or words to add to the blocked list.

The school uses NOS (National Online Safety) training provider to ensure that all boy contact staff, inclusive of SLT are trained in all aspects of online safety.

#### **5.3.1 Artificial Intelligence (AI)**

In line with KCSIE 2025, our school recognises the emerging role of Artificial Intelligence (AI) in education and safeguarding. AI tools may be used to support online safety monitoring, identify safeguarding risks, and assist communication for pupils with additional needs. All AI use is carefully assessed to ensure it aligns with statutory guidance, ethical standards, and data protection laws. Staff are trained to understand the risks associated with AI, including misinformation, exploitation, and inappropriate content. AI will never replace professional judgement, and safeguarding decisions remain the responsibility of trained staff. The school follows the Department for Education's guidance on the safe use of generative AI and ensures all AI-related practices uphold the welfare and rights of every child.

#### **5.3.2 Staff Training on AI Use**

All staff receive appropriate awareness (at induction) and training on the use of AI. This includes understanding how AI systems work, recognising their limitations, and knowing how to interpret AI-generated insights responsibly. Training ensures staff can use AI ethically and effectively, maintaining a child-centred approach and complying with data protection and safeguarding regulations.

### **5.4 Bullying (anti-bullying policy WS6)**

Any form of bullying will not be tolerated within the school. Staff will report any concerns to the CP team, and they ensure that the right response and support is put in place for all parties. The school has an anti-bullying co-ordinator who is also a qualified 'Restorative Practice' worker. He will often work with all parties to resolve any ongoing concerns that can be supported within school.

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There are several definitions. For staff, students and parents to understand what bullying the definitions is used here are the basic ones free of jargon.

\* A person is bullied when he or she is exposed, regularly and over time, to negative actions on the part of one or more persons.

\* Bullying is the wilful conscious desire to hurt, threaten or frighten someone. Bullying can be physical and/or verbal in nature and can happen online. Physical assault to varying degrees of severity is distressing but verbal abuse is also painful. Other forms of bullying include rude gestures, intimidation and extortion, or other behaviours which cause anxiety or distress.

## 6.0 Managing Allegations

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 2025 Part 4 and the Managing Allegations Policy will be followed.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Calderdale.

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

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

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

## Appendices 1: 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 5 Pupil Information

#### 5.1 Pupil Information

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.

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- 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 contact 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.

## 5.2 Transfer of files

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the 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.

The school retains a copy of the child's chronology and any documents that the school created eg. Risk assessment, in an archive file until the child reaches the age of 25 years, or the age of 35 years if the child was subject to Child Protection procedures. 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. Where possible, we will CPOM's (Child Protection Online Management) to assist in the secure transfer of files.

## Section 6 Roles and Responsibilities

### 6.1 The Governing Body

Our Governing Body will ensure that:

- there is a named Safeguarding Governor (Heather Gibson)

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- 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 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/pupil relationships and communications including the use of social media.
- 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.
- the school has in place appropriate electronic filtering and monitoring systems to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that

“Over blocking” should not lead to unreasonable restrictions as to what children can be taught.

- 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.
- staff including the head teacher undertake appropriate safeguarding training which is updated annually.
- 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 teacher.
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place regarding 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).

## 6.2 The Principal /CEO

Our principal will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff.

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- 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.
- 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 regarding 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.

### **6.3 The Designated Safeguarding Lead**

Our Designated Safeguarding Lead (DSL) as stated in Keeping Children Safe in Education (2025) will ensure that they:

#### **Manage referrals**

- refer cases of suspected abuse to the local authority Multi-Agency Screening Team (MAST);
- support staff who make referrals to MAST.
- refer cases to the Channel programme where there is a radicalisation concern.
- support staff who make referrals to the Channel programme.
- support the Head to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police.

#### **Work with others**

- liaise with the principal to inform them 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 4 of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

#### **Undertake training**

- 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.

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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 attending the termly DSL Network Meetings and by attending appropriate Calderdale Safeguarding Children Board multi-agency training and other relevant training and/or conference opportunities) so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 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.
- ensure each member of staff, especially new and part time staff has access to and understands the school's safeguarding policy and child protection procedures.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- can keep detailed, accurate, secure written records of concerns and referrals; (written includes by means of electronic recording databases)
- understand and support the school or college 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.
- 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 or college may put in place to protect them.

### **Raise Awareness**

- the DSL will ensure that the school or college's safeguarding policy and child protection procedures are known, understood and used appropriately.
- ensure the school or college's safeguarding policy and child protection procedures is reviewed annually the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure a copy of the safeguarding policy and child protection procedures is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local Safeguarding Children's Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Availability**

- during term time the designated safeguarding lead (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns. (The term 'available' includes by means of

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communication using a mobile device); The majority of SLT members are DSL trained and will support the staff during weekends/holidays.

- there will also be a DSL, Child Protection Manager or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

## **6.4 Staff and Volunteers**

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures.
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2025) including Annex A and know how to apply the guidance.
- attend annual whole school safeguarding training and other appropriate training identified.
- 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 Chair of Governors of any concerns regarding the head at the earliest opportunity.

## **Section 7 Responding to concerns and follow up actions**

### **7.1 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 in the absence of the 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);

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

- 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.
- Any potential indicators of Modern-Day Slavery/trafficking.

## 7.2 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 and consider the child's ability to disclose.

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 school ensures that all boy contact staff receive appropriate training when managing disclosures. The school uses the ABE (Achieving Best Evidence) model.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are considered 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 e.g. CPOMS and record any visible signs, injuries or bruises on a Body Map.

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- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

### 7.3 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, Multiagency 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 appropriately until the DSL feels that some resolution has been achieved. Initial escalation would be to the appropriate Team Manager, however, may also involve escalation to the appropriate Service Manager if it is felt necessary to do so.

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## 7.4 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](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).

## 7.5 Recording and monitoring

Accurate records 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 or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. Records will also show what action is being taken because of the concern and the outcomes of this action.

All documents will be retained in a 'Child Protection file', separate from the child's school file, it will be stored securely with appropriate levels of access on our bespoke CP log (Electronic) Student Information Database (SID) or on CPOMS. 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)

These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead for Child Protection,' and a receipt of this transfer will be retained. The chronology from the file and any key documents generated by the school will then be retained by the school until the child's 25<sup>th</sup> birthday or for 40 years from the date of birth of the youngest sibling within a family if they are or have been subject to Child Protection procedures.

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.

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## Appendix 1

### 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 because 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.

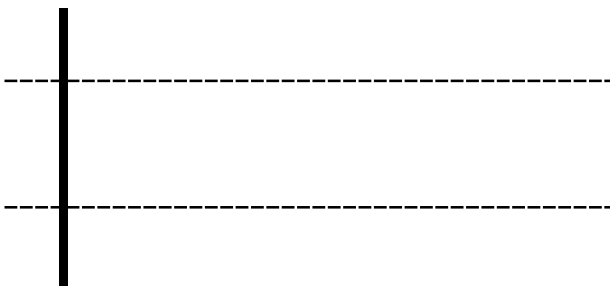
**Ensure First Aid is provided where required and then recorded appropriately.**

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

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## BODYMAP

(This must be completed at time of observation)



Name of Pupil:

Name of Staff: Job

Name of pupil:

Date and time of  
observation:

FRONT

BACK

RIGHT

LEFT

Name of pupil:

Date and time of  
observation:

R L

BACK

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

**FRONT**

Name of Pupil:

Date and time of observation:

**R** **TOP** **L** **R** **BOTTOM** **L** **R**

**L**

**INNER**

**R** **L** **OUTER**

Name:

Signature:

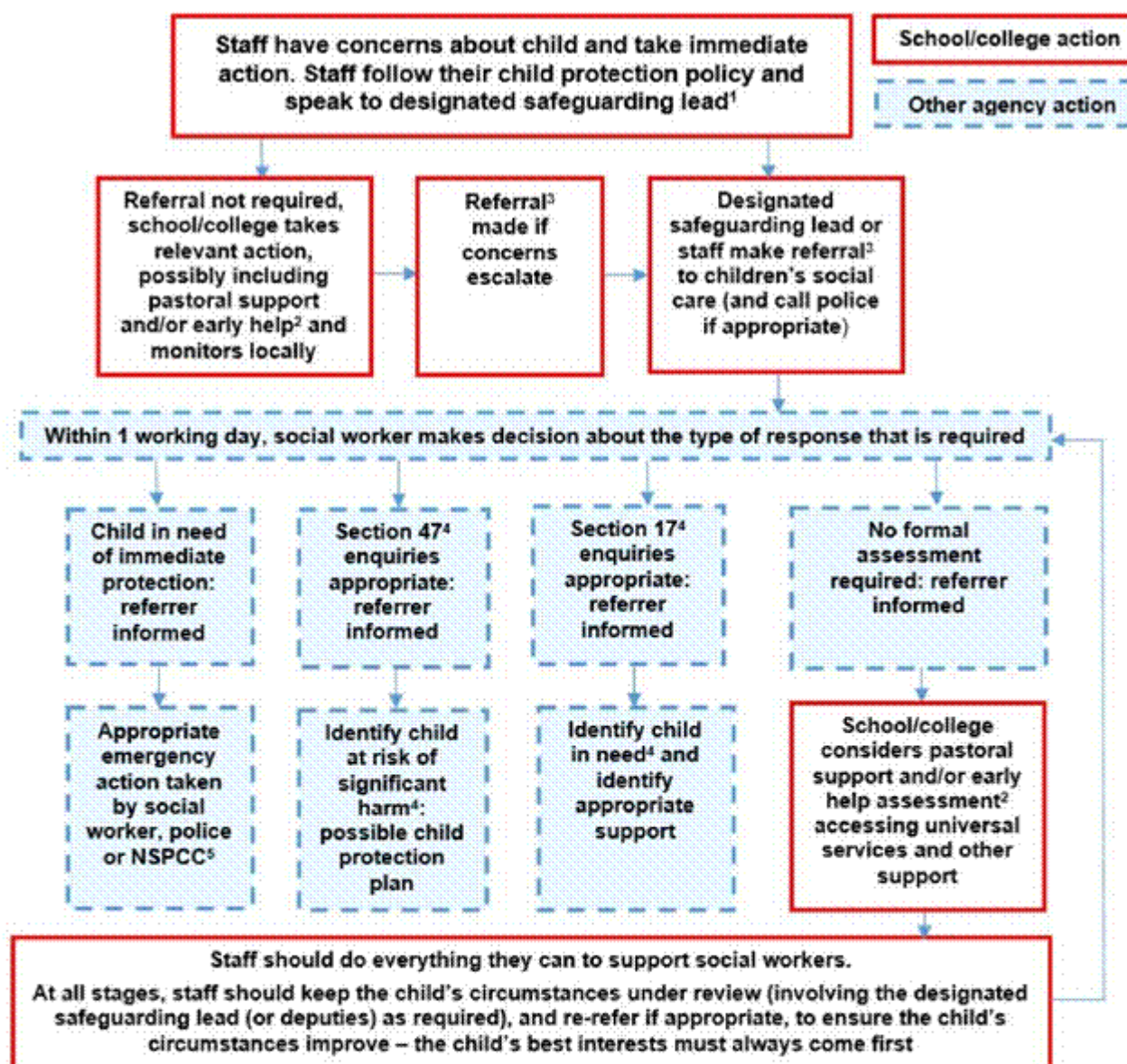
Job title of staff:

### **Appendix 3**

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*



## Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

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## Appendix 4

## Useful Contacts within the local authority

### Children's Social Care

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

### Schools Service

Schools Safeguarding Adviser Steve Barnes	<a href="mailto:steve.barnes@calderdale.gov.uk">steve.barnes@calderdale.gov.uk</a>	01422 288326 07540 672735
Senior Education Welfare Officer  Duncan Thorpe	<a href="mailto:duncan.thorpe@calderdale.gov.uk">duncan.thorpe@calderdale.gov.uk</a>	01422 266125 07833 049343
Virtual School – Head teacher		
Parveen Akhtar	<a href="mailto:parveen.akhtar@calderdale.gov.uk">parveen.akhtar@calderdale.gov.uk</a>	01422 394137

### Prevent Team

Prevent Education Officer Shakkela Ajaib-Latif	<a href="mailto:Shakkela.Ajaib-Latif@calderdale.gov.uk">Shakkela.Ajaib-Latif@calderdale.gov.uk</a>	07799 656464
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Prevent team email [prevent@calderdale.gov.uk](mailto:prevent@calderdale.gov.uk)

### Managing Allegations

Local Authority Designated Officer (LADO)

Jane Darrington [LADOAdmin@calderdale.gov.uk](mailto:LADOAdmin@calderdale.gov.uk) 01422 394086

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## Whistleblowing – NSPCC helpline

0800 028 0285 from 8am to 8pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Police

West Yorkshire Police

Child Safeguarding Unit – Calderdale

01422 337362

## Child

Emotional Health and Wellbeing Support [www.openmindscalderdale.org.uk](http://www.openmindscalderdale.org.uk)

Calderdale Housing [www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page](http://www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page)

## Important Documents for managing Allegations and Complaints

(Electronic forms are on our internal computer system and can be found in the Child Protection Section)

# Allegation of Abuse

*The Principal must be informed of all allegations of abuse. Where the DSL allocates a case manager, they must continue to be kept well informed and updated. The DSL is responsible for ensuring that all records are complete.*

*When considering allegations of abuse, we must consider the potential of the following:*

*Has the person behaved in a way that has*

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

# Persons involved

## Details of alleged person included in the incident

Full name	
DOB	
Post held	

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

Home address	
--------------	--

**Details of students / children / staff involved in the incident**

Full name	
DOB	
Home address	
Name of parents / carer	

Social Worker		
Parents (unless a strategy discussion is required) * <i>Must maintain confidentiality</i>		

## Details of incident

Date & Time of incident		Location of incident	
-------------------------	--	----------------------	--

**Details of allegation**

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**Relevant additional information (such as previous history; whether the child or their family have made similar allegations previously and the individual's current contact with children)**

--

## Initial Discussion

**Record details of the initial discussion between the DSL and / or the Case Manager below. Consider the nature, content and context and agree a course of action.**

Parties to the discussion:		
----------------------------	--	--

Time:	
Date:	

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Is a strategy meeting required?	Yes	No
---------------------------------	-----	----

## Informing the person the allegation is about

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

Date	By whom

## Risk Assessment

Describe the risk assessment undertaken to ensure the child's safety:-

Is there a need to put alternative arrangements in place or a need to suspend? (Note this is NOT the default position)

Describe what actions have been taken:-

Describe what the plan is for the person making the allegation:-

Describe what the plan is for the person the allegation is about:-

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*Person should be advised to contact a trade union representative or colleague for support. They should also be given access to counselling through Westfield Health.*

**Named representative to support and update progress for the person the allegation is about:**

<b>Name</b>	
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## Witness Statements

Witness	Date statement requested	Date statement received

**Describe what the plan is for supporting any witnesses:-**

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## Outcome

A record of the outcome of allegations and investigations must determine the following. **Please tick the following:**

☐ Substantiated: There is sufficient evidence to prove the allegations;

☐ Malicious: There is sufficient evidence to disprove the allegations and there has been a  
deliberate act to deceive;

☐ Unfounded????????

☐ False: There is sufficient evidence to disapprove the allegation;

☐ Unsubstantiated: There is insufficient evidence to either prove or disprove the allegation, therefore does not  
imply guilt or innocence

## Evaluation

The evaluation has led to a decision that no further action is to be taken in regard to the individual facing the allegation or concern.

Justification:

Signature of DSL:

Signature of case manager:

The evaluation has led to a decision that the disciplinary procedure will be evoked.

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Justification:

Signature of DSL:

Signature of case manager:

## Sign off

Who has been informed following the evaluation?

Agency Name	Date	By whom
Person allegation is about		
Person making the allegation		
Parents /Carers		
Social Worker		
LADO		
Police (immediate risk)		
Referral to DBS		
GTC (Teachers)		
Other (provide details)		

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# Complaints

*All complaints must come to the DSL. Please complete and return this form to the DSL who may allocate a case worker and who will acknowledge receipt and explain what action will be taken.*

*General grumbles are not formal complaints, these should be dealt with at the lowest possible level, often through conversations/discussions and feedback.*

*Formal complaints are concerns where all options/attempts of resolution have been exhausted (see above) and the problem has not been resolved to the satisfaction of the complainant or, that the details suggest escalation requiring further investigation.*

## Persons involved

### Details of person making the complaint

Full name	
DOB	
Post held (if employee)	
Home address	
Contact details	
If writing on behalf of someone else please say who	
Your relationship to anyone involved in the complaint	

### Details of who the complaint is about \*

Full name	
DOB	
Home address	
Name of parents / carer	

### Details of other persons involved in the complaint \*

Full name	
DOB	

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

Home address	
Name of parents / carer	

*\*Where more than one person is involved please include details on a separate sheet*

## Details of Complaint

Date and time of any incident		Location of incident	
-------------------------------	--	----------------------	--

Details of complaint

What action, if any, have you already taken to try and resolve your complaint? (Who did you speak to and what was the response?):

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Please sign and date the form below:

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

Signature:	
Name (in block capitals):	
Date:	

.....

## For Official Use Only

Record details of the initial discussion between the DSL and / or the Case Manager below. Consider the nature, content and context and agree a course of action.

Date complaint received:	
--------------------------	--

Parties to the discussion:	DSL:	Caseworker:
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Time:	
Date:	

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Acknowledgement to complainant:	
Date:	
By who:	

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

## Informing the person the complaint is about

Date	By whom

## Persons Informed

Person informed	Date / Time	By whom
Parents (unless a strategy discussion is required) * <i>Must maintain confidentiality</i>		
Social Worker		
LADO		
Other services		

## Risk Assessment

Describe the risk assessment undertaken:-

--

Is there a need to put alternative arrangements in place?

--

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**Describe what actions have been taken:-**

**Describe what the plan is for the person making the complaint:-**

**Describe what the plan is for the person or situation:-**

## Evaluation

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*



The evaluation has led to a decision that no further action is to be taken.

Justification:

Signature of DSL:

Signature of case manager:



The evaluation has led to a decision that further action is required. Justification:

Signature of DSL:

Signature of case manager:

## Further action/work to be undertaken

De-brief \*



Mediation \*

Restorative work\*

Other (**Please state**.....)\*

\*Notes to be attached.

*\* where there is a reference to children and young adults, we are including children in the Home/students in School and learners in College.*

## Sign off

Who has been informed?

Agency Name	Date	By whom
Person complaint is about		
Person making the complaint		
Parents /Carers		
Social Worker		
LADO		
Other (provide details)		

## Log of conversations and interviews

Conversation or interview	Date / Time	Details	Who with	Who by

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