



Safeguarding Children and Young People

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Version History

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1.0	17/4/18	Richard Baines	Added Version History as Part of updated to all Policies for New Intranet Page
2.0	19/7/18	Lucy Ford	Changes made to LA Contact details Appendix 4
3.0	29/8/18	Lucy Ford	Changes made to contents list and contents of the Policy following the newest version released 2018/2019 by Kirklees Safeguarding Board.
4.0	06/12/18	Lucy Ford	Date Change.
5.0	30/01/19	Mark Illingworth	Replaced Sign Off Link & Removed highlighting
6.0	07/02/19	Lucy Ford	New chapter added- Children looked after and previously looked after & Private fostering.
7.0	29/11/19	Debbie Hodgson	Minor changes to 2.8 Children Missing in Education P10 & Section 5 P27 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)
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12.0	5/09/2024	Cara Broadbent	Change of title – pg 5 Updates in line with Working Together to safeguard children 2023 and KCSiE 2024. Pg 5-6, Pg 9, Pg 15, 16, 19, 22.
13.0	03/12/2024	Patrick Goddard	Update of Kirklees LADO Practice Guidance – Page 37
14.0	16/09/2025	Cara Broadbent	Pg 14 Link added – Plan technology for your school. Pg 16 Reference to revised guidance on Relationships Sex and Health Education and link. Updates and checks made on all phone numbers, hyperlinks and websites in appendix 1 & 4 Updates throughout on Working Together to safeguard attendance is now statutory guidance.

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Section 1- Hollybank's Commitment

Hollybank is committed to safeguarding and promoting the welfare of all of our children and young people. Their welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly.

We will always take a considered and sensitive approach in order to support all children and young people. We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together to safeguard children 2023 statutory guidance.

Purpose

Children and young people with disabilities are particularly vulnerable. They have the same rights as other children to be protected. [Children Act guidance and regulations, vol.6]

This policy reflects our active commitment to promote and safeguard the welfare of pupils who access our school and /or our children's services. We believe that children have a fundamental right to feel safe and protected from any form of abuse. Therefore we aim to provide a secure, caring environment, highly skilled and aware staff and an empowering curriculum that promotes self-esteem and nurtures wellbeing. We will maintain a systematic approach towards identification and referral of suspected child abuse to the appropriate agency.

Scope

This policy applies to everyone, including volunteers, working in or on behalf of the Trust.

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

- providing a safe environment for children and young people to learn and develop;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe;

Introduction

We acknowledge the original information provided by Kirklees Council which contributed to the development of this policy.

It is in line with the West Yorkshire Consortium Safeguarding Children Procedures accessible via the Kirklees Safeguarding Children Partnership.
www.kirkleessafeguardingchildren.co.uk,
"Working Together to Safeguard Children" (2023) and 'What to do if you are worried a child is being abused' (2015) and "Keeping Children Safe in Education" 2024.
KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children Act 2021)

What is Safeguarding?

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)

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- Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow 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)

Relationship to other Policies, Procedures and Guidelines



Section 2- Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

Section 175 of the Education Act 2002 requires Governing Bodies of maintained schools and FE colleges to make arrangements to ensure that our functions are carried out with a view to safeguarding and promoting the welfare of children.

Regulations made under Section 157 of that Act state that Proprietors of Independent schools, which include Academies and Free schools, must make arrangements to safeguard and promote the welfare of pupils.

Safer Recruitment is a vital factor in keeping children safe within the education environment.

It is vital that this school/college create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (see also part 3 Safer Recruitment KCSIE 2025). This part of KCSIE 2025 describes those checks that are or may be required for any individual working in any capacity at or visiting the school or college. Governing bodies and proprietors will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks, together with references and interview information. As a school we would inform any short-listed candidates that online

searches will be carried out as part of our due diligence on the short listed candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. See Part two – Legislation and the Law for information on data protection and UK GDPR.

As outlined in KCSIE 2025, the level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required(As stated in Part Three Safer Recruitment KCSIE 2025).), will depend on the role that is being offered and the duties involved.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.

Agency, third-party and Kirklees Council staff

Our educational establishment/ school is committed to providing a safer environment we will obtain written notification from any agency or third-party organisation that it has carried out and in place the necessary safer recruitment processes and checks that we would otherwise perform as an employer. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

Our educational establishment / school is committed to providing a safer environment we will obtain written notification from any contractor that it has carried out and in place the necessary safer recruitment processes and checks that we would otherwise perform as an employer. We will ensure that any contractor or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract).

- For further information please see “Kirklees Council Safer Recruitment Policy For Schools” document, by Human Resources (HR) Service, found on Kirklees Business Solutions

2.2 Safe Practice

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

Safe working practice ensures that children and young people are safe and that all staff:

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

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School staff having concerns about another member of staff:

- staff members having concerns about another member of staff will report these to the Head of Children's Services.
- where staff members have concerns about the Head of Children's Services, these will be reported to the chair or governors, chair of management committee or proprietor of an independent school as appropriate. Where the Head of Children's Services is the proprietor then the concern should be reported to the Local Authority Designated Officer (LADO)

School staff having concerns about safeguarding practices:

- all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- appropriate whistleblowing procedures are in place within the school and can be read in further detail by accessing the separate school whistleblowing policy.
- where a staff member feels unable to raise an issue with their senior leadership or feel that their genuine concerns are not being addressed, other whistleblowing channels may be open to them by accessing; www.gov.uk/whistleblowing or alternatively www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

2.3 Safeguarding Information for pupils

We endeavor to ensure that all young people in our school and/or residential care:

- are aware of members of staff who they can talk to;
- are aware of behaviour towards them that is not acceptable and how they can keep themselves safe;
- know that we have a senior member of staff (DSL) with responsibility for child protection and who this is;

are informed of:

- whom they might talk to, both in and out of school
- their right to be listened to and heard
- what steps can be taken to protect them from harm

Our social, emotional and mental health (SEMH) materials and methods we use to help children and young people learn how to keep safe include cloth models, stories, role play etc. and presentation is personalised to the needs of individual children and young people.

A Trustwide E- Safety Policy is implemented to protect all those within the care of Hollybank Trust.

School's arrangements for consulting with and listening to pupils are student forum, tutorial and circle time.

We make pupils aware of these arrangements through our Social Emotional and Mental Health sessions (SEMH), themed events, assemblies and tutorial sessions.

2.4 Partnership with Parents

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The Trust shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

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

Hollybank Trust will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss with us any concerns they may have. We make parents aware of our policy through our homeschool agreement.

The Trust will prepare parents for the duty placed on schools to refer cases giving cause for concern. The children's home statement of purpose and the 'Child Protection Guidelines' will make it clear that referrals will be made if required, as an integral part of the Trust's pastoral care of the children and young people.

2.5 Partnership with Others

We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the Kirklees Safeguarding Children Board. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all children and we will endeavor to attend relevant focus group meetings regularly e.g. Kirklees Safeguarding in Education & Learning Work stream.

2.6 Training and Staff Induction

The school's Designated Safeguarding Lead (**DSL**) with responsibility for child protection, undertakes appropriate child safeguarding training and inter-agency working training (provided by the Kirklees Safeguarding Children Board).

The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills will be updated (for example, via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

The Head of Children's Services and all other school staff, including non-teaching staff, will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

A condensed version of Part 1 of KCSIE 2025. It can be provided to those to those staff who do not directly work with children, if the governing body think it will provide a better basis for those staff to promote the welfare and safeguard children.

The Basic Awareness of Child Abuse and Neglect and Exploitation online training can be accessed at www.kirkleessafeguardingchildren.co.uk

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School staff have yearly updates and complete training via The Key for School Leaders Safeguarding Training Centre. Safeguarding is on all agendas throughout the school.

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

2.7 Support, Advice and Guidance for Staff

Staff will be supported in the first instance by their line manager. The Designated Senior Person for Safeguarding will in the first instance be supported by the Deputies.

Advice is available from Kirklees- Duty and Advice Team (Please refer to contact details page) and the Police Child Safeguarding Unit (See Contacts List) as well as from the Safeguarding Officer for Schools & Learning (Please refer to contact details page).

2.8 Children who are absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Statutory Guidance on school attendance Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns. [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Working_together_to_improve_school_attendance_-_GOV.UK.pdf)
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education. [Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Children_missing_education_-_GOV.UK.pdf)
- Further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14- to 16-year-olds in Further Education and Sixth Form Colleges. [Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Full-time_enrolment_of_14_to_16-year-olds_in_further_education_and_sixth-form_colleges_-_GOV.UK.pdf)
- General information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy. [Missing Children and Adults strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Missing_Children_and_Adults_strategy_-_GOV.UK.pdf)

2.9 Confidentiality

The school has regard to "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018.

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration”.

The School has a clear and explicit confidentiality policy.

The school policy indicates:

- a) Information must be shared with Police and Kirklees Duty and Advice Team where the child/young person is / may be at risk of significant harm.
- b) When the pupil’s and/or parent’s confidentiality must not be breached
- c) That information is shared on a need-to-know basis

2.10 Pupil Information and Records

We will endeavor to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. We require accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above).
- emergency contact details (if different from above);
- 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 or subject to a care plan.
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child.

We will collate, store and agree access to this information ensuring all information held electronically is stored securely with due regard to data protection and safeguarding requirements.

Personal school files are kept in a lockable filing cabinet in the school office which is also locked when not staffed. Medical records are kept in a lockable cabinet in the medical room which is also locked when unoccupied. Therapy records are kept in a lockable cabinet in rooms that are locked when unoccupied and residential records are kept in a lockable cabinet in a locked room. Any documents relating to safeguarding issues pertaining to specific children or young people are kept separately on CPOM’s.

2.11 Roles and Responsibilities

Chief Executive

The Chief Executive Officer of Hollybank Trust has the ultimate responsibility for ensuring that responsibilities to safeguard children and young people are discharged effectively.

Governing Body

Our Governing Body will ensure that:

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- the school and children's services have a Safeguarding Children and Young People Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- the school and children's services operate safe 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.
- E- Safety Policy and procedures are in place and training and support is provided for staff to ensure a good understanding of child protection issues related to electronic media.
- Safeguarding Governors will attend appropriate safeguarding training and the E-Learning awareness course accessed via [The Key for School Governors Training Centre \(GovernorHub\)](#) is recommended.
- the school and children's services have procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- the Chair of Governors is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head Children's Services.
- their policies and procedures are reviewed annually.

Executive Team and Senior Management Team

The Executive Team and Senior Management Team will ensure that:

- The Designated Person is a member of the Executive Team and Senior Management Team.
- staff undertake appropriate safeguarding training at least annually.
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements.
- where services or activities are provided on the school or children's home site by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the Trust on these matters where appropriate.

Head of Children's Services/ Children's Residential Services Manager

Our Head of Children's Services/ Children's Residential Services Manager will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- sufficient resources and time are allocated to enable the Designated Person, Deputies 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.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- All staff recognise that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed, and a full working relationship is maintained with the Kirklees

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Virtual School head teacher (01484 221000) in respect of all pupils at the school who are subject of 'looked after' status.

Designated Safeguarding Lead

Our Designated Safeguarding Lead will:

Referrals

- refer cases of suspected abuse or allegations to the Kirklees Duty and Advice Team as required. [Duty and Advice Contact-Form](#)
- act as a source of support, advice and expertise within the establishment.
- liaise with the Head of Children's Services Ailsa Moore and Children's Residential Services Manager to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- As required, liaise with the "case manager" and the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a member of staff)
- Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. It is not appropriate for the proprietor to be the designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral.
- have a working knowledge of how Kirklees Safeguarding Children Board operates, the conduct of a case conference and be able to attend and contribute to these and ongoing child safeguarding plans.
- ensure that all staff have access to and understand the Trust's Safeguarding Children and Young People Policy.
- ensure that all staff have safeguarding training as part of their induction.
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns.
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- The Designated Safeguarding Lead will ensure the school child safeguarding policy is known, understood and used appropriately.
- Ensure the school safeguarding policy is updated and reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body or proprietors regarding this.
- Ensure the child safeguarding policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this to avoid conflict later.
- Link in with Kirklees Safeguarding Children Board to make sure staff are aware of training opportunities and the latest policies on safeguarding.
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

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- Our DSL will work closely with Hollybank's IT Manager to procure filtering and monitoring systems reviewing the effectiveness of school provision alongside the Trust's IT policy E-Safety. www.kirklees.gov.uk/beta/schools/elective-home-education.aspx
- School will use the Plan Technology for Schools to assess against filtering and monitoring standards. [Plan technology for your school - GOV.UK](http://Plan%20technology%20for%20your%20school%20-%20GOV.UK)

Where parents inform school that they wish to 'home educate' their child, the school will turn notify Kirklees Attendance and Pupil Support Service Tel 01484 221919

The Attendance & Pupil Support Service will endeavor to undertake a home visit to discuss this with the parents. This service will offer annual supportive visits.

All staff and volunteers will:

- fully comply with the Trust's Safeguarding Children and Young People Policy and procedures.
- attend appropriate training.
- complete refresher training at least annually.
- inform the designated person of any concerns.

Section 3- Identifying Children who are suffering or likely to suffer Significant Harm

3.1 Child protection Procedures

Hollybank staff members 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, children and young people, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or staff being alerted to concerns. Those should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

3.2 Safeguarding Children and Young People who have Disabilities & Definitions

Safeguarding disabled children and young people demands a greater awareness of their vulnerability, individuality and particular needs.

Disabled children and young people may be more vulnerable to abuse than non-disabled children and young people for a number of reasons including their increased dependency and reliance on multiple caregivers.

Some disabled children and young people may:

- have fewer outside contacts than other children and young people.
- receive intimate care possibly from a number of carers, which may increase risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries.
- have an impaired capacity to resist or avoid abuse.
- have communication difficulties that may make it difficult to tell others what is happening.
- be inhibited about complaining for fear of losing services;
- be more vulnerable than other children and young people to abuse by their peers;

Additional factors may be:

- the child/young person's dependence on carers could result in them having a problem in recognising what is abuse.
- the child/young person may have little privacy, a poor body image or low self esteem
- carers and staff may lack the ability to communicate adequately with the child/young person.
- a lack of continuity in care leading to an increased risk that behavioural changes may go unnoticed.
- disabled children and young people living away from home in poorly managed settings are particularly vulnerable to over medication, poor eating/drinking and toileting arrangements, issues around control of challenging behaviour, lack of stimulation and emotional support.
- parent's/carer's own needs and ways of coping may conflict with the needs of the child/young person.
- some adult abusers target disabled children and young people in the belief that they are less likely to be detected.
- disabled children and young people are less likely to be consulted in matters affecting them and as a result may feel they have no choice about whether to accept or reject sexual advances.

Physical, sexual and emotional abuse is frequently inter-linked and many areas overlap. It is important that we value and promote the dignity of disabled children and young adults and any practice which denies this, should be challenged.

Tighter assessment procedures are unlikely to be effective unless all participants fully understand the additional factors related to disability. For disabled children and young people working definitions of abuse may include the following:

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2023)

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 e.g. as in the context of domestic violence.

Development means physical, intellectual, emotional, social or behavioral development.

Health includes physical and mental health e.g. failure to receive, or misuse of prescribed medication; pressure sores; sensory deprivation; extreme exclusion diets or force feeding.

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

Physical Abuse 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 or deliberately induces illness in a child.

Physical abuse may include:

- non-contact abuse such as threats of punishment or restraint.
- contact abuse which may range from actual bodily harm such as slapping or shaking through to force feeding.
- physical restraint such as tying up or chaining and deprivation of heat, clothing, food or medication, often for the theoretical management of behaviour difficulties.

In some instances, the perpetrators may believe that the regime is right for the child/young person or they may be misapplying programmes. Supervision of any behavioral programme by an appropriately qualified professional and preferably through an inter-disciplinary team is crucial. Although most disabled children and young people in the community will be known to such teams, residential placements frequently mean loss of contact and inadequate supervision in the child's new place of residence unless conscious efforts are made to ensure that such advice is available.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Children and young people with disabilities may be exposed to the full range of risks experienced by any child these include both non-contact and contact abuse including:

- viewing or contributing to the production of pornographic photographs and videos or displays of sexual parts.
- witnessing sexual activities. Children and young people with disabilities may not only find it harder to remove themselves from such passive activities, but their limited social experience may not immediately indicate the inappropriateness of the activities in question.
- being encouraged to behave in sexually inappropriate ways, or groomed in preparation for abuse (including via the internet);
- being touched inappropriately, masturbation, rape, buggery or oral sex. Unlike other children and young people many children and young people with disabilities may require personal care, which involves undressing and physical assistance from another person. Furthermore, intimate contact (including access to a child in various stages of undress) may be considered quite appropriate by other family members or professionals.
- because of poor personal and sex education, many children and young people may also be both unaware of the sexually explicit nature of some contacts and also lack the necessary vocabulary in order to communicate what has happened. Revised statutory guidance on relationships, sex and health education (RSHE) [Relationships and sex education \(RSE\) and health education - GOV.UK](#) this is for introduction in September 2026.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are:

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- worthless or unloved.
- inadequate or valued only in so far as they meet the needs of another person.

It may include:

- not giving the child opportunities to express their views.
- deliberately silencing them.
- 'making fun' of what they say or how they communicate;
- humiliation (for example over problems relating to continuance of self-care skills).
- withdrawal from favourite activities such as leisure interests or activities with non-disabled children.
- inappropriate patterns of care such as lack of privacy for intimate care.
- the imposition of age or developmentally inappropriate expectations including interactions that are beyond the child's developmental capability.
- overprotection and limitation of exploration and learning.
- preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another.
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs and is likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing or shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision.
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Kirklees safeguarding children's partnership (KSCP) have developed in collaboration with a wide range of partners a toolkit with the aim of supporting anyone working with children, young people, parents and families to identify, assess and reduce child neglect

<https://www.kirkleessafeguardingchildren.co.uk/wp-content/uploads/2020/03/6.-Neglect-Practitioners-Toolkit.pdf>

Cultural Abuse may occur in conjunction with any of the other forms of abuse. False assumptions can be made about families not wanting practical help such as respite care or the provision offered may be culturally insensitive with poor communication, unsuitable diets and misunderstandings about any special health care needs.

Financial and Property Abuse could be the misappropriation or misuse of an individual's funds, benefits, savings, etc. or any other action that is against the person's best interest e.g.: theft of money, possessions, property or other material goods misuse of money fraud or extortion of material assets

Systems Abuse reflects a growing awareness that people with disabilities may be directly abused or made more at risk of abuse because of the organisation of service systems which fail to take account of the special needs of disabled people. Clearly, children and young people living away from home will be at particular risk of such abuse. Some systems may fail disabled children/young people because of complacency about their safety and over confidence in goodwill rather than training and supervision for staff.

Multiple service providers can cause fragmentation in care, with little attention being given to the actual wishes and feelings of children.

Another factor in systems abuse may relate to the lack of independent visitors e.g. families, friends or appointees of the placing authority to make certain that the child/young person is well and happy and that there are no problems.

Equally, within an institutional setting abuse may become a collective activity where children/young people may be too frightened to complain. Such an abusive environment will be particularly damaging to young people whose own life experiences and self-esteem are very limited and who may have no coping strategies to whistleblow.

Honor - based abuse (including forced marriage)

Schools recognise that Honor-based abuse (HBA) encompasses incidents of crimes which have been committed to protect or defend the honor of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our school have a concern regarding a pupil that might be at risk of HBA or who has suffered from HBA they will immediately speak to the designated safeguarding lead who will follow the schools' safeguarding procedures.

3.3 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Domestic Abuse reflected from the Domestic Abuse Act 2021 which will introduce the statutory definitions of DA and recognizes children as victims of DA in their own right. See KCSiE 2025 Annex B.

3.4 Children who may require Early Help

Early help is defined as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse (KCSiE 2025).

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

- Is disabled and has specific additional needs.
- Has special educational needs.
- Has a mental health need:
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care:

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- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET).
- Is homeless and the impact of the pupil facing homelessness
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Has a parent or carer in custody or is affected by parental offending.

Further detailed information can be found in Working together to safeguard children.

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

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

3.5 Children Looked After and previously looked after children

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

Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievements of registered pupils who are looked after, designated teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales. (Children and Social work Act 2017). The designated Teacher must have appropriate training and the relevant qualifications, and experience.

3.6 Children potentially at Greater Risk of Harm

Children may need a social worker due to safeguarding or welfare needs, we recognise that children may need help due to absence, neglect and complex family circumstances. This school will work in partnership with Kirklees Council where children have been allocated a social worker, the DSL will hold this information so that decisions can be made in the best Interests of the child's safety, welfare and educational outcomes.

Where we have children on roll who need a social worker this will inform decisions about

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safeguarding (for e.g. responding to unauthorised absence or unexplainable and/or persistent absences from education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services) Children with Special Educational Needs, disabilities, or physical health issues.

This school recognises that children with (SEN) and disabilities can face additional safeguarding challenges these can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Staff are reminded that children are not always ready or able to talk about their experiences of abuse and or may not always recognise that they are being abused.
-

3.8 Private Fostering

“Private Fostering: is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. A connected person is defined as a 'relative, friend or other person connected with a child'. The latter is likely to include person(s) who have a pre-existing relationship with the child, for example, a teacher who knows the child in a professional capacity.”

3.9 Specific Safeguarding Issues

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

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- Child on Child abuse
- Sexual violence and sexual harassment
- The sending of indecent images from one person to another through digital media devices

3.10 Child on Child abuse (sexual violence and sexual harassment)

Staff should not underestimate the potential for one child or young person to abuse another. There are many different forms child on child abuse can take, which may involve all the above 4 categories. Abuse may involve person to person contact, however abuse involving the use of technology such as online bullying, social media abuse and “sexting” is on the increase and should be positively dealt with. There should be an understanding of the different gender issues that can be prevalent when dealing with child-on-child abuse.

There is a zero-tolerance approach to abuse. All staff should recognise that children are capable of abusing their peers. Staff are reminded that child on child abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Staff becoming aware of child-on-child abuse will take appropriate action as detailed in section 4 of this policy and adhering to the guidance- sexual violence and sexual harassment in schools to identify, report and respond to any issues/incidents raised.

School staff can access government guidance as required on the issues listed below at a number of Gov.uk website addresses.

These include:

- bullying including cyberbullying
www.gov.uk/government/publications/preventing-and-tackling-bullying
- domestic violence
www.gov.uk/domestic-violence-and-abuse
- drugs
www.gov.uk/government/publications/drugs-advice-for-schools
- Fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
- faith abuse
www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- forced marriage
www.gov.uk/forced-marriage
- gangs and youth violence
www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- gender based violence
www.gov.uk/government/policies/violence-against-women-and-girls
- mental health
www.gov.uk/government/publications/the-mental-health-strategy-for-england
- private fostering
www.gov.uk/government/publications/children-act-1989-private-fostering
- teenage relationship abuse
www.gov.uk/government/collections/this-is-abuse-campaign
- trafficking
www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

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[Sexual Health & Wellbeing - Brook – Healthy lives for young people](#)

[How to tell if a child's sexual behaviour is appropriate for their age - Stop It Now](#)

3.11 Mental Health

We will ensure that we have clear systems and processes in place for identifying children in need of extra mental health support, this will include working with external agencies. All staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have mental health concerns about a child that is also a safeguarding concern immediate action will be taken, following the child protection procedure and speaking to the designated safeguarding lead. School can access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern immediate action should be taken following the Child Protection Policy and speaking to the DSL.

3.12 Child Sexual Exploitation and Child Criminal Exploitation: (CCE)

Both Child Sexual Exploitation and criminal exploitation (CSE) are forms of Abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age maybe the most obvious this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse may involve exchange for something the child needs or wants and/or will be to the financial benefit or other advantages such as increased status. The abuse can be perpetrated by individuals or groups males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. KCSIE 2025 .

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>) where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection.

[Criminal Exploitation and Child Sexual Exploitation - KSCP \(kirkleessafeguardingchildren.co.uk\)](http://kirkleessafeguardingchildren.co.uk)

3.13 The exploitation of children: County Lines Criminal

County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse.

3.14 Carrying Knives/offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police and informing the informed. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school will offer support.

3.15 Female Genital Mutilation (FGM)

www.gov.uk/government/publications/female-genital-mutilation-guidelines

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in childbirth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 125,000 may already be living with the consequences.

The main countries of origin where FGM is practiced include Africa and the Middle East.

FGM frequently involves young girls between the ages of infancy and 15 years of age.

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

3.16 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk

Warning signs of Girls at Risk

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Member of a community whose country of origin practises FGM and that is less integrated into UK society.

A girl whose sister or other relatives have undergone FGM.

A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present).

Families making preparations for an extended holiday, including arranging vaccinations in the country of origin.

Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.

You may hear reference to FGM in conversation, for example a girl may tell other children about it.

There is a **MANDATORY** reporting duty upon the school to report to the Police where they discover that FGM appears to have been carried out on a girl **under** 18 years.

3.17 Preventing Radicalisation

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives.

- Challenging ideologies that support terrorism and those who promote it.
- Protecting vulnerable individuals from being drawn into extremism through appropriate advice and support.
- Supporting sectors and institutions where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have due regards to the need to Prevent People from being drawn into terrorism. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

Prevent in Kirklees

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the Protecting People from serious harm theme within the Kirklees Community Safety Partnership Plan. The Kirklees Prevent Hub which is overseen by the Prevent Coordinator is a partnership approach between West Yorkshire Police and Kirklees Council is your main point of contact for Prevent enquires and concerns across Kirklees. See KCSIE 2025 Annex B.

[Making a Channel referral | Kirklees Council](#)

Channel and raising concerns

Channel is a multi-agency safeguarding program run in every local authority in England and Wales. It works to support vulnerable people from being drawn into extremism and provides a range of support such as mentoring, counselling and assistance with education, employment and

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training. Channel focuses on early intervention to protect vulnerable people from being radicalised.

The role of the Kirklees Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into extremism based on an assessment of their vulnerability.

The Kirklees Channel panel is chaired by Carol Gilchrist, Head of Safe and Cohesive Communities and meetings are held on a monthly basis.

The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

Channel may be appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.

Referrals made to Channel should contain concerns based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin. Ideally, the person considering making the referral will be the designated safeguarding officer for their school/ placement and have a good understanding of safeguarding and Prevent.

Section 4- Taking Action to Ensure that Children are Safe at School and at Home

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with "**Working Together to Safeguard Children 2018**" and "What to do if you are worried a child is being abused".

It is *not* the responsibility of Hollybank staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of children and young people will be recorded and discussed with the Designated Safeguarding Lead (or another senior member of staff in the absence of the Designated Safeguarding Lead) prior to any discussion with parents.

4.1 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 activities.
- any explanation given which appears inconsistent or suspicious.
- any behaviours which give rise to suspicions that a child may have suffered harm.
- 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 or are perceived to be not acting in the best interests of the child.

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- any concerns regarding a potential Deprivation of Liberty.

4.2 Responding to Disclosure

Disclosures or information may be received from children and young people, parents or other members of the public. The Trust 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. Creating a culture where the whole schools approach to safeguarding is open and transparent and all concerns are dealt with promptly and appropriately including low level concerns (a low level concern does that mean that it is insignificant it means that the behavior towards a child does not meet the threshold set out at (Paragraph 13 of 2023).

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead, make a contemporaneous record and contact Kirklees Duty and Advice Team (Please refer to contact details page) for consultation.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Person in order that they can make an informed decision of what to do next.

Most children and young people at Hollybank are non-verbal communicators and a range of resources, strategies and techniques is available to facilitate the child or young person's input or disclosure. These include appropriate symbols, Talking Mats, male and female models, etc.

Staff will:

- be alert to any, marks, injuries or behaviours that are not normal for that young person and that cannot be accounted for
- 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 also have to communicate to another member of staff.
- clarify the information.
- try to keep questions to a minimum.
- 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 senior designated person.
- reassure and support the person as far as possible.
- explain that only those who 'need to know' will be told.
- explain what will happen next and that the person will be involved as appropriate.

4.3 Action by the Designated Person (or Deputy in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child.
- making an enquiry to find out if the child is subject to a child protection plan by ringing Kirklees - Duty Advice Team as required (Please refer to contact details page).
- discussing the matter with other agencies involved with the family.

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- consulting with appropriate persons e.g. Safeguarding Officer and/or Duty Advice Team
- the child's wishes.

Then decide:

- wherever possible, 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 Kirklees Duty Advice Team as required 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 and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the Duty Advice Team will if requested be followed up in writing within 24 hours.

4.4 Action following a child safeguarding 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 Safeguarding Conference.
- if the child or children are made the subject of a Child Protection Plan, contribute to that 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 the Duty and Advice Team 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 8.2 - Resolving Professional Disagreements.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Kirklees Duty and Advice Team (Please refer to contact details page).

4.5 Record Keeping and Monitoring

Child Safeguarding Record

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be documented on CPOMs any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Keeping children safe in education 2024 identifies that 'All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing'. Therefore, records included within a child's safeguarding file may include the following:

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- All school/setting welfare concern forms.
- Any notes initially recorded in the form of notebooks or diaries.
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children / young people).
- Records of school/setting decision making, as well as action taken and appropriate justifications.
- Professional consultations.
- Letters sent and received.
- Print outs of emails or other electronic communications sent and received.
- Referral forms (both for external and education-based services).
- Minutes of meetings (copies for each child as appropriate).
- Formal plans linked to the child (e.g. Child Protection Plan).

Child safeguarding records must be kept separate from all other records relating to that child.

Child safeguarding records including low level concerns should be stored securely preferably within the Digital system – CPOM's with access only to those with direct child safeguarding responsibility for children. It is essential to ensure that the school/settings Leadership Team know the arrangements for access to records in the absence of the DSLs. The following information must be kept securely with restricted access, whether paper or electronic:

If any electronic systems are used by the school/setting to store and transfer any child protection files, then this must always take place in accordance with the key principles of the Data Protection Act 1998.

Hollybank use the electronic system CPOMS (Child Protection Online Management System) software for monitoring Safeguarding, low level concerns, wellbeing and all pastoral issues. CPOMS is an intuitive system which helps to ensure that children, young people and adults are safe and fully supported. CPOMS allows staff to quickly, easily and above all else securely record all of the information they have on a child in one place. The chronology around a student is built automatically and trends are much easier to spot than they would be on bits of paper. Members of staff from across school can add information to CPOMS allowing Senior Leaders to take appropriate follow up action thereafter.

All documents will be retained in a 'Child Safeguarding' file on CPOM's, separate from the child's school file. This will be locked away and only accessible to the Head of Children's Services and designated safeguarding lead. These records will be copied, with the original file being transferred to any school or setting the child moves to, clearly marked 'Child Safeguarding, Confidential, for attention of Designated Safeguarding Lead for Child Safeguarding.'

When a vulnerable young person is moving to a further education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases when it is deemed appropriate, relevant child protection information will be shared via the FE Safeguarding Information Sharing Form. The original records will be retained and archived by this school/college. Due consideration will be given to the sharing of any additional information requested by the receiving establishment.

[Information Sharing & Consent - KSCP \(kirkleessafeguardingchildren.co.uk\)](https://www.kirkleessafeguardingchildren.co.uk)

4.6 Retention of Records, Data Protection and Disclosure to Third Parties

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Records relating to child safeguarding are exempt information under the Education (School Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the General Data Protection Regulation (GDPR).

Neither the parent nor the child has an automatic right of access to child safeguarding records. It is however best practice to share information written by staff unless there is a valid reason to withhold it. If an application is made to see the whole record, advice should be sought from the local authority safeguarding adviser or school safeguarding officer, and the child's social worker if they have one. All third-party information should be removed, or consent sought for its disclosure from source.

Cases of alleged abuse that result in court proceedings may require the school/setting to disclose their records, either through the police or social services. Records (suitably anonymised) may also be requested for use in disciplinary proceedings.

In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations, the advice of your local authority legal department should be sought.

4.7 Transferring Records to other School Settings

Child safeguarding files should always be kept by the current education setting which the child attends. Transferring schools/settings do not need to keep copies of child safeguarding files, but if they do, they must be kept in accordance with data retention (see next para.). In cases where there may be ongoing involvement from transferring schools/settings, for example if any siblings still attend your school/setting, then DSLs may wish to take copies of chronologies etc. if appropriate.

It is the responsibility of the transferring school/setting to ensure that child safeguarding files are sent to the receiving school/setting. However, DSLs in receiving schools/settings should always seek to proactively ensure that positive communications are in place with any feeder schools/settings at transition to check that child safeguarding files have been sent.

Current guidance from the Records Management Society is that when a child with a child safeguarding record reaches statutory school leaving age, the last school/setting attended should keep the child safeguarding file until the child's 25th birthday. Following this, the file should then be shredded, and a record should be kept of this having been done including the date, and why.

4.8 Supporting the Child and Partnership with Parents

- The Trust recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavor always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Person 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.

Section 5- Allegations regarding person(s) working in or on behalf of Hollybank (including volunteers)

Where the school or college is not the employer of an individual, they still have a responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties, this includes supply teachers and volunteers.

Whilst schools and colleges are not the employer of supply teachers, they should ensure that allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with LADO to determine a suitable outcome.

[Local Authority Designated Officer \(LADO\) | Kirklees Council](#)

5.1 Managing Allegations against Staff and Volunteers Procedure

- This procedure should be used by all organisations where adults work with children and young people up to the age of 18 years old, including organisations in which staff or volunteers work with, or care for children and young people.
- It is essential that any allegation of harm made in relation to a professional who works with children and young people or any other member of staff or volunteer in any setting, is dealt with fairly, quickly and consistently; in a way which provides effective protection for the child/children whilst at the same time supporting the person who is the subject of the allegation.
- All organisation / agencies which staff or volunteers work with children and young people should refer to this procedure to review, and where appropriate, use it to adapt their practice and procedures for dealing with allegations made against staff, to ensure that they are current, these include:
 1. Private care providers
 2. Local Authorities
 3. Early Years settings
 4. Fostering agencies
 5. Leisure and Sports settings
 6. Police
 7. NHS Trusts
 8. Residential Care Providers
 9. Voluntary Organisations
 10. All Local Authority maintained schools
 11. Faith schools/Academies/Free Schools

12. Independent schools

13. Further education institutions

14. Supply agencies

15. Private hospitals caring for children.

- This procedure also applies to circumstances when an adult who has caring responsibilities for a child or young person and who works (or volunteer's) with children and young people is subject to a Children's Social Work s47 assessment and / or a Child Protection plan.
- The term employer is used throughout this procedure to refer to organisations that have a working relationship with the adult against whom the allegation is made. This includes organisations that use the services of volunteers, or people who are self-employed; as well as service providers; voluntary organisations; employment agencies or businesses; contractors; fostering services and regulatory bodies such as Ofsted, in the case of childminders.
- In some circumstances the term 'employer' for these purposes will encompass more than one organisation. For example, where staff providing services for children in an organisation are employed by a contractor, or where temporary staff are provided by an agency, and /or where a foster carer is also employed in a separate Regulated Activity. In these circumstances both the contractor or agency, and the organisation(s) in which the person who has had the allegation made against them works, are required to be involved in the allegation process.

Criteria

- All allegations relating to the harm of a child or young person by those who work with them must be taken seriously. Such allegations can cover a wide range of circumstances and may arise from a number of different sources, for instance; a report from a child or young person; a concern raised by another adult in the organisation; and/ or a complaint by a parent. An allegation may also arise in the context of the adult's personal life.
- This procedure should be applied in all situations where it is alleged that a person who works with children in a position of trust has:
 - Behaved in a way which has harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates that he/she may pose a risk to children.
 - Behave or may behave in a way that indicates they may not be suitable to work with children.
- This can be connected with his/her employment or voluntary activity, or in relation to a person's private life where:
 1. Concerns arise about a person's behaviour regarding his/her children.
 2. Concerns arise about the behaviour of a partner, member of the family or other household member.
 3. Where other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children.

- Allegations may relate to an adult's behaviour at work, at home or in another setting. All references in this document to 'staff or members of staff' should be interpreted as meaning paid or unpaid staff/professionals and volunteers, including for example foster carers, approved adopters and child minders. It also applies to any person who manages or facilitates access to an establishment where children are present. The term "employer" means the organisation that has a working relationship with the person against whom the allegation has been made, including:
 1. voluntary organisations,
 2. employment agencies,
 3. fostering services,
 4. child minder services,
 5. youth clubs and others.
 6. voluntary organisations,
 7. employment agencies,
 8. fostering services.
- If concerns arise regarding the behaviour of an adult who works with (paid or unpaid) in relation to their children (or children they have care of), the LADO should be informed and a discussion take place, as to whether the adult's employer would need to be contacted to assess what impact the behaviour could have on their role at work and the safety of the children they work with.
- Allegations of non-recent (historical) harm should be responded to in the same way as contemporary allegations. In such cases, it is important to find out whether the person against whom the allegation is made is still working with children. If they are, a discussion with the LADO should take place as the person's current employer or voluntary organisation must be informed of the allegation and a referral to Children's Social Care must be made.
- Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State (Via the teaching regulation agency). Details about how to make a referral to the Teaching Regulation Agency can be found on Gov.uk.

If the allegations are against a member of staff at Hollybank the management will, as stated earlier, follow the correct procedures as laid down in the Staff Handbook. If the allegations point to abuse the appropriate Social Services Department will be informed.

If the allegations are made against parents/guardians or other persons known to the child/young person then inform Social Services immediately.

The Local Safeguarding Children's Board will then take a decision whether to inform the child's 'home' social services unit.

A decision will then be taken by the investigating officers when and how parents are informed.

The Trust at all times will co-operate fully, with the relevant bodies.

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Further information:

www.kirklees.gov.uk/beta/employment-information/children-and-employment.aspx

Stronger Families

stronger.families@kirklees.gov.uk

Prevent Co-ordinator

01484 221000

Kirklees Human Resources - Safeguarding leads

hr@kirklees.gov.uk

Child Protection Conferences

Child Protection & Review Unit

01484 225850

Online Safety incidents

National helpline

www.saferinternet.org.uk/helpline

West Yorkshire Police

Child Safeguarding Unit - Kirklees

01924 431134

Early Help Access Team (Single Assessment part 1)

earlyhelpaccessteam@kirklees.gov.uk

01484 456 823

FGM

The Female Genital Mutilation Helpline

fgmhelp@nspcc.org.uk

0800 028 3550

Important Information for Staff- Quick Reference Contacts

Duty and Advice Quick Reference Page

[Duty and Advice - KSCP \(kirkleessafeguardingchildren.co.uk\)](http://kirkleessafeguardingchildren.co.uk)

Duty and Advice Contact Form

Referral Flowchart and the [Duty and Advice Contact-Form](#)

Kirklees Safeguarding Children Website

[Home - KSCP \(kirkleessafeguardingchildren.co.uk\)](http://kirkleessafeguardingchildren.co.uk)

'A Framework for Making Safeguarding Decisions in Kirklees

[Framework-for-making-safeguarding-decisions-in-Kirklees.pdf \(kirkleessafeguardingchildren.co.uk\)](http://kirkleessafeguardingchildren.co.uk)

Kirklees Children Social Work Service Online Procedures 'Contacts and Referrals'

https://kirkleeschildcare.proceduresonline.com/p_contacts_referral.html

[Contacts and Referrals \(proceduresonline.com\)](http://proceduresonline.com)

[Local Authority Designated Officer \(LADO\) | Kirklees Council](#)

[Making a Channel referral | Kirklees Council](#)

[Information Sharing & Consent - KSCP \(kirkleessafeguardingchildren.co.uk\)](http://kirkleessafeguardingchildren.co.uk)

[Keeping children safe in education - GOV.UK](#)

[Criminal Exploitation and Child Sexual Exploitation - KSCP \(kirkleessafeguardingchildren.co.uk\)](http://kirkleessafeguardingchildren.co.uk)

[Sexual Health & Wellbeing - Brook – Healthy lives for young people](#)

[How to tell if a child's sexual behaviour is appropriate for their age - Stop It Now](#)

Appendix 2

Levels of Intervention

At all times it is important to bear in mind the needs and nature of the children and young people at Hollybank and the importance of meaningful and effective communication.

There are three key factors to consider:

Preventative

- Ensuring that all the children and young people are afforded privacy, respect and equality in all situations, particularly if they require intimate care.
- respecting the children and young people's rights in relation to accessing the Personal and Social Health Education curriculum, including social and life skills, with regard to relationship skills.
- teaching sex and relationships education, acknowledging sexuality and exploring appropriate behaviour in relation to emotional and sexual relationships, as appropriate.
- developing and encouraging the children and young people's expressions of their needs and feelings, in whatever appropriate manner possible/available and encouraging all staff to be sensitive to this communication.
- challenging inappropriate or 'abusive' behaviour as that and not negating the individual's responsibility for the behaviour because of their special needs.
- encouraging and providing opportunities for the children and young people to take responsibility for their own behaviour;
- acknowledging power relations and intervening when necessary.
- implementing life skills programmes and where appropriate money management and parenting skills.
- making it common practice to enable the children/young people to make their wishes and feelings known in respect of their care and treatment.
- providing guidelines and training for staff on good practices in intimate care, working with children of the opposite sex; managing challenging behaviour; anti bullying and child protection.

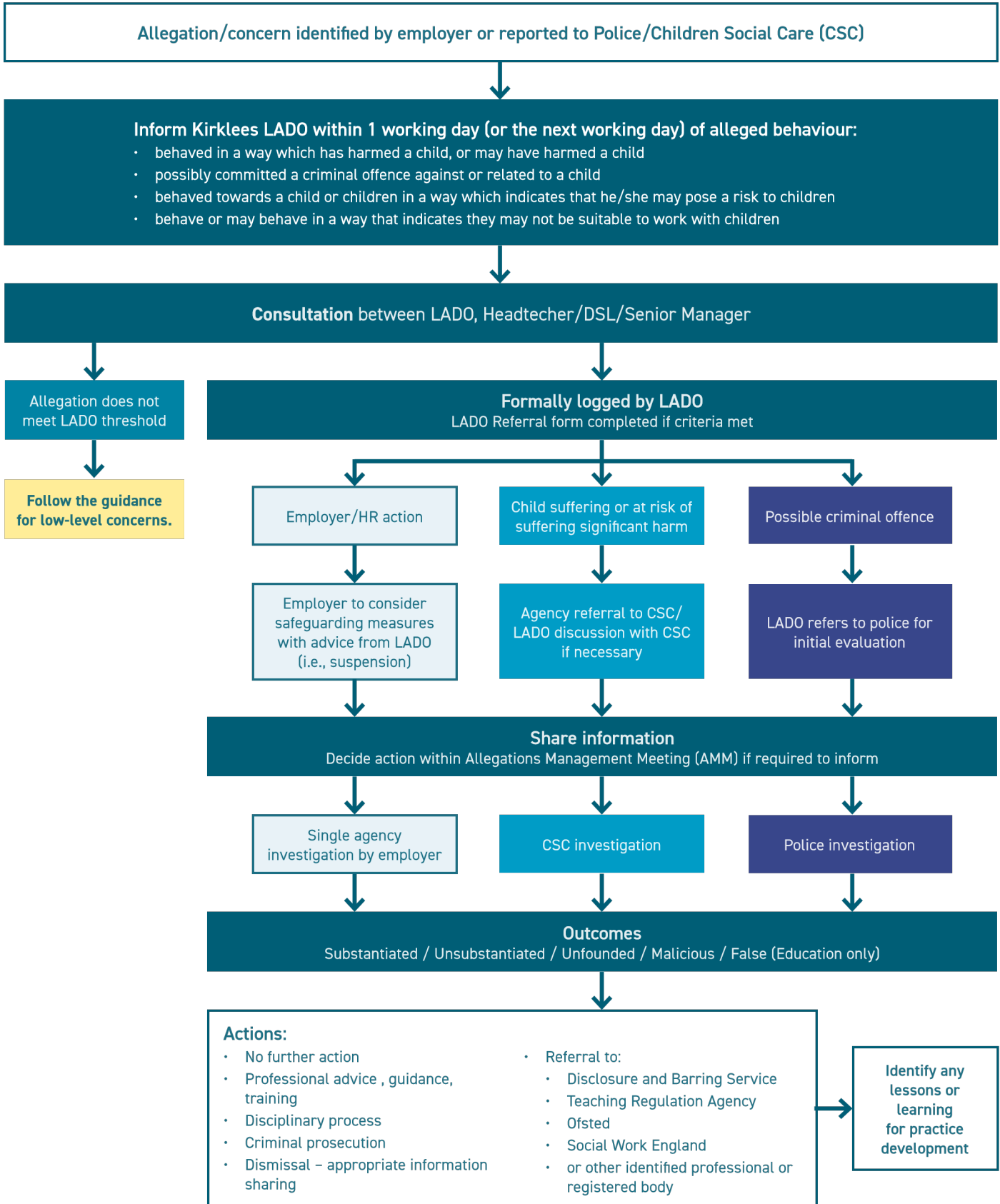
Protective

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- Enabling disabled children and young people to protect themselves where possible and to seek support if/when they need to. This may be understanding skills, information and support for families and appropriate child protection procedures and practice that aim to protect disabled children from abuse.
- teaching about rights, assertiveness, life skills and their transferability.
- teaching to trust their intuition in relation to feeling unsafe, exploring early warning signals and acting on them.
- provide opportunities to communicate feelings appropriately.
- ensuring that practical self-protection strategies are learnt alongside independence; This may include problem solving (what if?), protective behaviours, identifying support networks.
- teaching about rights regarding our bodies, personal space and respect alongside responsibilities to others.

Supportive

- Supporting disabled children and young people who have experienced any form of abuse, aiming to meet their needs and those of the family in order to minimise the possibility of it recurring, or possibly resulting in abusive behaviours.
- providing opportunities for the children and young people to express how they feel through different media and enable them to make sense of what has happened.
- offering learning and experiential activities in support programmes.
- identifying personal, emotional and social needs and including these as integral parts of individual care and education plans.



Appendix 4

Useful websites, guidance documents, training materials websites

Kirklees Safeguarding Children Board (Safeguarding children procedures and training)	www.kirkleessafeguardingchildren.com
Child Protection in Education (CAPE)	www.cape.org.uk
Prevent	www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx

Online Safety Support

Keeping Children Safe Online	www.ceop.gov.uk
Bullying & child abuse	www.anti-bullyingalliance.org.uk/ www.kidscape.org.uk www.childline.org.uk www.nspcc.org.uk
CSE Internet Safety	www.childnet-int.org
Kidsmart	www.kidsmart.org.uk
Safe Practice in Physical Education in Schools and School Sport	www.afpe.org.uk/

HM Government (DfE) guidance documents

Keeping Children Safe in Education (2025)	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Working Together to Safeguard Children (DfE -2023)	www.gov.uk/government/publications/working-together-to-safeguard-children--2
What to do if you're worried a child is being abused (DfE 2015)	www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Training Materials

KSCB Safeguarding Training courses	www.kirkleessafeguardingchildren.com
Whole School Basic Awareness in Child Safeguarding and Designated Safeguarding Lead – Full Course and Refresher training: Safeguarding Officer for Schools: 01484 221919 / 01484 221000	

Prevent Training	www.kirklees.gov.uk/beta/community-safety-partners/prevent-training.aspx
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This policy is based on the Department for Education's statutory guidance:

- [Keeping Children Safe in Education 2023 Working Together to Safeguard Children \(WTTSC 2018\) and sexual violence and sexual harassment between children in schools and colleges](#) we comply with this guidance and the procedures set out by our Local Safeguarding Children partnership
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Department for Education \(DfE\) \(2023b\) Filtering and monitoring standards for schools and colleges. \[Accessed 08/06/2023\]](#)
- [Department for Education \(DfE\) \(2023c\) Cyber security standards for schools and colleges. \[Accessed 08/06/2023\]](#) – updated 2025.
- [Department for Education \(DfE\) \(2022\) Keeping children safe in education 2022: statutory guidance for schools and colleges \(PDF\). London: Department for Education](#)

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- General Data Protection Act (2018)
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
- Data Protection Act [Data protection: The UK's data protection legislation - GOV.UK](#)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

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- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings ([GSWP](#)) ([Safer Recruitment Consortium May 2019](#))
- Kirklees Safeguarding Children Partnership Procedures
<https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/>

The policy conforms to locally agreed inter-agency procedures and has been developed by Kirklees Safeguarding Children's Partners. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education

- Elective Home Education <https://www.gov.uk/government/publications/elective-home-education> Guidance April 2019
- The Childcare (Disqualification) Regulations [Disqualification under the Childcare Act 2006 - GOV.UK](#) [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, [SEND code of practice: 0 to 25 years - GOV.UK](#) (www.gov.uk)