

Todmorden High School School Child Protection & Safeguarding Policy

2018/19

Created:	September 2018
Version:	1.0
Approved:	September 2018
Review Date:	September 2019
SLT Responsible for review:	EMR

(School) Child Protection & Safeguarding Policy 2018/19

The Headteacher – Gill Shirt

This policy was developed – Sept 2018

This policy was signed off by the Governing Body – Sept 2018

The policy will be reviewed – Sept 2019

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is

- Emily Rawlinson

-

The Deputy Designated Safeguarding lead(s) is/are

- Sharon Pickles and Gemma Cooper

-

The name of the Designated Teacher for Children who are Looked After is

- Andy James

The named Member of the Governing Body for Safeguarding is

- Mary Rooney

Contents

Introduction

Section 1 School Commitment

- 1.1 Roles and responsibilities

Section 2 Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Advice and Guidance for Staff

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

- 3.1 Child Protection Procedures
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Female Genital Mutilation
- 3.6 Domestic Abuse
- 3.7 Forced Marriage
- 3.8 Honour based violence [HBV]
- 3.9 Peer on peer abuse
- 3.10 Youth Produced Sexual Imagery
- 3.11 Attendance and Children Missing Education
- 3.12 Child Criminal Exploitation: County lines
- 3.13 Contextual Safeguarding
- 3.14 Children with Family Members in Prison
- 3.15 Sexual Violence and Sexual Harassment between children

- 3.16 Dealing with a disclosure made by a child
- 3.17 Signs and symptoms of child abuse and neglect
- 3.18 Private Fostering

Annex A

Useful Contacts within the local authority

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

4.1 Managing Allegations Procedures

The policy is in line with:

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

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2018)

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

We believe that:

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

Section 1 School Commitment

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

The purpose of this policy is:

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

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

- reading and understanding Part 1 of Keeping Children Safe in Education (2018)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Todmorden High School is committed to safeguarding and promoting the well being of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school,

their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we

can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. Todmorden High School ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read and thus agreed to adhere to any policies.



1.1 Roles and Responsibilities

All stakeholders are responsible for upholding the core values of the school: respect, care and honesty.

Headteacher- Responsible for overseeing all child protection activity to ensure the children and young people attending the school are safe.

Governing Body – Responsible for ensuring the school meet its statutory responsibilities and to ensure the children and young people attending the school are safe. Responsible for upholding the Child Protection and Safeguarding Policy which will reflect statutory government guidance and local authority guidelines. Responsible for engaging with all organised training provided.

DSL and deputy DSL - Responsible for coordinating all child protection activity to ensure the children and young people attending the school are safe. Responsible for maintaining all safeguarding records in a secure and confidential manner [including when a transfer of records is required] in line with statutory requirements.

The role of the DSL includes but is not limited to:

Managing Referrals – the DSL / deputy DSL will:

- Refer all cases of suspected abuse to Calderdale MAST and to the Police if a crime may have been committed.
- Liaise with the Head Teacher about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies providing early help services and co-ordinate referrals, monitor any cases referred to early help and consider referral to children’s services where the situation does not improve.
- Refer cases to the Channel Panel where there is a radicalisation concern as required.

Record Keeping.

- Ensure an individual file is created as necessary for children with Safeguarding concerns via the CPOMS system.
- Maintain a chronology of significant incidents for each child with safeguarding concerns via the CPOMS system.
- Ensure such records are kept confidentially and securely and separate from the child’s educational record via the CPOMS system.
- When a child leaves our educational establishment, the DSL / deputy DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.
- Ensure GDPR is adhered to in the keeping, sharing and transfer of all records

Inter-Agency working and information sharing - the DSL / deputy DSL will:

- Cooperate with Children’s’ Social Care for enquiries under Section 47 of the Children Act 1989.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

Training - the DSL / deputy DSL will:

- Undertake appropriate training, **updated every two years**, and update knowledge and skills at least annually in order to:
 - 1] Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
 - 2] Be aware of responsibilities under the Prevent Duty.
 - 3] Understand the assessment process for providing early help and intervention.
 - 4] Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.
 - 5] Be knowledgeable of the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.

- Ensure each member of staff has access to and understands the School Safeguarding and Child Protection Policy and procedures, including providing induction on these specific documents to new staff members.
- Organise whole educational establishment child protection training for all staff members regularly (at least every 2 years), and provide updates at least annually.
- Ensure all staff who miss the training receive this by other means e.g. by joining any other training courses.
- Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.
- Maintain accurate records of staff Induction and training.

Awareness Raising - the DSL / deputy DSL will:

- Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body/board to update and implement them.
- Make the Safeguarding and Child Protection Policy and procedures available.
- Provide updates to the Staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

Quality Assurance - the DSL / deputy DSL will:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year).
- Complete an audit of the Schools safeguarding arrangements annually utilising the audit tool provided by the local authority.

Staff – Responsible for engaging with all organised safeguarding training. Responsible for using the school’s reporting processes for any safeguarding concern that arise to ensure the children and young people attending the school are safe.

Pupils – Responsible for reporting any safeguarding concerns which may arise.

Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance ‘Keeping Children Safe in Education’ (KCSE) 2018. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2018) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education’s (DfE) separate statutory guidance on supervision and regulated activity.

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

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were

completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Gill Shirt	(Headteacher)
Debra Todd	(School Business Manager)
Jon Hairsine	(Chair of Governors)
Mary Rooney	(Safeguarding Governor)
Emily Rawlinson	(Senior Assistant Headteacher)
Gemma Cooper	(SENCO)

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

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

2.2 Safe Working Practice

The Teaching Standards (2013), state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. The Calderdale Evolve system is used for the assessment of risk relating to educational trips and visits.

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

2.4 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection and pupils know who this is. Likewise all pupils know that there is a Deputy DSL who they would talk to if the DSL was not in school, We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are the 'Student Voice' and 'School Council' We make pupils aware of these arrangements by through meetings, assemblies and focus time.

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

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. Each student is issued with a journal which contains information for parents/students relating to child protection and safeguarding procedures for seeking help, advice or to report concerns about any child.

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 to do so, or it is necessary to do so, in order to protect a child.

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

We encourage parents to discuss any concerns they may have with the Learning Manager for their child initially, or directly to a member of the Senior Leadership Team and we encourage use of Parent View as an opportunity to provide feedback to the school. We make parents aware of our

policy via the school website (www.todhigh.co.uk) and the details are summarised in the school prospectus so that the policy is available and accessible at all times. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum through regular newsletters to parents and via the school website. Text messages and specific letters to parents will be used to communicate specific issues as required.

2.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. These agencies include Calderdale MBC (Behaviour Support Service, Virtual School, Local Authority Designated officer for Safeguarding), Multi-Agency Screening Team (MAST), CAMHS, Police, Youth Offending Team, Health (School Nursing Service), Childline in Partnership with schools, NSPCC, RELATE.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

2.7 School Training and Staff Induction

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

The Head teacher and all other school staff, including non teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basis Safeguarding Awareness on an annual basis. Todmorden High School ensure that this takes place through face-to-face training and face-to-face annual and regular updates.

All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and child protection procedure and are informed of school's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

2.8 Support, Advice and Guidance for Staff

Staff will be supported by Todmorden High School, Calderdale LA and professional associations. The designated safeguarding lead for Safeguarding/Child Protection will be supported by the nominated Governor for Safeguarding. The safeguarding officer will be supported by the Designated Senior lead for Safeguarding/Child protection and/or the nominated governor for safeguarding.

Advice is available from the Schools Safeguarding Advisor (Steve Barnes 01422 288326).

Safeguarding is also an agenda item for each Quality of Teaching Practice Governor Working Group; each Critical Pupils Meetings and Staff Briefings where appropriate. Therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

It is recognised that staff should receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive their supervision arrangement through Calderdale.

2.9 Alternative Provision

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

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

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

3.1 Child Protection Procedures

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

Definitions:

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

A child: any person under the age of 18

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

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

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

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

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

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

Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and this Child Protection Enquires may be needed.

3.2 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

3.3 The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Todmorden High School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received information and training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. The Prevent Coordinator is Sadia Hussain who can be contacted on sadia.hussain@calderdale.gov.uk, or on 07702656834.

Todmorden High School will also incorporate the promotion of fundamental British Values into the PSHE Curriculum in order to help build pupils' resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current E-Safety policies, procedures and curriculum in terms of having suitable filtering in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

3.4 Child Sexual Exploitation

Todmorden High School is aware that Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where children receive something as a result of engaging in sexual activities. Staff have been made aware of some of the key indicators of CSE by face-to-face training provided by the DSL. In addition Todmorden High School appreciates that it has a role to play in the prevention of CSE within its PSHE curriculum.

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

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

3.5 Female Genital Mutilation

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

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Todmorden High School staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they

apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

3.6 Domestic Abuse

Todmorden High School understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

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

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

If staff identify children for whom Domestic Abuse may be a concern they apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL can then refer cases where relevant to Early Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings. Where DV Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

3.7 Forced Marriage

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

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

3.8 Honour based violence [HBV]

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' and are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

HBV can exist in any culture or community where males are in position to establish and enforce women's conduct.

Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

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

3.9 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

3.10 Youth Produced Sexual Imagery

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

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

3.11 Attendance and Children Missing from Education

Todmorden High School understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between relevant personnel in school and outside agencies. Likewise school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

Todmorden High School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Todmorden High School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Todmorden High School understands that it is essential that contact is made with the Education Welfare Service (Elaine Manship 01422 266126) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition Todmorden High School will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

3.12 Child Criminal Exploitation: County Lines

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

3.13 Contextual Safeguarding

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

3.14 Children with Family Members in Prison

School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.13 Sexual Violence and Sexual Harassment between children

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

3.14 Sexual Violence and Sexual Harassment between children

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

3.15 Sexual Violence and Sexual Harassment between children

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

3.16 Dealing with a disclosure made by a child – Advice for all members of staff

If a child discloses that he or she has been abused in some way, the member of staff or volunteer would follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Do not promise confidentiality – it may be necessary to refer.
- Stress that it was the right thing to tell someone.

- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Add the incident to CPOMS in full detail.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

3.13 Signs and symptoms of child abuse and neglect

The signs of child abuse and neglect aren't always obvious, and a child might not tell anyone what's happening to them.

In the case of abuse children might be scared that the abuser will find out and worried that the abuse will get worse. Or they might think that there's no-one they can tell or that they won't be believed. Children who suffer neglect may want to protect their parents or carers and may fear the consequences of the neglect being discovered.

At Todmorden High School we recognise that children with special educational needs and disabilities are at increased risk of abuse as a result of increased communication barriers in addition to attitudes and assumptions that lead to unequal treatment. All staff are trained to work with the SLPT [Student Learning and Progress Team] to ensure additional support is utilised for this vulnerable group.

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food
-

3.17 Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition - Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. Where it is known a child is being privately fostered staff would alert the DSL who would advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. The DSL will also ensure this is followed up with Social Care and that arrangements are assessed, approved and monitored.

Section 4 Managing Allegations Procedure

These procedures are in line with 'Keeping Children Safe in Education' (2018).

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

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

- a. behaved in a way that has harmed a child, or may have harmed a child;
- b. possibly committed a criminal offence against or related to a child; or
- c. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

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

We will follow the Calderdale Safeguarding Children Board Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in personnel files.

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

Whilst we acknowledge such allegations, (as all others), may be false, malicious or unsubstantiated, we also acknowledge they may be substantiated. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in our school/college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'

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

- The school understand that they have a duty of care to their employees. It will therefore act to manage and minimise the stress inherent in the allegations process and appreciates that support for the individual is vital to fulfilling this duty. Once informed of the nature of the concern(s) or allegation(s) the individual will be given an explanation of the likely course of action, unless there is an objection by children’s social care or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.
- The head teacher will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care will be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.
- Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the head teacher will consider how best to facilitate that. They will also consider how the person’s contact with the child or children who made the allegation can best be managed if they are still a pupil at the school or college.
- If the criteria has been met for referral to the LADO the head teacher will attend any Allegations Management Strategy Meetings relevant to investigating the allegation through to a conclusion. If the allegation is about physical contact, the strategy meeting or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
- If the school is aware that this member of staff or volunteer is engaged in any other employment or activity working with children this information will also be shared with the LADO
- The head teacher will keep the LADO informed of any new information that may influence the investigation and will cooperate fully with the police and/or social care where appropriate
- If there is a police investigation it is understood that this has to take precedence over any other investigation
- If there is no police investigation or following conclusion of a police investigation the school will complete a Management Investigation, and a Case Manager will be appointed (if this has not already happened previously)
- If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up
- A referral to the DBS *must* be made, if the criteria are met and if the accused person resigns or their services cease to be used and the criteria are met the school appreciates that it will not be appropriate to reach a settlement/compromise agreement

- Following an allegation, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. This is to enable accurate information to be given in response to any future request for a reference, where appropriate. Ordinarily this record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. Currently due to the Goddard Enquiry this information will be kept indefinitely until further guidance.
- If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, a joint decision with the LADO, the head teacher and their HR provider will be made as to whether the school or college make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.
- There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Annex A

Useful Contacts within the local authority

Children's Social Care

Multi-Agency Screening Team	MAST@calderdale.gov.uk	01422 393336
Disabled Children's Team	DisabledChildrensTeam@calderdale.gov.uk	01422 394091
Emergency Duty Team (Outside office hours support)	EDT@calderdale.gov.uk	01422 288000
Schools Service		
Schools Safeguarding Adviser Steve Barnes	steve.barnes@calderdale.gov.uk	01422 288326 07540 672735
Senior School Effectiveness Officer Lesley Bowyer	lesley.bowyer@calderdale.gov.uk	01422 394102 07545 423453
Senior Education Welfare Officer Duncan Thorpe	duncan.thorpe@calderdale.gov.uk	01422 266125 07833 049343
Education Welfare Administration Elaine Manship	elaine.manship@calderdale.gov.uk	01422 266125
Virtual School – Head teacher Rezina Kelly	rezina.kelly@calderdale.gov.uk	01422 394123 07734 460254
Prevent Team		
Prevent Co-ordinator Sadia Hussain	sadia.hussain@calderdale.gov.uk	07702 656834
Prevent Education Engagement Officer Emma Hygate	emma.hygate@calderdale.gov.uk	07967837822
Managing Allegations		
Local Authority Designated Officer (LADO) Cheryl Baxter	cheryl.baxter@calderdale.gov.uk	01422 394086 07769 886090
Police		
West Yorkshire Police Child Safeguarding Unit – Calderdale		01422 337362