



# Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

## Our Mission

To transform young lives and build resilient communities through high-quality alternative education

## Our Vision

“An empowered generation of employable young people making a positive contribution to society”

## Our Core Values

Here at Employability Solutions, we have shared values that guide us as we live, learn, and work together;

“Living Our Values Everyday”



## Transformation

“inspiring a culture where transformation is possible”

## Inclusion

“creating a community where everyone feels included”

## Motivation

“being responsible for instigating a culture of possibility”

## Education

“gifting an education that is individual, meaningful, and right for our young people”

Signed by Proprietor:	Approved:	Review by:
	Sept 2022	Sept 2023



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### a. Definitions

- Young people and vulnerable adults / children are defined as under the age of 18 years.
- Those with additional needs are defined in Appendix 3.

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## 1. Introduction

Employability Solutions (ES) is fully committed to the well-being of young people and staff and those who have direct links with the organisation. ES actively promotes the positive welfare of young people and those with additional needs and expects all staff, volunteers, and partners to endorse and practise this commitment at all times.

The Proprietor and all staff at ES regard each young person as a unique individual, and therefore seek to support their development in ways which will foster security, confidence, and independence. We recognise that high self-esteem, peer support, a safe and secure learning environment, and clear lines of communication with trusted adults helps all young people. These are regarded as central to the wellbeing of the individual and are therefore seen to be an intrinsic part of all aspects of the curriculum and ethos of the organisation.



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### 2. Aims

The aim of the policy is to safeguard all children, young people, vulnerable adults, those with identified needs, and those studying in the workplace (work placements/work experience). ES has a duty to safeguard all staff and volunteers in carrying out their duties in teaching, supervising and supporting young people at all centres or in the workplace.

ES has a duty to ensure that leaders and managers put in place arrangements to:

- identify children and young people who may need help or are at risk of neglect, abuse, grooming or exploitation;
- help prevent abuse by raising awareness among young people of safeguarding risks and how and where to get help and support if they need it;
- help those young people who are at risk of abuse and in need of early help or statutory social care involvement, keeping accurate records, making timely referrals where necessary and working with other agencies to ensure young people get the help and support, they need;
- manage disclosures about adults who may be a risk and check the suitability of staff who work with children, young people, and vulnerable adults.

This policy applies to all young people, particularly children and those who have additional or high needs.



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This also applies to all staff, volunteers, external support workers, partners, and families who are working at all centres, other external facilities, in the workplace or by distance learning.

ES will collect and use personal data to safeguard its staff, young people, and others, as necessary.

ES revises this policy on an annual basis, in line with new legislation and recommendations:

- [Keeping Children Safe in Education \(KCSIE\) Sept 2022](#)
- [Inspecting Safeguarding in Early Years, Education and Skills Settings](#)
- [Counter Terrorism and Security](#) (Prevent Legislation) June 2015
- [Prevent Duty Guidance](#)

ES is also committed to ensuring freedom of speech in relation to Section 43 of the Education Act 1986, The Equality Act 2010, and The Human Rights Act 1998.

This policy applies to:

- All young people, vulnerable adults, and those who have additional or high needs.
- All staff, volunteers and partners working at ES or the workplace.



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### 3. Procedures

#### Child Protection and Safeguarding

ES is committed to ensuring safeguarding and promoting the welfare of all young people by:

- protecting all children, young people, and adults at ES from maltreatment;
- preventing impairment of our young people's mental and physical health or development;
- ensuring that Young People at ES grow up in circumstances consistent with the provision of safe and effective care;
- taking action so as to enable young people at ES to have the best outcomes.

Safeguarding includes, but is about much more than, child, young people, and adult protection. All staff are aware of their responsibility to act in order to protect all young people from various potential sources and types of abuse and harm, some of which are explained further within this policy guidance.

All staff should be aware of early help, abuse and neglect, contextualised safeguarding, and other safeguarding issues. All young people benefit from early help, but all staff should be particularly alert to the potential need for early help for a young person who:

- is disabled and has specific additional needs;





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- has special educational needs (whether or not they have an EHCP);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and associated with organised crime groups;
- is frequently missing / goes missing from care or from home;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the young person, such as drug and alcohol, misusing drugs, or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Knowing what to look for is vital and staff need to be able to identify multiple indicators of:

- abuse and neglect;
- bullying (including online and prejudice-based bullying);



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- criminal exploitation of children and vulnerable adults / county lines (child criminal exploitation, CCE);
- children and the court system;
- children with family members in prison;
- children missing from education;
- children missing from home or care;
- child sexual exploitation (CSE);
- contextualised safeguarding – at risk or exploitation in situations outside of their families which may cause multiple harms such as CSE, CCE and serious youth violence;
- domestic abuse;
- drugs / substance misuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs and youth violence;
- gender-based violence / violence against women and girls;
- hate;
- homelessness;
- honour based abuse;
- mental health;



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- missing children and adults;
- peer on peer abuse / child on child;
- poor parenting;
- private fostering;
- preventing radicalisation and / or extremist behaviour;
- racist, disability and homophobic or transphobic abuse;
- relationship / teenage relationship abuse;
- risks linked to using technology and social media;
- sexting (also known as youth produced sexual imagery);
- trafficking and modern slavery;
- serious violence;
- sexual violence and harassment (including child on child and online);
- upskirting.

This policy and procedure should be read in conjunction with associated policies and guidance in relation to the context of this document (both internal and external policy guidance). Guidance is under constant review and will be sought, referenced from current guidance, and will influence evidence based and guidance practice.

There is a different legislative and policy base for responding to adults' safeguarding needs.



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The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse and neglect.

However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

### Counter Terrorism and the Prevent Duty

Schools and Further Education providers in relation to the Counter Terrorism and Security Act 2015 have a legal duty in the exercise of our functions to have 'due regard' to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

Prevent aims to stop people from being drawn into being involved in violent extremism, supporting, or involved in terrorism in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours to prevent radicalisation.

Prevent also includes work to rehabilitate and reintegrate those who have already engaged in terrorism. ES will uphold the value of "Freedom of Speech" and will monitor external speakers. If there are any concerns, they will be reported and actioned accordingly.

ES will carry out ongoing risk management to ensure all statutory duties are discharged.



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The Designated Safeguarding Lead (DSL) will monitor the Prevent risk management and report to Proprietor in the annual report. The DSL is the Single Point of Contact for Prevent.

Prevent is one of the four elements of the Contest Strategy, those being Prevent, Protect, Prepare and Pursue.

ES will work in partnership to understand, and risk manage identified risk (including localised and relevant data), refer cases to the Channel programme where there is a radicalisation concern.

The government has defined extremism in the Prevent Duty as “vocal or active opposition to fundamental British Values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

This also includes calls for the death of members of the British armed forces.

ES will ensure that risk assessment, working in partnership, staff training, and IT policies are all included within Prevent risk management.

### **The Aim of this policy is to ensure that:**

- all our young people are safe and protected from harm;
- safeguarding procedures are in place to help young people to feel safe and learn to stay;



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- adults in the education setting and wider school community are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection;
- all agencies are providing appropriate support to children and young people through adoption of the early help framework.

This will be achieved by:

- raising awareness of issues relating to the welfare of all young people and ensuring the promotion of a safe environment for all learners within ES, work placements and school related environments.

This will be achieved by regularly promoting and embedding safeguarding, prevent and health and safety key messages into our teaching, learning and all areas of activity, particularly support for the young person;

- raising the awareness of all teaching and non-teaching staff of the need to safeguard children and all learners of their responsibilities in identifying and reporting safeguarding and child protection concerns.

Provide effective training and support for all staff to enable them to be able to respond appropriately and sensitively to safeguarding, child protection and preventing and intervening earlier to address support and social needs of all young people through the early help framework.



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This will be achieved by close monitoring of staff continuous professional development (CPD) training records and following up rigorously any non-attendance on Safeguarding or Prevent training.

We complete annual safeguarding updates for all staff along with online training with The Key and National Online Safety, with regular updates shared with staff through a variety of communication strategies.

Wider training on specific issues which will also include, staff behaviour and conduct (guidance for safer working practice), KCSIE, Children Looked After / Care Leavers, Prevent, online safety, contextual safeguarding issues, disclosures, whistleblowing, mental health, and DSL training;

- emphasising the need for good levels of communication between all members of staff;
- identifying children, adults, including and in particular, to those who have additional needs and/or at risk of significant harm, including “reported missing” and providing procedures for reporting concerns.

Student record management systems are used to centrally record concerns and monitor actions put in place;

- providing a systematic means of identifying and monitoring young people known or thought to be at risk of harm and ensure we contribute to assessments of need and support packages for those young people.



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Establishing clear procedures for reporting and dealing with disclosures of abuse against members of staff and/or young people.

This will include seeking timely advice from external safeguarding agencies when young people are potentially at risk of any harm;

- ensuring that all staff working within our educational settings, including any relevant partners (e.g., subcontractors), who have substantial access to children and young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit through the maintenance of an accurate Single Central Record (SCR) and appropriate staff records.

Safer Recruitment Policy and processes will be adopted by all involved in the recruitment processes, including at least one member on every interview panel having completed Safer Recruitment training;

- providing suitable systems to ensure the safety of visitors and all who visit a centre.

This will be achieved by joint work with the Director of Student Services and the Facilities Manager, ensuring all risks are adequately controlled and regularly reviewed as necessary, including the use of contractors.

Centre risk assessments will be annually updated and promoted;





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- providing high quality, safe and stimulating environments where everyone feels valued, safe, and respected, where individuals feel confident, are able to enjoy, learn and grow in confidence.

Have positive relationships with the adults caring for them; know how to approach adults if they are in difficulties, believing that their wishes, feelings, and views will be considered and that they will be effectively listened to;

- supporting young people's development in ways that will foster security, confidence, and independence;
- ensuring anyone using our facilities follows appropriate policies, procedures, and guidelines;
- provide opportunities for our young people to access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental, and physical development that prepares them for the opportunities, responsibilities, and experience of life.

A planned curriculum will provide opportunities for young people to develop skills, concepts, attitudes, behaviours, and knowledge that promotes their safety and wellbeing, including developing self-esteem and communication skills, strategies for self-protection, including online safety, developing a sense of boundaries between appropriate and inappropriate behaviour in adults and within peer relationships;

- establishing effective, supportive, and positive relationships working in partnership with parents, carers, young people, statutory and other partners.



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Additionally, ES acknowledges “abuse of position of trust”, which prohibits staff from engaging in or encouraging sexual activity with learners who are under the age of 18 or vulnerable.

### 4. Scope

This policy applies to everyone at ES including all young people and staff, and it should be read, understood, and adhered to, alongside other related policies and procedures listed within this policy.

ES is committed to safeguarding all young people regardless of age, however, is aware of the different legislative guidelines and principles for safeguarding children and adults and the wider context of safeguarding. Further explanation can be found in Appendix 3.

### Law and Guidance

This policy has been written and will be implemented in line with the safeguarding and child protection procedures and in accordance with legislation and related guidance.

- [Keeping Children Safe in Education Sept 2022 \(KCSIE\)](#)
- [Inspecting Safeguarding in Early Years, Education and Skills Setting](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Counter Terrorism and Security Act \(Prevent Legislation\) 2015](#)
- [Education Act 1986, 2002, 2011](#)
- [Education and Training \(Welfare of Children\) Act 2021](#)



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- [What to do if you are worried a Child is being Abused \(2015\)](#)
- [Guidance for Safer Working Practice 2019](#)
- [Working Together to Safeguard Children 2018 WTTSC](#)
- [Serious Crime Act 2015](#)
- [Sharing Nudes and Semi-nudes - Advice for Education Settings working with Children and Young People](#)
- [When to Call the Police, National Police Chiefs' Council](#)
- [The Children Act 1989](#)
- [The Children Act 2004](#)
- [Care Act 2014](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Modern Slavery Act 2015](#)
- [Mental Capacity Act 2005](#)
- [Disqualification under the Childcare Act 2006 \(2018\)](#)
- [Recruit Teachers from Overseas, \(DfE 2022\)](#)
- [Liverpool Safeguarding Children Partnership Board \(LSCB\)](#)
- [Liverpool Safeguarding Adults Board \(LSAB\)](#)
- [Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#)
- [Individual Local Safeguarding Arrangements Guidance](#)



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### Responsibility for Safeguarding and Child Protection

ES have a responsibility to create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level.

We ensure that we have policies and procedures in place in respect of safeguarding and child protection, including Prevent.

ES is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability in safeguarding and child protection.

We therefore ensure that:

**All adults, including volunteers, working in or on behalf of ES will:**

- demonstrate an understanding that safeguarding is everyone's responsibility;
- maintain and demonstrate a mind set of "it could happen here";
- do all they can, within the capacity of their role, to ensure that young people are protected from harm;
- do all they can, within the capacity of their role, to ensure that children and young people grow up in circumstances consistent with safe and effective care;
- do all they can, within the capacity of their role, to ensure that young people have the best outcomes;



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- report cases of suspected abuse and all other safeguarding concerns to the DSL, Deputy Designated Safeguarding Lead (DDSL). This will be done as soon as possible using ES's agreed format.
- monitor all young people, particularly those that are deemed vulnerable;
- report any concerns regarding adult conduct to the DSL, Human Resources (HR) or Proprietor;
- all staff, if they have concerns, should be acted upon immediately and staff should always speak to the DSL or DDSL, early information sharing being vital in keeping children and other young people safe.

In exceptional circumstances, staff should consider speaking to a member of SLT or Careline to discuss safeguarding concerns if the DSL is not immediately available;

- all staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;
- all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual



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harassment. Nor should a victim ever be made to feel ashamed for making a report.

### **Employability Solutions (ES) will:**

- ensure that the policies, procedures, and training within the organisation are effective and comply with the law at all times and that these include an understanding of specific safeguarding issues and safeguarding learners with SEND;
- ensure that the organisation has clear systems and processes in place for identifying possible mental health problems, including routes to escalate, and clear referral and accountability systems;
- ensure that safeguarding policies and procedures are followed by all staff;
- appoint a DSL and Deputies and ensure that they are provided with appropriate support, funding, resources, and time to carry out their role and this role is explicit within job descriptions and have cover for this role at all times;
- ensure that the organisation follows all statutory and relevant local policy, procedures, and guidance;
- ensure that staff members undergo safeguarding induction and training and receive regular training and updates in compliance with Keeping Children Safe in Education Sept 2022;
- ensure that young people are safe online by ensuring that appropriate filters and monitoring systems are in place;



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- prevent people who pose a risk of harm from working with children and all other young people;
- ensure there are procedures in place to handle disclosures against any members of staff;
- ensure that all staff feel able to raise concerns about poor or unsafe practice in the organisation and that such concerns are handled sensitively and in accordance with the Whistleblowing Policy;
- ensure that all practice and procedures operate with the best interests of the child and all other young people at their heart;
- ensure there is a designated member of staff to promote the education of Children Looked After (CLA) and Care Leavers (CL), with all staff aware of the safeguarding issues and vulnerabilities associated with CLA/CL.

### **Designated Safeguarding Lead (DSL)**

The DSLs are members of the Senior Leadership Team (Appendix 8).

#### **Our Company DSL is:**

Nadia Miller - Director of Student Services

Tel (Office): 0151 427 4193      Tel (Mobile): 07955 028530

Email: [nadia@employabilitysolutions.com](mailto:nadia@employabilitysolutions.com)

#### **Our Centre DSL is:**

Nikki Sullivan – Director of Student Services

Tel (Office): 01484 506307      Tel (Mobile): 07841 139719

Email: [nikki@employabilitysolutions.com](mailto:nikki@employabilitysolutions.com)



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The DSL takes lead responsibility for child protection and wider safeguarding within ES. The DSL will be available during working hours for staff to discuss any safeguarding concerns. When the DSL is absent/unavailable, the Deputies will act as cover, (Appendix 8).

The DSL will be given the time, funding, training, resources, and support to:

- provide advice and support to other staff on child welfare and child protection matters;
- take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- contribute to the assessment of children;
- refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly;
- the DSL will also keep the Proprietor informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate;
- the full responsibilities of the DSL and Deputies are set out in their job description.

### Induction, Training and Updates

ES is committed to providing staff and volunteers with the skills and knowledge needed to safeguard young people.





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We therefore ensure that:

- all staff and volunteers receive appropriate levels of safeguarding training on induction, which includes KCSIE, Guidance for Safer Working Practice (including whistleblowing) and [What to do if a Child is being Abused](#);
- all staff receive the Safeguarding and Child Protection Policy on application and upon appointment;
- all staff complete online training prior to commencement of employment;
- induction includes Code of conduct policy, staff behaviour (guidance for safer working practice), roles and responsibilities, child protection and safeguarding (including contextual and other safeguarding matters);
- All staff receive at least annual updates and/or more regular updates through a variety of communication methods, such as manager and team meetings, emails, staff intranet, leaflets, posters and sharing of other key documents.

These updates cover additional contextual and other safeguarding matters such as violent crime, child sexual and criminal exploitation (including County Lines), radicalisation and extremism and Prevent, child on child abuse, modern slavery, bullying (including online and prejudice), abuse regarding race, disability, homophobic/transphobic, risks associated using technology, Honour Based Abuse (HBA), FGM, Fabricated or Induced Illness (FII), domestic abuse, sexual violence and harassment and online safety.



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This list is not exhaustive, however reflects the breadth of topics that are covered in staff training and updates.

Any local or national issues arising from serious case reviews are included in staff training;

- The DSL and DDSLs attend DSL training annually and update their knowledge, skills and understanding of relevant safeguarding issues including Prevent on a regular basis;
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/ DDSL.

### Child Protection and Safeguarding

#### **Child Protection, Child in Need and Early Help - Children potentially at greater risk of harm**

ES recognises that young people may need a Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances.

A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local Authorities should share the fact a child has a Social Worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

This should be considered as a matter of routine.



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There are clear powers to share this information under existing duties of both local authorities, schools, and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

ES is committed to preventing abuse, protecting children from abuse, and supporting those involved in abuse.

We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children and other young people how to keep themselves safe from all types of abuse;
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach young people the skills to keep themselves safe;
- ALL staff and volunteers make and maintain positive and supportive relationships with young people, which enable children to feel safe and valued;
- safeguarding has a high status throughout ES by being on the agenda at staff meetings/briefings, information being readily available on notice boards and through regular updates;



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- ALL staff and volunteers have the knowledge, skills, and expertise to recognise the signs and symptoms of all types of abuse and neglect;
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children and vulnerable adults who are at risk of such specific safeguarding issues;
- ALL staff feel confident in approaching DSLs to raise concerns;
- ALL staff and volunteers understand the four categories of abuse: neglect, emotional abuse, sexual abuse, physical abuse. Financial and discriminatory abuse must also be considered;
- ALL staff and volunteers understand that there are other ways in which children can be abused, such as; Online, Child Sexual and Criminal Exploitation, Domestic Abuse, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Sexual Violence and Harassment, Slavery, Child-on-Child Abuse, Forced Marriage, and others as mentioned in the body of this policy, KCSIE and other guidance;
- ES safeguarding practice reflects the Findings from the Children in Need Review, 'Improving the educational outcomes of Children in Need of Help and Protection' and the conclusion of the review, 'Help, Protection, Education';
- All staff, if they have concerns, should be acted upon immediately: early information sharing being vital in keeping children safe.



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In exceptional circumstances, staff should consider speaking to a member of SLT or Children's or Adult's Social Care to discuss safeguarding concerns if the DSL is not immediately available;

- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here";
- ALL staff and volunteers are child and young person-centred in their practice and act in the best interests of the child at all times;
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse including adverse childhood experiences and trauma;
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures of abuse;
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible ES's agreed format;
- Where a child or any young person is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children or Adult Social Care;
- ALL staff know how to refer to Children's and Adult's Social Care;
- DSLs will complete a Multi-Agency Referral Form (MARF) to Children's Social Care and Adult social care safeguarding concerns timely and without delay (at least within 24hrs) where a child is in need of protection, has been significantly harmed or is at risk of



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significant harm, using local need, risk, threshold and referral guidance;

- this referral will be done by telephone and followed with a Multi-Agency Referral Form (MARF) as soon as possible (or relevant Local Authority referral form dependent on locality of concern);
- consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk;
- where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk;
- DSLs adhere to policy, procedures, and guidance from the Local Safeguarding Arrangements with regard to sharing information;
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings, and other Child Protection (CP) meetings;
- DSLs or another appropriate member of staff (delegated by DSL/ DDSL), will attend CP meetings, produce, and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes;
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented;



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- a copy of the child's CP Plan is included in the young person's individual safeguarding file;
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL;
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff;
- staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases;
- staff communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child or adult;
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported;
- specific programmes of work and support are offered to children and families who are vulnerable;
- risk assessments will be undertaken where a young person's behaviour poses a risk to others, themselves, or the environment.

### Young People with SEND

When managing safeguarding in relation to young people with SEND, staff will be aware of the following:



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- young people with SEND are nearly 4 times more likely to be a victim of abuse;
- certain indicators of abuse, such as behaviour, mood, and injury, may relate to the young person's disability without further exploration; however, it should never be assumed that a young person's indicators relate only to their disability;
- young people with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing signs;
- communication barriers may exist, as well as difficulties in overcoming these barriers;
- when reporting concerns or making referrals for young people with SEND, the above factors will always be taken into consideration.

### Online Safety

ES is committed to keeping young people safe online. We therefore ensure that:

- ALL staff and volunteers understand that young people (in particular children and those with additional needs) can be harmed online via hurtful and abusive messages, enticing them to engage in age-inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour;
- online bullying by young people, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Behaviour Policy;





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- when ES becomes aware of an online safety issue that has occurred outside of centre, it is managed in accordance with our ICT policies;
- opportunities to teach online safety are embedded into curriculum and enrichment as part of a broad and balanced curriculum;
- ES has appropriate filters and monitoring systems in place regarding use of the internet whilst centre premises to safeguard from potentially harmful and inappropriate online material;
- we are mindful of the increasing online learning and working environment and the associated risks and challenges.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm.

ES's approach to online safety empowers us to protect and educate the whole school community in our use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Online Safety is managed within our mandatory training.

Additional information to support ES to keep young people safe online (including when they are online at home) is provided in Annex B of Keeping Children Safe in Education.

### Record Keeping and Information Sharing

Keeping detailed and comprehensive records is fundamental to good safeguarding practice.



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The law does not prevent information about children being shared with specific authorities if it is for the purposes of safeguarding.

ES has due regard to the relevant data protection principles which allow us to share (and withhold) personal information as legislated in the Data Protection Act 2018 and UK GDPR.

This includes:

- being confident of the processing conditions which allow the ES to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data';
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data;

This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;

- staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of young people. If staff members are in doubt about sharing information, they will speak to the DSL or Deputy;



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- the Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information can be shared without consent if to gain consent would place a child at risk;
- ES recognises the importance of proactive information sharing between professionals and agencies in order to effectively meet young people' needs and identify any need for help.

Staff will be aware that whilst UK GDPR and the Data Protection Act 2018 places a duty on ES to process information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes - data protection regulation should not act as a barrier to sharing information where failure to do so would result in the young person being placed at risk of harm.

ES is committed to recording all matters relating to the welfare of children in a relevant format.

We therefore ensure that:

- DSLs will refer to Record Keeping in Education guidance to assist them in creating and maintaining accurate safeguarding records;
- there is an agreed format for reporting all matters relating to young person's wellbeing, from an early help pastoral need or requirement to a disclosure of abuse for all young people;
- ALL staff use the agreed format for passing on concerns and this is included in staff induction and training;
- concerns should be factual, and evidence based;



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- concerns recorded on Eduspot should be recorded timely;
- ES effectively introduces the use of Eduspot for safeguarding records in September 2021 and provides support for new users and access to appropriate records in line with KCSIE;
- ALL concern logs will be kept either in ES's hard copy safeguarding files or in the individuals electronic safeguarding file (including Sharepoint and Eduspot student record system);
- young people will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need;
- ALL pastoral and safeguarding concerns should be logged using Eduspot in line with ES's procedures, maintaining appropriate levels of confidentiality;
- young peoples' records will include a clear and comprehensive summary of concerns, any assessment decisions, discussions, and rationale for decisions and also any evidence of the young person's wishes, professional challenge, offers of help and multi-agency working;
- DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the young person's records;
- DSLs will record evidence of young person's wishes, professional challenge, offers of early help and multi-agency working;
- when individual young people are discussed during staff meetings, such as supervision, staff updates or risk assessments etc,



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the individual's information should be anonymised or stored in a secure manner;

- ALL safeguarding hard copy records will be stored securely in a locked cabinet and with restricted access for electronic records;
- only DSLs and other named staff will have access to safeguarding records;
- records will be stored in line with the ES's Data Retention procedures. These will take into consideration safeguarding records of all young people, not just under 18-year-olds involved with child protection or safeguarding;
- advice will be sought from the DSL if any staff are unclear about any aspects of safeguarding record keeping.

### Transfer of Records

- ES will make every effort to request any safeguarding records for young people under the age of 18 from their previous educational establishment in line with KCSIE guidance;
- when a young person under the age of 18 leaves ES, their safeguarding file will be transferred, in its entirety, to the educational establishment where the young person moves to, unless there is an ongoing legal action.

Any electronic records will be printed, and all records will be hand delivered, if possible (with the completion of transfer of records evidenced) or sent by Recorded Delivery if this is not possible.



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The transfer document will be evidence of receipt of the receiving educational setting and the records will then be the responsibility of the receiving educational setting. KCSIE guidance will be used for reference and further guidance;

- the safeguarding file will be hand delivered to the DSL at the receiving educational establishment. If this is not possible, the safeguarding file will be sent by Recorded Delivery;
- a receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving educational establishment;
- in addition to the child protection file, the DSL and deputies should also consider if it would be appropriate to share any information with the new establishment to support the continuation of support for victims of abuse in order for appropriate support to be put in place;
- any further requests for records will be taken on a case-by-case basis in line with KCSIE and GDPR, e.g., requests from the Police for safeguarding reasons will be managed by the DSL or Proprietor.

Further guidance can be found in 'Information Sharing, Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2018.

### Safer Recruitment

ES is committed to keeping young people safe by ensuring that adults who work or volunteer across the whole organisation are safe to do so.



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The term staff, applies to all staff, whether teaching, administrative, support, paid and unpaid (e.g., volunteers, sub-contractors, and external agencies).

We therefore ensure that:

- ES recruitment process is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection, and recruitment of new staff;
- at least one person on each selection panel has attended Safer Recruitment training;
- ALL staff will monitor the conduct of all adults who come into contact with young people at ES and report any concerns to the DSL, HR, or Proprietor.
- relevant, proportionate, and lawful checks are undertaken on all adults who regularly work at, or visit ES, or who deliver services or education on behalf of ES, in line with safer recruitment guidance;
- a Single Central Record (SCR) is kept of checks that are undertaken on all adults who regularly work at or visit ES, including any sub-contractors, contractors or appropriate partner agencies.

Keeping Children Safe in Education (2022) provides additional guidance regarding who and what should be included on the SCR.

- the SCR is stored securely and can only be accessed by designated staff;
- the DSL and Chief Operations Officer should evidence regular oversight and scrutiny of the SCR;



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- evidence of staff members; identity, required qualifications and the right to work in the UK will be kept in individual staff files;
- evidence of safer recruitment checks will be obtained from agencies and other employers that provide staff to work at ES;
- individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/ employer;
- any agencies or organisations that use ES facilities will follow the procedures in line the hire of facilities terms and conditions;
- in accordance with legislation and guidance, ES has a comprehensive Safer Recruitment Policy and Procedure, together with separate policies and procedures in respect of Recruitment of Ex-Offenders and the Disclosure and Barring Service (DBS).

### Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

ES understands and recognises the legal duty that when a disclosure is made against a member of staff and volunteers (including any supply staff), set procedures must be followed. ES fully understands that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Recent guidance identifies two different levels of concern:

1. Disclosures that may meet the harm threshold;
2. Disclosures/concerns that do not meet the harms threshold (referred to as 'low level concerns').





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ES's procedures should be consistent with local safeguarding procedures and practice guidance.

Disclosures that may meet the harm threshold are defined where staff have:

- behaved in a way that has harmed a child, or may have harmed a child, and/or;
- possibly committed a criminal offence against or related to a child, and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

### **Low Level Concerns**

As part of our approach to safeguarding, we ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of ES (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

We endeavour to create a culture in which all concerns about adults (including disclosures that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

If implemented correctly, this should encourage an open and transparent culture; enable ES to identify concerning, problematic or



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inappropriate behaviour early, minimise the risk of abuse, and ensure that adults working in or on behalf of ES, and in accordance with the ethos and values of the institution.

### What is a Low-Level Concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of ES may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and/or;
- does not meet the disclosures threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples can include but not are not limited to:

- being over friendly with young people;
- having favourites;
- taking photographs of young people on their mobile phone;
- engaging with young people on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating, or offensive language.



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

It is crucial that any such concerns, including those which do not meet the harms threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively protects those working in or on behalf of ES from potential false disclosures or misunderstandings.

We endeavour to create and embed a culture of openness, trust and transparency in which ES's values and expected behaviours which are set out in the Staff Code of Conduct are constantly lived, monitored, and reinforced by all staff.

We will:

- ensure our staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- address unprofessional behaviour and supporting the individual to correct it at an early stage;
- provide a responsive, sensitive, and proportionate handling of such concerns when they are raised;
- help identify any weakness in ES's safeguarding system.



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We will ensure that:

- ALL staff and volunteers are aware of the requirement to, and process of referring disclosures against staff to the DSL;
- ALL staff and volunteers are aware of the requirement to refer disclosures and concerns against the Proprietor to the Company Directors;
- ALL staff and volunteers remember that the welfare of the child and other young people is paramount and that they have a duty to inform the DSL if an adult's conduct gives cause for concern;
- ALL concerns of poor practice or possible child or adult abuse by staff and volunteers should be reported to DSL or HR as soon as it has been identified;
- complaints about the Proprietor should be reported to the Company Directors
- local safeguarding partner arrangements and procedures for dealing with disclosures against staff will be followed;
- LADO will be contacted to discuss disclosures;
- further guidance should be considered from Part Four, Keeping Children Safe in Education (2022): Disclosures of abuse made against teachers and other staff including supply teachers, volunteers, and contractors;
- ALL staff are aware of the ES's Whistleblowing Policy which enables staff to raise concerns or disclosures in confidence and for a sensitive enquiry to take place;



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- ES's Disciplinary Policy and Procedure for Staff will be implemented when required, working closely with HR and Safeguarding leads;
- Local Safeguarding partnership procedures for dealing with disclosures against staff will be followed;
- Any disclosures against a member of staff who is no longer working, or any historical disclosures of abuse should be referred to the Police and reported to DBS if appropriate;
- ES has a Whistleblowing Policy.

### Visitors

ES is committed to keeping young people and staff safe by ensuring that visitors do not pose a risk to staff, young people, and other visitors to our centres.

We therefore ensure that:

- visitors follow the Visitor Procedure by signing in and out, and wear identification as identified at each centre;
- ALL staff (and young people where appropriate) will challenge visitors who are not wearing correct identification;
- visitors are accompanied during their visit, when children (and other young people and staff) are present, unless they have undergone relevant checks, and these are accepted and verified by DSL;
- visitors will not initiate contact or conversations with young people unless this is relevant and appropriate to the reason for their visit;



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- when visitors are undertaking activities with young people, such as awareness sessions, the content of the activity will be agreed by the member of staff and authorised by the Curriculum Lead and Centre Manager.

Other checks should also be carried out on the individual and / or organisation in line with Prevent Duty guidance.

### Children Looked After, Care Leavers and Previously Adopted

- The company Designated Safeguarding Lead / Director of Student Services, Nadia Miller is the Designated Person and is responsible for promoting the educational achievement of these young people and reports regularly to the virtual schools.
- This involves working alongside and co-ordinating the support and educational programme, external agencies, families, and guardians.

### Teaching of Safeguarding

ES will ensure that young people are taught about safeguarding, including online safety and sexual violence and harassment as part of a wider curriculum, and will use the tutorial and enrichment curriculum to cover relevant issues.



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### Children Missing from Education

- ES has a responsibility to ensure that all staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of and follow the ES's unauthorised absence and children missing from education procedures.

- in addition, ES has a responsibility to work collaboratively with local schools, partner organisations and the Local Authority to safeguard young people.
- on occasions, where 14 to 16 year old young people are on a programme of study or individualised programme at ES, ES has a responsibility to inform named schools or the Home Education Team when the attendance or absence of a 14 to 16 year old becomes a cause for concern, so that the school can implement their own attendance or missing in education procedures, or inform the local authority in the case of home educated young people.



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### 5. Appendices

#### Appendix 1 : Abuse and Neglect and Specific Safeguarding Concerns

It is important to remember that lists such as the one below is neither completely definitive nor exhaustive.

The information in such lists must be used in the context of the child / young person's whole situation and in combination with a range of other information related to the child and his/her circumstances.

It is acknowledged that children missing from education or home may have safeguarding concerns. Our safeguarding procedures include reporting missing young people and working with appropriate external agencies.

ES staff should be aware of and be able to recognise a range of abuse, neglect and safeguarding concerns and report accordingly and timely to the safeguarding team.

Attendance at class is regularly monitored and concerns recorded, and it is crucial that ES processes for following up non-attendance is followed.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.





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### Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, or suffocating.

It may be done deliberately or recklessly or be the result of a deliberate failure to prevent injury occurring.

It can also occur when a parent or carer fabricates the symptoms of or deliberately causes ill health to a child whom they are looking after.

Signs of possible physical abuse:

- unexplained injuries or burns, particularly if they are recurrent;
- parental refusal to discuss or inconsistent explanations offered, or improbable excuses given to explain injuries;
- refusal to discuss injuries;
- untreated injuries, or delay in reporting them;
- excessive physical punishment;
- arms and legs kept covered in hot weather;
- fear of returning home or of parents being contacted;
- aggression towards others;
- running away.

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons, e.g., genuine accidents or medical disorders.



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### **Neglect**

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

It may involve a failure to provide adequate food, clothing, or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment.

It may also involve neglect of, or inadequate response to, a child's basic emotional needs.

Signs of possible physical neglect:

- constant hunger / tiredness;
- poor personal hygiene;
- poor state of clothing;
- frequent lateness and/or unexplained non-attendance at ES;
- exclusion from home or abandonment;
- inadequate supervision;
- inadequate use of care givers;
- untreated medical problems or failing to ensure access to appropriate medical care or treatment;
- low self-esteem;
- poor peer relationships;
- stealing;
- non-organic failure to thrive.



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### Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self-worth.

It may involve conveying to children that they are worthless or unloved, or valued only as far as they meet the needs of another person.

It may involve ridiculing them or making fun of the way they speak. It may feature age or developmentally inappropriate expectations being imposed on children.

It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is present in all forms of abuse.

Signs of possible emotional/discriminating abuse:

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g., rocking, head banging)
- Self-mutilation
- Drug and alcohol use



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- Eating problems
- Compulsive stealing
- Extremes of passivity or aggression
- Indiscriminate friendliness
- Running away

### **Sexual Abuse**

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity, not necessarily involving a high level of violence.

It is not necessary for the child or young person to be aware that the activity is sexual, and the apparent consent of the child is irrelevant.

The acts may involve physical contact including penetrative or non-penetrative acts, masturbation, kissing, rubbing, and touching under or over clothes.

They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

Sexual abuse is not solely perpetrated by adult males: women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE).



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### **Signs of the sexually abused child:**

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened.

These are general indicators that a child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none.

It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

### **Behavioural**

- Lack of trust in adults or over-familiarity with adults.
- Withdrawal from friends / peers over familiarity with adults.
- Fear of a particular individual.
- Social isolation – withdrawal or introversion.
- Sleep disturbance (nightmares, irrational fears).
- Running away from home.
- Girls taking over the mothering role.
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities.
- Low self-esteem.



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- Drug, alcohol, or solvent abuse.
- Display of sexual knowledge beyond the child's years.
- Unusual interest in the genitals of adults, children, or animals.
- Expressing affection in inappropriate ways, e.g., 'French kissing'.
- Fear of bathrooms, showers, closed doors.
- Abnormal sexualised drawing.
- Fear of medical examinations.
- Developmental regression.
- Poor peer relations.
- Over-sexualised behaviour.
- Compulsive obsessive behaviours.
- Stealing.
- Psychosomatic factors, e.g., recurrent abdominal pain or headache.
- Sexual promiscuity.

### **Physical / Medical**

- Sleeplessness, nightmares, fear of the dark.
- Bruises, scratches, bite marks on top of the thighs or genital areas.
- Itch, soreness, discharge, unexplained bleeding from the rectum.
- Pain on passing urine or recurrent urinary infection.
- Stained underwear.
- Unusual genital odour.



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- Anxiety/depression.
- Eating disorder, e.g., anorexia nervosa or bulimia.
- Discomfort/difficulty in walking or sitting.
- Pregnancy – particularly when reluctant to name father.
- Sexually transmitted infections.
- Soiling or wetting in children who have been trained.
- Self-harming behaviours.
- Emotional and mental health concerns.
- Drug or alcohol abuse.

### **Child abduction and community safety incidents**

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

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.



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It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at:

[www.actionagainstabduction.org](http://www.actionagainstabduction.org)

[www.clevernevergoes.org](http://www.clevernevergoes.org)

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.





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Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money, or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse alcohol and other drugs;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) 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.

Some additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections
- Display sexual behaviours beyond expected sexual development
- Become pregnant



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Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: definition and guide for practitioners](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342822/Child_sexual_exploitation_definition_and_guide_for_practitioners.pdf) ([www.gov.uk](http://www.gov.uk))

### County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required.

Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes, and care homes.

Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.



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A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance for professionals published by the Home Office and The Children’s Society;

[County Lines and Criminal Exploitation Toolkit](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance](#) (publishing.service.gov.uk)



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

### Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11- and 12–17-year-olds;

[Young witness booklet for 5- to 11-year-olds](#)

[Young witness booklet for 12- to 17-year-olds](#) (gov.uk)

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

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

[Get help with child arrangements](#) (justice.gov.uk)

### Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year.

These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. NICCO provides information designed to support professionals working with offenders and their



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children, to help mitigate negative consequences for those children. Young people with a family member in prison will be offered pastoral support, as necessary.

[Are you a young person with a family member in prison? \(NICCO booklet\)](#)

### Cybercrime

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

Cyber-dependent crimes include:

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

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



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If there are concerns about a child in this area, the DSL(or a deputy), should consider referring into the **Cyber Choices** programme.

This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing.

It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Additional advice can be found at:

[Cyber Choices: Helping you choose the right and legal path](#)

[National Crime Agency](#)

[When to call the Police : Guidance for schools & colleges](#)

[National Cyber Security Centre](#)

### **Contextualised Safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.



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All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### **Domestic Abuse**

Domestic 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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Financial abuse is the wilful use or manipulation of an individual's property, assets or monies without their informed consent or authorisation. This can include theft or fraud of monies or possessions, exploitation etc.



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

### **Operation Encompass**

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children.

The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL lead (or a deputy)) in school before the child or children arrive at school the following day.

This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures.

Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

More information about the scheme and how schools can become involved is available on the Operation Encompass website.





## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.

The helpline is available 8AM to 1PM, Monday to Friday on;

**0204 513 9990** (charged at local rate).

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on;

**0808 2000 247**

Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC : [UK domestic-abuse; signs, symptoms, effects;](#)
- Refuge : [Helping children cope with abuse;](#)
- Safelives : [Safe Young Lives: Young people and domestic abuse;](#)
- Home Office : [Domestic abuse: specialist sources of support :](#)

(Includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse);

- [Operation Encompass](#) : (includes information for schools on the impact of domestic abuse on children.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

[The Homelessness Reduction Act 2017](#) places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties:

[Homeless Reduction Act Factsheets](#) (www.gov.uk). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible before they are facing a homelessness crisis.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Local authority children's social care will be the lead agency for these children and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the [Provision of accommodation for 16- and 17-year olds who may be homeless and/or require accommodation.](#)

### **Honour Based Abuse**

'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community, including female genital mutilation, forced marriage and practices such as breast flattening.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.



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All forms of Honour based abuse (HBA) are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

All staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence (HBV).

**This is an immediate safeguarding concern and must be reported to the safeguarding team immediately.** If you are concerned and a DSL is not available, this must be reported to the police and social care.

### **Forced Marriage**

Honour based violence is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats, or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

This is an entirely separate issue from arranged marriage. It is human rights abuse and falls within the Crown Prosecution Service definition of domestic violence as well as a child protection and safeguarding concern.

This can affect both men and women.

Indicators may be detected by changes in adolescent behaviours, reports of concern from others including family members or friends, request to travel in term time.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

**Never attempt to intervene** directly as a school or through a third party. This is an immediate safeguarding concern and must be reported to the safeguarding team immediately.

If you are concerned and a DSL is not available, this must be reported to the police and social care.

[Forced marriage](http://www.gov.uk) ([www.gov.uk](http://www.gov.uk))

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM. It is illegal in the UK and many other countries and is a form of child abuse with long lasting harmful consequences.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

It is carried out in the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage;
- preserves a girl's virginity;
- part of being a woman/rite of passage;
- uphold family honour;
- cleanses and purifies the girl;



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- gives a sense of belonging to the community;
- fulfils a religious requirement;
- perpetuates a custom/tradition;
- helps girls be clean/hygienic;
- is cosmetically desirable;
- mistakenly believed to make childbirth easier.

Circumstances and occurrences that may point to FGM happening:

- young person talking about getting ready for a special ceremony;
- family taking a long trip abroad;
- young person's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghan, Kurdish, Indonesian and Pakistan);
- knowledge that the young person's sibling has undergone FGM;
- young person talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a Young Person has undergone FGM:

- prolonged absence from School/College and other activities;
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- bladder or menstrual problems;
- finding it difficult to sit still and looking uncomfortable;



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- complaining about pain between the legs;
- mentioning something somebody did to them that they are not allowed to talk about;
- secretive behaviour, including isolating themselves from the group;
- reluctance to take part in physical activity;
- repeated urinal tract infection;
- disclosure.

The 'One Chance' rule:

As with Forced Marriage, there is the 'One Change' rule. It is essential that ES takes action **without delay**.

**This is now a mandatory reportable abuse** concern, any evidence of issues in this category must be reported to the DSL and authorities, including the police immediately.

[Female genital mutilation](http://www.gov.uk) (www.gov.uk)

### Radicalisation, Prevent and Channel

Children are vulnerable to extremist ideology and radicalisation.

Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of the ES's safeguarding approach. This also applies to young people post 18.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.
- The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a person's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in young people's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying young people who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral.





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ES's DSL (and any deputies) are aware of local procedures for making a Prevent referral to various local authorities. The DSL will liaise with another DDSL or Proprietor in relation to Prevent related concerns and Prevent or Channel referrals.

Forces that may contribute to vulnerability:

- Rejected by peer, faith, or social group/family
- Pressure from persons linked to extremism
- Victim or witness to race or religious hate crime
- Conflict with family over religious beliefs/lifestyle/politics
- Identify confusion
- Recent religious conversion
- Change in behaviour or appearance due to new influences
- Under-achievement
- May possess literature related to extreme views
- Experience of poverty, disadvantage, or social exclusion
- Extremist influences
- A series of traumatic events – global, national, or personal

### The Prevent Duty

All schools are subject to a duty under [section 26 of the Counter Terrorism and Security Act 2015](#) (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.



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The Prevent duty should be seen as part of the colleges' wider safeguarding obligations. DSL's and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

[Prevent duty guidance](http://www.gov.uk) ([www.gov.uk](http://www.gov.uk))

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from ES may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Prevent Lead: **Nadia Miller**

### **Spiritual / Faith Abuse**

Within certain faith communities, harm can be caused by the inappropriate use of religious belief or certain practices.



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This can include the misuse of the authority of leadership, penitential discipline, oppressive teaching, or intrusive healing and deliverance ministries, which may result in children or those with additional needs experiencing harm. This may include attempts to direct or coerce individuals in what to believe and deny them choice.

[Guidance : Domestic Abuse : how to get help \(www.gov.uk\)](http://www.gov.uk)

### **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child or adult has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a young person that is also a safeguarding concern, immediate action should be taken, following our safeguarding and child protection policy, and speaking to our DSL, deputy or safeguarding team.



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Additional advice and guidance has been published around Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for schools).

### **Modern Slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.

[Modern slavery: how to identify and support victims](http://www.gov.uk) (www.gov.uk)

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery including any concerns raised by an employer or raised by work-based learning and work experience teams when working with employers. The DSL should then contact the National Crime Agency (NCA).

[Modern Slavery](http://www.gov.uk) (www.gov.uk)

### **Child-on-Child Abuse**

ES has a zero tolerance to abuse, including child on child. ES will refer to specific guidance in [KCSIE Part Five: Child-on-Child Sexual Violence and Harassment](#) and [local authority safeguarding procedures](#).



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

Child-on-child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying) and prejudice-based or discriminatory bullying;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, this may include an online element which facilitates, threatens and / or encourages physical abuse;
- abuse within intimate partner relationships;
- sexual violence – this may include an online element which facilitates, threatens and /or encourages sexual violence;
- sexual harassment including online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent;
- the consensual and non- consensual sharing of nude and semi-nude images and /or videos;
- upskirting;
- initiation / hazing type violence and rituals, which can include activities involvement harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

ALL staff and volunteers understand that children can abuse other children.

ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy.

Child on child abuse will be taken as seriously as any other form of abuse.

ALL staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.”

ALL staff will understand that young people with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.

Physical and emotional abuse between peers will be managed under the Behaviour, Discipline and Anti-Bullying Policy.

KCSIE provides further guidance about Sexual Violence and Sexual Harassment between children in schools and colleges

Sharing nudes and semi nudes (previously known as sexting) will be managed on a case-by-case basis using national and local guidance.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/sexual_violence_and_harassment_in_schools_and_colleges.pdf)

In cases of suspected or actual child on child abuse, a risk assessment will be undertaken, and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from Local Authority Schools Safeguarding Officer.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

Referrals to Children's Social Care, Police and / or other appropriate agencies will be made where thresholds are met.

DSLs understand that regarding child-on-child abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these. The DSL will assess on a case-by-case basis, supported by children's social care and the police if required to ensure the most appropriate response for the children / young people involved.

The DSL will consider:

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- The development stages of the children involved
- Any power imbalance between the children
- Is the incident a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, or school staff
- Contextual safeguarding issues

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- The victim
- The alleged perpetrator



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- All other children (and if appropriate adult young people and staff)

Risk assessments will be recorded and kept under review as a minimum termly.

### **Sexual Harassment and Violence**

There have been recent findings around sexual violence and harassment and the publication of DfE, Ofsted and Office for young people guidance and expectations for schools and colleges to address inappropriate sexualised behaviour.

It is important that ES staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. Sexual violence is described within the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault.

ES is committed to addressing inappropriate sexualised behaviours.

ES is clear about the differences when managing incidents involving under and over the age of 18.

Department for Education Guidance on 'sharing nudes and semi-nudes' provides guidance when under 18's are involved.

Any involvement of images from an over 18 to an under 18 must be referred to the police under the category of sexual abuse.

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also





## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

involve sharing between devices via services like Apple's AirDrop, which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship.

It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer;
- children and young people digitally manipulate an image of a young person into an existing nude online;
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame.



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Further guidance on the motivations for taking and sharing images and videos can be found in [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. There are also a range of risks which need careful management from those working in education settings.

### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

It is a criminal offence. Anyone of any gender, can be a victim.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

### **Serious Violence**

Staff will be made aware of the indicators which may signal a young person is at risk from or is involved with serious violent crime.

These indicators include, but are not limited to:

- Increased absence from college or work
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

There are risk factors that could increase a young person's vulnerability to becoming involved in serious violence: these include but are not limited to:

- Being male
- Having been frequently absent from school or college
- Having been permanently excluded from school or college
- Having experienced child maltreatment or trauma
- Having been involved in offending, such as theft or robbery



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### **Private Fostering**

Where a period of UK homestay last 28 days or more for a child under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989.

If ES becomes aware of a young person who may be being privately fostered, we will notify the relevant local authority to allow the LA to conduct any necessary checks.

### **Children Missing from Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.

This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines.

It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage or travelling to conflict zone or be taking on additional responsibilities or caring duties within the family home.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

ALL staff and volunteers follow ES procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect.

A child, young person or individual with additional needs going missing either from education, residential accommodation, home, or care home particularly if repeated, would be of concern.

All academic staff are asked to complete registers and follow up unauthorised absences following the relevant policy and procedure.

Where there are immediate concerns for a missing person a referral to and contact with the Safeguarding team must be completed. They will take control and liaise with all involved including external agencies if necessary.

- Attendance Policy is up to date, reviewed annually and includes reference to CME.
- There is an admissions policy and an attendance register.
- **Where reasonably possible** ES should hold more than one emergency contact number for their young people.
- All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policies.



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### Appendix 2 : Dealing with a Disclosure of Abuse and Procedure for Reporting Safeguarding Concerns

All staff have a responsibility to know how to deal with a disclosure, be able to recognise signs or reports of concern and know how to manage that situation and report suspected cases of abuse or concern timely to the DSL, without delay using Eduspot.

All reports must be reported immediately, to enable a DSL or appointed Deputy to assess the situation and make a decision as to how to safeguard the young person.

All staff should be aware of the process for making referrals to children's and adult's social care in cases of emergency when unable to contact a safeguarding lead.

**If a child, young person, or any person is in immediate danger of being harmed call the police on 999.**

If a learner, young person, or adult tells a member of staff about possible abuse:

#### **DO :**

- Stay calm and reassuring.
- Listen to and take what the learner says seriously.
- Tell the learner that she/he is right to tell someone, and they are not to blame.
- Let him/her know that you understand how difficult it is to talk about such experiences.



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- Arrange a safe place where you can talk privately and uninterrupted as soon as possible.
- Explain that you will need to involve other people and why.
- Be supportive.
- Give realistic encouragement and allow the learner to speak.
- Make written record of what is said by the learner – unprompted it needs be made clear to staff that they can ask open questions but only, when necessary, in order to clarify or gather further information.
- Follow the school's internal process of communication in relation to safeguarding, child protection and Prevent. Report all information on Eduspot.
- Contact the safeguarding team timely.

### **DO NOT :**

- Promise confidentiality.
- Make promises or reassurances you cannot keep.
- Press for details or ask leading questions which may invalidate court proceedings or impede an investigation.
- Ask the learner to repeat the details unnecessarily.
- React emotionally.
- Interrupt or stop a learner during a disclosure.
- Underestimate your role as a trusted adult.



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- Keep this information to yourself or discuss with other colleagues outside of the safeguarding team.
- Forget to make time and seek support for yourself.

**ALL staff MUST refer ALL concerns to the safeguarding team, be recorded and reported in an accurate and timely manner.**

- Staff are required to use the safeguarding form on Eduspot.
- This should be cc'd to the DSL or appointed Deputy within 24 hours.
- This should ideally be reported before the young person goes home and immediately following disclosure.

**If the young person is at immediate risk of harm**, staff must contact the safeguarding team or DSL as a matter of urgency and complete the Eduspot form following a verbal conversation to pass on the concerns. The safety and welfare of the young person is paramount and timely referral and reporting is crucial.

Staff should **not** investigate safeguarding concerns or disclosures themselves but should report them immediately. The DSLs will make appropriate referrals in accordance with national and local arrangements.

Generally, staff other than the DSLs or Proprietor should not make referrals, however in an emergency or if after discussion with a DSL a member of staff believes that a referral should be made but the DSL does not, then in this case, the referral may be made by telephone to





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Careline. If this occurs, the DSL must be informed in order to keep records and oversee any ongoing work.

If a member of staff cannot contact a DSL, a referral to Careline should be made to the local authority where the young person lives or in emergency or risk of significant harm the police on 101 or 999.

### [Report Child Abuse](#)

### **Confidentiality**

Any young person or adult who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the learner with other professionals and must not promise confidentiality.

If a young person or adult confides in a member of staff and asks for the information to be kept secret, the member of staff has a responsibility and duty of care to share the information with a DSL.

This needs to be done with care and sensitivity and the young person or adult needs to be reassured that the matter will only be discussed with other professionals who need to know.

It would never be discussed/or disclosed to any person, including family members/carers who is thought to be a threat or could cause harm to the young person.

### [Child abuse concerns : guide for practitioners](#)



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### Appendix 3 : Definitions

#### Definition of a Child

A child is classified as someone who has not yet reached their 18th birthday. This may be amended if an individual is recognised as having “additional needs”

#### Definition of an Adult

An adult in this context means a person aged 18 years or over.

Safeguarding adults’ principles as defined by the Care Act 2014 are as follows:

- **Empowerment** - Presumption of person led decisions and informed consent.
- **Prevention** - It is better to take action before harm occurs.
- **Proportionality** - Proportionate and least intrusive response appropriate to the risk presented.
- **Protection** - Support and representation for those in greatest need.
- **Partnership** - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting, and reporting neglect and abuse.
- **Accountability** - Accountability and transparency in delivering safeguarding.



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The Care Act 2014 Sets out new guidance regarding adult safeguarding definitions and criteria as follows.

The safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

They may include for example, people with:

- a mental health problem or mental disorder including dementia, or people on the autistic spectrum;
- a physical disability;
- a sensory impairment;
- a learning disability;
- who are frail and who are experiencing a temporary illness.

### Individuals with Additional Needs

In accordance with the [Vetting and Barring Scheme](#), the term vulnerable adults is no longer used in safeguarding and safer recruitment terms.

These are based on individual roles within a setting, e.g., in education teaching, training, supervising children or providing Information, advice or guidance is classed as regulated activity and as such



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Enhanced Disclosure with a check against the Barred list is required in all cases.

Regulated activity working with adults with particular needs is determined by the level of need and risk assessment.

Examples of regulated activity linked to services provided include:

- providing health care by a health care professional;
- providing personal care where an individual requires basic needs;
- providing social work meaning a Social Worker;
- transporting adults with additional needs to health care appointments.



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### Appendix 4 : ISA Referral Guidance

Type of Harm to Vulnerable People	Meaning	Examples
Emotional / Psychological	Action or inaction by others that cause mental anguish	Inflexible regimes and lack of choice. Mocking, coercing, denying privacy, threatening behaviour, bullying, intimidation, harassment, deliberate isolation, and deprivation.
Financial	Usually associated with the misuse of money, valuables, or property	Unauthorised withdrawals from vulnerable adult's bank account, theft, fraud, exploitation, pressure in connection with wills or inheritance.
Physical	Any physical contact that results in discomfort, pain, or injury	Hitting, slapping, pushing, shaking, bruising, failing to treat sores or wounds, under or overuse of medication, un-prescribed or inappropriate medication, use of restraint or inappropriate restraint and inappropriate sanctions.
Sexual	Coercion or force to take part in sexual acts	Inappropriate touching. Causing bruising or injury to the anal, genital, or abdominal area. Transmission of STD.



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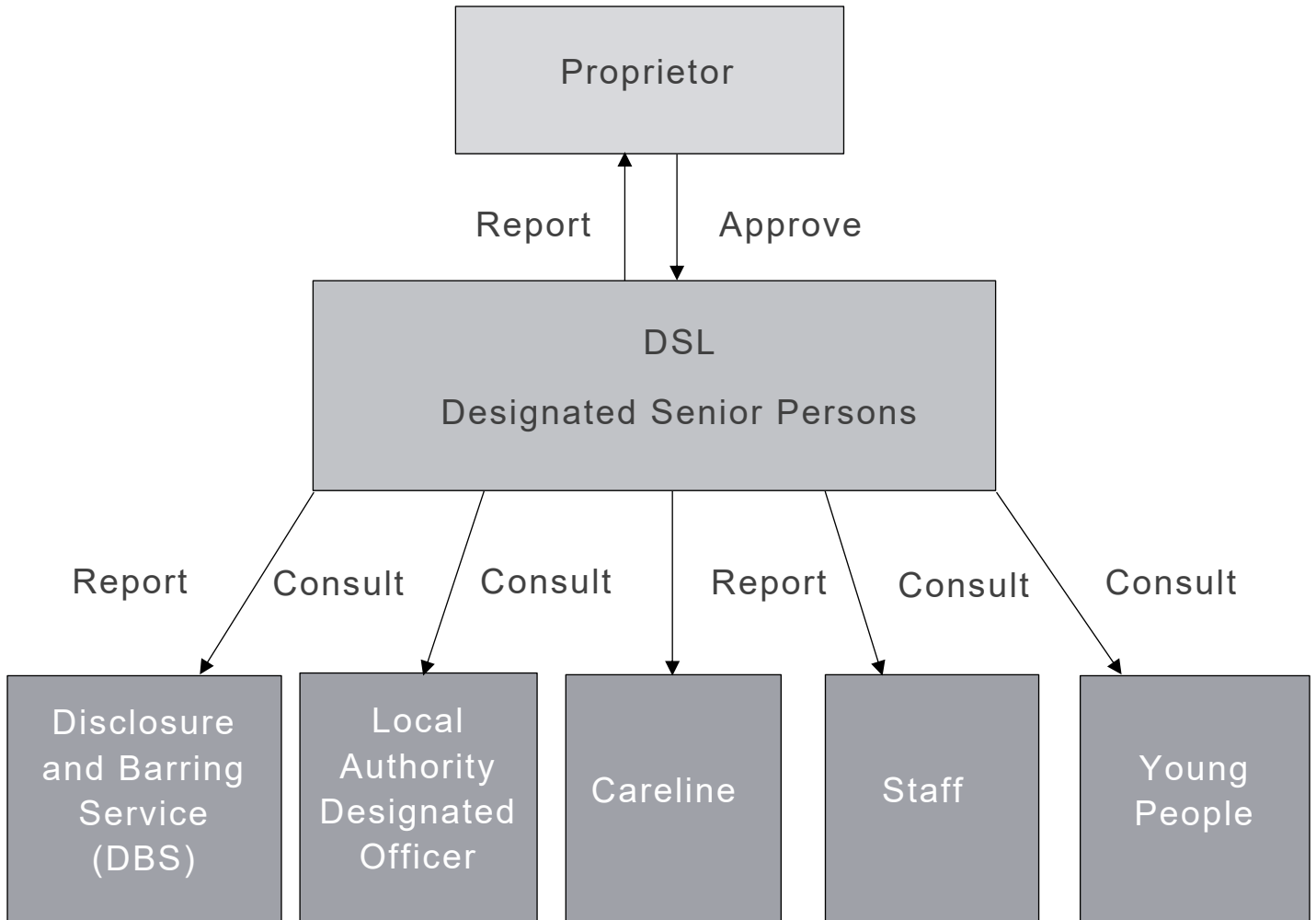
Neglect	Failure to identify and/or meet care needs	Untreated weight loss, failing to administer reasonable care resulting in pressure sores or uncharacteristic problems with continence. Poor hygiene, soiled clothes not changed, insufficient food or drink, ignoring residents' requests, unmet social or care needs.
Verbal	Any remark or comment by others that causes distress	DemEANing, disrespectful, humiliating, racist, sexist, or sarcastic comments. Excessive or unwanted familiarity, shouting, swearing and name calling.

Taken from ISA Referral Guidance October 2009.



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## Appendix 5 : Roles and Responsibilities for Safeguarding and Child Protection





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### Appendix 6 : Glossary of Terms, Roles, and Responsibilities

<b>Local Authority Designated Officer (LADO)</b>	<p>They are responsible for the management and oversight of all disclosure cases across the city, providing advice and guidance to employers and voluntary organisations, liaison with Police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.</p> <p>Local Authority Designated Officer (LADO)</p> <p>Tel: 01484 221126</p> <p>Email: <a href="mailto:LADO.cases@kirklees.gov.uk">LADO.cases@kirklees.gov.uk</a></p>
<b>Prevent Team (Liverpool)</b>	<p>Channel referrals can be made to the Prevent Team based in Liverpool. They can be contacted if you have a concern, want to make a Channel referral, or want to discuss an open case regarding Prevent and Channel.</p> <p><b>Channel</b></p> <p>Kirklees Prevent Hub</p> <p>Tel: 01924 483747</p> <p>Email: <a href="mailto:prevent@kirklees.gov.uk">prevent@kirklees.gov.uk</a></p>





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<p><b>Independent Reviewing Officer (IRO)</b></p>	<p>While they are employed by the Children’s Services, the IRO team is not attached to another CS team or service. IROs chair strategy meetings and child protection conferences.</p>
<p><b>School’s Safeguarding Service / Safeguarding Unit</b></p>	<p>DSL’s act as points of contact and a source of advice for any school or setting where a safeguarding or disclosures issue arises.</p>
<p><b>Children’s Services (CS)</b></p>	<p>Children’s Services includes, among various other services, Children’s Social Care (CSC – formerly Social Services) and the Safeguarding Unit. The Safeguarding Unit is one of a number of non-locality based / centrally managed services and this is where LADO, Senior IRO and School’s Safeguarding Team are located.</p>
<p><b>Public Protection Unit (PPU)</b></p>	<p>Specialist Police teams which consist of detectives trained specifically to deal with child protection cases. PPU officers deal with suspected intra-familial abuse cases and disclosures against adults working with children and young people and vulnerable adults, although they also contain domestic violence and offender-specific officers too.</p>



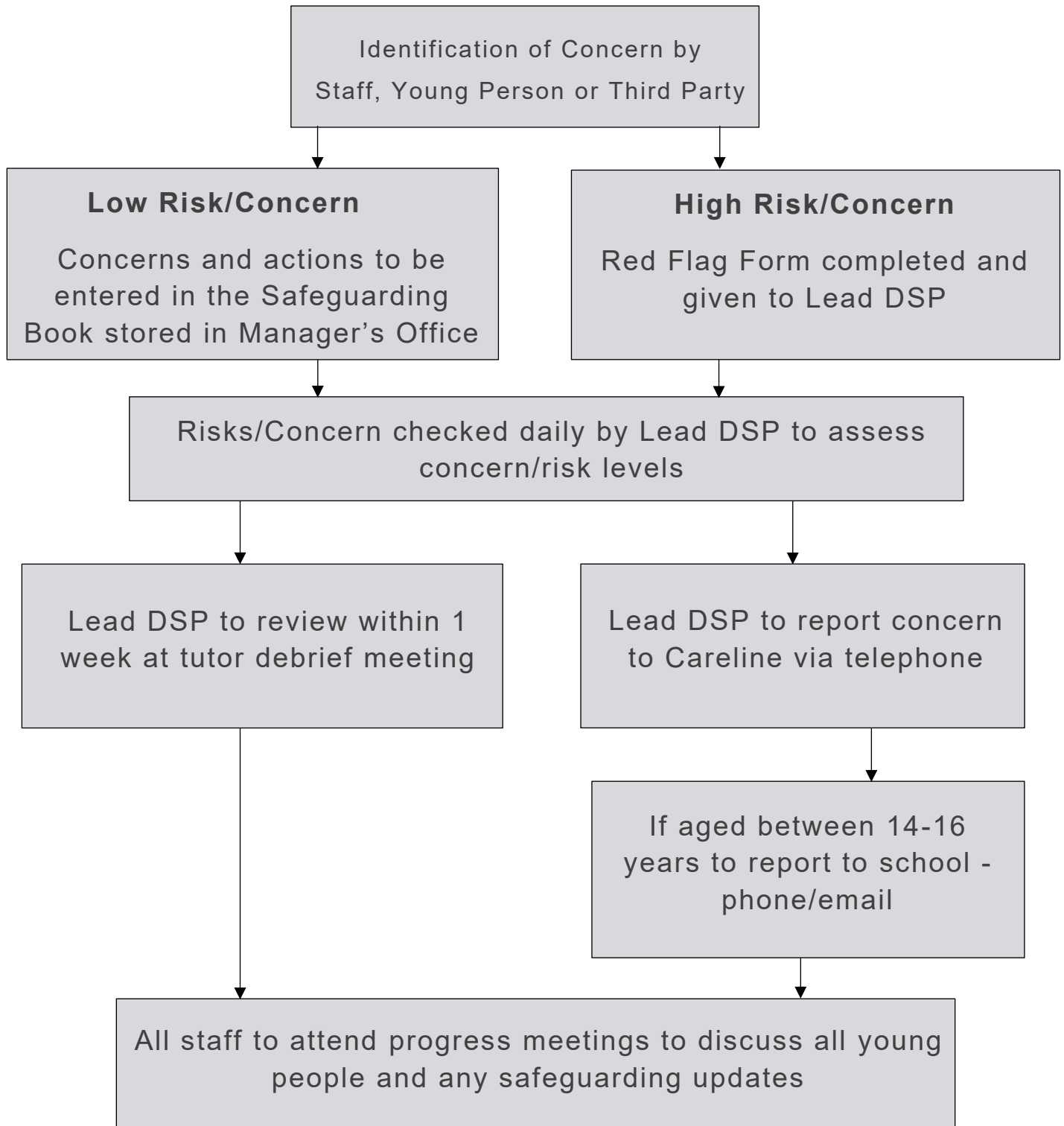
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<b>LSP</b>	<p>The LSCP has responsibility for ensuring there are effective inter-agency procedures in place for dealing with disclosure against people who work with children and for monitoring and evaluating these.</p> <p>Tel: 01484 225161</p> <p>Email: <a href="mailto:KSCP.Admin@kirklees.gov.uk">KSCP.Admin@kirklees.gov.uk</a></p>
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## Appendix 7 : Reporting Safeguarding Concerns Flowchart





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### Appendix 8 : Safeguarding / Child Protection Contacts

#### Company Designated Safeguarding Lead

The designated staff member with lead responsibility for Safeguarding and Child Protection issues is:

**Nadia Miller** | Director of Student Services | All Centres

**m:** +44 (0) 795 502 8530

**t: office :** +44 (0) 151 427 4193

**e:** [nadia@employabilitysolutions.com](mailto:nadia@employabilitysolutions.com)

#### Designated Safeguarding Leads

Other trained designated members of staff with responsibility for Safeguarding and Child Protection issues are:

**Nikki Sullivan** | Director of Student Services | Huddersfield

**mobile :** +44 (0) 784 113 9719

**t: office :** +44 (0) 1484 506307

**email :** [nikki@employabilitysolutions.com](mailto:nikki@employabilitysolutions.com)

**Elaine Bowler** | Student Services Manager | Liverpool

**mobile :** +44 (0) 771 539 9345

**t: office :** +44 (0) 151 427 4193

**email :** [elaine@employabilitysolutions.com](mailto:elaine@employabilitysolutions.com)

#### Deputy Designated Safeguarding Lead

**Catherine Cook** | Chief Operating Officer | All Centres

**mobile :** +44 (0) 787 679 8531

**t: office :** +44 (0) 151 427 4193

**email :** [catherine@employabilitysolutions.com](mailto:catherine@employabilitysolutions.com)



## Safeguarding, Child Protection, Prevent and Missing from Education Policy: Huddersfield

### Designated Senior Person

Other trained designated members of staff with responsibility for safeguarding and child protection issues are:

**Claire Cook** | Proprietor | All Centres

**mobile** : +44 (0) 7515 285 716

**t: office** : +44 (0) 151 427 4193

**email** : [claire@employabilitysolutions.com](mailto:claire@employabilitysolutions.com)

**Gayle Worswick** | Head of Education | All Centres

**office** : +44 (0) 151 427 4193

**email** : [gayle@employabilitysolutions.com](mailto:gayle@employabilitysolutions.com)

**Sarah Riley** | Business Manager | All Centres

**mobile** : +44 (0) 7746 342 193

**t: office** : +44 (0) 151 427 4193

**email** : [finance@employabilitysolutions.com](mailto:finance@employabilitysolutions.com)

**These staff provide cover to discuss or support any individual, at all times, when the centre is open.**



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### 6. Centre details

Garston Centre | 52 Wellington Street

Liverpool | L19 2LX

**t:** +44 (0) 151 427 4193

Huddersfield Centre | 20 Greenhead Road

Huddersfield | HD1 4EN

**t:** +44 (0) 1484 506307

Huddersfield Centre | 3a Union Bank Yard, New Street

Huddersfield | HD1 2BP

**t:** +44 (0) 1484 506307

**w:** [www.employabilitysolutions.com](http://www.employabilitysolutions.com)