Batley Multi Academy Trust

Safeguarding and Child Protection Policy

2026/27 Academic Year

Batley Multi Academy Trust

Approved by: Board of Trustees	**Ratified:** September 2026
Last reviewed: September 2026	**Next review due by:** September 2027
Reviewed by: Strategic Safeguarding Lead	

Safeguarding and Child Protection Policy

Trust name:	Batley Multi Academy Trust
Chief Executive Officer:	Samantha Vickers
Safeguarding Trustee:	Ellen Loughhead JP
Trust Safeguarding Lead:	Rajinder Randhawa

For information on named personnel responsible for safeguarding across each school within the Trust, please see the relevant appendices.

Dates of staff training and details of the course title and training provider can be found with either the School Business Manager (or equivalent) or a member of the People and Talent team.

Review date	Changes made	By whom	Date shared
November 2018	New Trust-wide policy	All DSLs across the TRUST Trustee lead for safeguarding Compliance Manager	March 2019
September 2019	To reflect new KCSIE updates	All DSLs across the TRUST Trustee lead for safeguarding Compliance Manager	October 2019
September 2020	To reflect new KCSIE updates	All DSLs across the TRUST Trustee lead for safeguarding Compliance Manager	October 2020
September 2021	To reflect new KCSIE updates	All DSLs across the TRUST Trustee lead for safeguarding Compliance Manager	October 2021
September 2022	To reflect new KCSIE updates	All DSLs across the TRUST Trustee lead for safeguarding Director of Compliance and Governance (DC&G)	October 2022
January 2023	Updated for staffing changes	Trust safeguarding lead Board of Trustees	February 2023
August 2023	To reflect new KCSIE updates New format of policy agreed	Trust Strategic SG Leader DC&G and CEO Trustee lead for safeguarding Board of Trustees	September 2023
January 2024	Update to Working Together to Safeguard Children document	DC&G	January 2024
April 2024	Update to school DSL and	DC&G	April 2024

	SG Governor information		
July 2024	To reflect new KCSIE updates	Strategic SG Lead	September 2024
January 2025	Interim staffing update - Manorfield	DC&G	January 2025
April 2025	Addition of two new schools	DC&G	April 2025
July 2025	Review in line with KCSIE 2025	Strategic SG Lead	September 2025
January 2026	DSL Staffing Updates	DC&G	January 2026
February 2026	Physical Safety - Absconding Missing Learner	Strategic SG Lead	February 2026
July 2026 September 2026	To reflect new KCSIE updates To update in line with confirmed Governor roles	Strategic SG Lead	September 2026

Our Strong Safeguarding Culture

Why it is important

Safeguarding is everyone's responsibility and it is the duty of Batley Multi Academy Trust to safeguard and promote the welfare of children. This is our core safeguarding principle.

Our Trust safeguarding vision is:

> "Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring positive outcomes and wellbeing for everyone, irrespective of their needs or their background."

In adhering to this principle we focus on providing a safe and welcoming environment for all of our learners regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our learners have equal rights to support and protection.

One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all colleagues, volunteers (including Members, Trustees, Governors and parent volunteers (for e.g. Buddy Readers)), all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

This policy should be read alongside our other safeguarding policies.

What it means for our learners

We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of our learners are identified and contributing to inter-agency plans which provide additional support to the learner.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a learner is at risk of harm. Any learners or colleagues involved in child protection or safeguarding issues will receive appropriate support.

Our strong safeguarding culture ensures that we treat all our learners with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among our learners and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begin with recognising changes in behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.

All of our staff will reassure our learners that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Working Together to Improve School Attendance
- What to do if you're worried a child is being abused
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021
- PACE Code C 2019
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- The Children Act 1989 (and 2004 amendment)
- Section 5B (11) of the Female Genital Mutilation (FGM) Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- Statutory guidance on FGM
- The Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026)
- Statutory guidance on the Prevent duty
- The Human Rights Act 1998
- The Equality Act 2010
- The Public Sector Equality Duty
- Operation Encompass statutory guidance
- Guidance from the UK Council for Internet Safety and Department for Science, Innovation and Technology
- UKCIS guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

All schools with learners aged under 8:

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children

All early years providers:

- Safeguarding and welfare in the Statutory Framework for the Early Years Foundation Stage - including those set out in paragraph 3.4 to 3.6 of the framework

Roles and Responsibilities
Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governance volunteers and is consistent with the procedures of the 3 safeguarding partners.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for an area in the LA area

The Designated Safeguarding Lead (DSL):
The DSL takes lead responsibility for safeguarding and child protection. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep our learners safe online.
The DSL duties include:

- Provide advice and support to staff on child welfare and child protection matters.
- ensuring child protection policies are known, understood and used appropriately by staff.
- updating colleagues about the latest guidance and any information regarding vulnerable learners
- working with the Board of Trustees and School Governing Board (SGB) to ensure that the Trust's safeguarding and child protection policies are reviewed annually and that the procedures are reviewed regularly.
- working closely with the Trust Strategic Safeguarding Leader and Trust Attendance Coordinator
- ensuring appropriate documents are up to date and shared with colleagues where appropriate
- overseeing and monitoring incidents/concerns logged on CPOMS and ensuring that necessary actions have been taken
- preparing for safeguarding reviews and taking part in safeguarding reviews in other Trust schools
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters.
- liaising with the Trust Headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for Children to have an Appropriate Adult in relevant circumstances.
- acting as a point of contact with the three safeguarding partners: the Local Authority, Police and Health sector.

- making and managing referrals to children's social care, the police, or other agencies.
- taking part in strategy discussions and inter-agency meetings.
- liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff.
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements.
- transferring the child protection file to a child's new school.
- work with the Trust Headteacher to ensure that the relevant staffing ratios are met, where applicable.
- work with the Trust Headteacher to ensure that the EYFS is appropriately applied.
- take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- overseeing and acting on: filtering and monitoring reports, checks to filtering and monitoring systems.
- work with IT staff to make sure provision is effective.
- where children leave the school, ensure their child protection file is transferred to the new school. The DSL should also consider if it would be appropriate to share information with the new school in advance of a child leaving.

The Deputy Designated Safeguarding Lead(s):
Our Deputy DSL(s) are trained to the same level as the DSL. They support the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL.

The Safeguarding Governor
The role of the Safeguarding Governor is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- ensuring that safeguarding and child protection are at the forefront of and underpin, all relevant aspects of process and policy development
- understanding the requirements of Keeping Children Safe in Education.
- supporting and challenging the DSL on the standards of safeguarding at the school.
- confirming that consistent and compliant safeguarding practice takes place across the school.
- conducting school visits and submitting a formal report to the Board about their visit - what works well and even better ifs. The Board of Trustees may conduct random checks of school reports and visits from a quality assurance point of view.
- checking the Single Central Record (SCR) at least every term.
- providing Governors with a safeguarding update at SGB meetings.
- being aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and school's local multi-agency safeguarding arrangements.

- ensuring schools have a policy in respect of the use of restrictive interventions, including the use of reasonable force
- ensuring that reviews should be carried out by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT team.

The DSL and the Safeguarding Governor meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

The Safeguarding Trustee
The role of the Safeguarding Trustee is to ensure the Trust safeguarding vision is fully embedded across our family of schools, whilst holding schools to account for their safeguarding practices and protocols. The safeguarding Trustee is responsible for ensuring the Board of Trustees are regularly kept up to date on key safeguarding issues across the Trust.

Children who may be particularly vulnerable

Some children are at greater risk of abuse and may benefit from early help. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our learners receive equal protection, we give special consideration to learners who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality.
- have a disability or have certain health conditions and have specific educational needs.
- have special educational needs (whether or not they have a statutory education health and care plan (EHCP).
- have a mental health need.
- are vulnerable to being bullied, or engaging in bullying.
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism.
- live in chaotic or unsupportive home situations.
- live transient lifestyles or live away from home or in temporary accommodation.
- are affected by parental substance abuse, domestic violence, parental mental health needs or have a mental health need themselves.
- do not have English as a first language.
- have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- have a parent/carer in custody, or is affected by parental offending.
- are frequently missing/go missing from education, home or care.
- are a young carer.
- are showing early signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

- are at risk of exploitation, modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised into terrorism.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Learners who need social workers.
- Looked-after children or previously looked-after children.

Children with special educational needs and disabilities

We recognise that learners with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation that other children;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions, and children missing education, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

We closely monitor attendance, absence and exclusions. Where appropriate our DSL will take appropriate action, or liaise with the appropriate person in school to take action, including notifying the local authority, particularly where learners go missing on repeated occasions and/or are missing for periods during the school day.

Physical Safety - Absconding / Missing Learner

Our schools across the Trust prioritise the safety of any learner who attempts to leave the school grounds or is found to be missing without permission. In the event of an absconding incident, staff must immediately alert a member of the Senior Leadership Team (SLT) or the Designated Safeguarding Lead (DSL). Staff are instructed not to actively chase an absconding learner if such action is likely to cause the learner to panic and run into greater danger (e.g., onto a road); instead, staff will attempt to maintain visual contact, use de-escalation techniques to encourage the learner to return, and the staff member needs to remain calm at all times.

If a learner does abscond from the school site and is no longer visible to a staff member, or is deemed to be vulnerable, the school will treat this as a critical safeguarding incident and parents/carers will be notified immediately. If the learner is deemed to be at risk (due to age, vulnerability) and cannot be persuaded to return, or if staff members are not aware of the location of a child, the Police must be contacted. The school must provide the Police with a physical description of the child, details of emotional state and their last known location.

Following any incident, the school will conduct a restorative conversation with the learner, involve the parents/carers and update their individual risk assessment. Post-incident action also requires an incident form (e.g., CPOMS) which must be completed, detailing the timeline of events and the actions being taken. The incident must be reported to the Local Authority or social services if the learner is already known to them or if the incident reveals significant safeguarding concerns.

Trust Attendance Coordinator

The Trust Attendance Coordinator works closely with the School Attendance Officers where all school level interventions have been tried and have not been successful. The Trust Attendance Coordinator can offer additional support, guidance and monitoring for individual children, and families and sign post to additional services as and when required. The Trust Attendance Coordinator, also works closely with the Trust SEND and Safeguarding Lead and signpost additional services as and when required.

Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their learners.

All colleagues are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where learners have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

Where colleagues are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a Deputy.

Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

Looked After Children or Previously Looked After Children

Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. For information on who the designated teacher is across our family of schools, please contact the school directly.

Child-on-child abuse

Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Child-on-child abuse is a safeguarding issue for both victim and alleged perpetrator.

All staff should be clear about the procedures for addressing child-on-child abuse and maintain an attitude of 'it does happen here'.

Child-on-child abuse can take many forms, including:

- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling.
- **physical assault** and harm, or the threat of harm with a weapon.
- **bullying,** including cyberbullying, prejudice-based and discriminatory bullying.
- **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes, which may include misogyny/misandry.
- **causing someone to engage in sexual activity without consent,** such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- **upskirting,** which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm.
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content and those generated using AI.
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse) -** such as a pattern of actual or threatened acts of physical, sexual or emotional abuse.
- **initiation/hazing –** used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All colleagues recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

Minimising risk

We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries.
- Using assemblies to outline acceptable and unacceptable behaviour.
- Using RSE and PSHE/More in Common to educate and reinforce our messages through stories, role play, current affairs and other suitable activities.
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

Investigating allegations

All allegations of child-on-child abuse that raise safeguarding concerns should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- **Gather information** - learners and colleagues will be spoken with immediately to gather relevant information and recorded.
- **Decide on action** - if it is believed that any learner is at risk of significant harm, the DSL will make a referral to the local authority children's social care team and follow their advice. The DSL will then work with children's social care to decide on next steps, which may include contacting the police if the allegation involves a potential criminal offence. In other cases, we may follow other relevant policies alongside this Safeguarding and Child Protection Policy.
- **Inform parents/carers** - we will usually discuss concerns with parents/carers. However, our focus is the safety and wellbeing of the learner and so if the school believes that notifying parents/carers could increase the risk to a learner or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents/carers are contacted.
- **Recorded** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's safeguarding and child protection systems* and/or in the child's file. A risk assessment and support plan will be put in place for all learners involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

  *CPOMS - all concerns must be recorded on CPOMS which is our Trust wide system used to record safeguarding concerns/incidents. Incidents must be recorded on CPOMS as soon as possible (we always aim to record incidents within 15 minutes of a disclosure being made). Incidents must be recorded accurately including the correct date and time. *Please see our 'how to:' guide on CPOMS to ensure your log captures the correct and relevant information.*

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education.

Learners can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure learners can report their concerns easily, the school has the following system in place for children to confidently report abuse:

- Posters of DSLs/Safeguarding teams are displayed around school.
- Learners are made aware of the different adults they can speak to.

Supporting those involved

Our colleagues reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our colleagues will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

The support required for the learner who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

Support may also be required for the learner that caused harm. We will seek to understand why the learner acted in this way and consider what support may be required to help the learner and/or change behaviours. The consequences for the harm caused or intended will be addressed.

Serious violence

All colleagues are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

All colleagues are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors and will be alert to when children might be at highest risk around the school day (for example, immediately after school).

If a member of staff has a concern about a learner being involved in, or at risk of, serious violence, including a child carrying or using a weapon (or expressing intent to do so), they will report this to the DSL.

The DSL will:

- Assess the risk to both the individual learner and others in the school, consider wider information or concerns and take appropriate action.
- Put in place a safety and support plan for the learner (depending on the risk).
- Where relevant, consider action to de-escalate peer conflict.

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

Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:

- Age
- Gender
- Sexual identity
- Cognitive ability
- Physical strength
- Status
- Access to economic or other resources

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

Child Criminal Exploitation (CCE)

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Young people can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

Young people involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys, and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE Indicators

CCE indicators can include children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional wellbeing
- misuse drugs or alcohol
- go missing for periods of time or regular return home late
- regularly miss school or education or do not take part in education

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

CSE Indicators

The above indicators can also be indicators of CSE, as can children who:

- have older boyfriends/girlfriends
- suffer sexually transmitted infections or become pregnant.

We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at the "Serious Violence" paragraph of this policy.

Young people can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at the "CCE Indicators" part of this policy, with the main indicator being missing episodes from home and/or school.

Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing and are subsequently found in areas away from 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 with which they have no connection or in a hotel room where there is drug activity.

- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing.

All colleagues are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

Sharing nudes and semi-nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video, including where generated by AI.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Other terms used in education include 'sexting', 'youth produced sexual imagery' and 'youth involved sexual imagery'.

The motivations for taking and sharing nudes and semi-nudes 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.

All incidents involving nude or semi-nude images will be managed as follows:

- The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved. The discussion will consider the initial evidence and aim to determine whether there is an immediate risk to the learner(s).
- Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put a child at risk of harm.
- At any point in the process, if there is a concern that a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.

- The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes, found here: UKCIS advice 2020 . The school will have regard to this advice when managing these issues.
- All incidents of making or sharing of nudes and semi-nudes, including where generated by AI and the decisions made in responding to them, will be recorded.
- All use of AI to bully a child(ren) will be treated seriously and in-line with behaviour policies.

Online safety and the use of mobile technology

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating learners about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk.

These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our learners.

We tell parents/carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.

Online safety risks can be categorised into four areas of risk:

1. **Content**: being exposed to illegal, inappropriate or harmful content such as pornography, racism, antisemitism, fake news, misogyny, self-harm, suicide, radicalisation and extremism, extreme sexual or physical violence, misinformation, disinformation (inclusing fake news) and conspiracy theories.
2. **Contact**: being subjected to harmful online interaction with other users or generative AI applications that simulate this, such as peer to peer pressure and adults posing as children or young adults with the intention to groom or exploit children.
3. **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images including those generated using AI, sharing other explicit images and online bullying.
4. **Commerce**: risks such as online gambling, inappropriate advertising, phishing or financial scams.

All colleagues are aware of these risk areas and should report any concerns to the DSL.

Schools create a culture that incorporates the principles of online safety across all elements of school life. These principles are reflected in the Trust's/school's policies,

practices and curriculums, and are communicated with staff, learners and parents/carers.

Projectors/Screens

We understand that many lessons will involve the use of a projector/screen. There are important security features that you must activate when you are accessing certain things, for e.g:

1. The class register
2. Your emails (and anything linked to Gmail, for e.g. My Drive, shared with me etc).
3. CPOMS
4. Your home screen (you must be mindful of tabs that you may already have open). Your screen should not be shared until you have the resource on display (from your PC/laptop) that you want to share.

The screens/projectors that we use have a "freeze" feature. This allows you to pause whatever is currently being displayed on your screen, giving you the privacy you need to access your emails, class register etc without any unwanted displays.

For example, on Epson projectors there is a button on the remote that says freeze and on Iiyama screens it's the blue button. Press once to freeze and again to unfreeze. Different devices have different methods to do this.

If colleagues would like any help using this feature, please contact our Trust IT team on support@batleymat.co.uk.

Mobile phones, devices and cameras

Staff are allowed to bring their personal devices to school for their own use, but these must not be used whilst teaching and/or working with learners. Personal devices should not be connected to school devices.

Photographs and videos of our learners are only to be taken on school/Trust devices. Images of our learners will only be used in accordance with our Data Protection Policy.

Domestic abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Young people can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship

abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can incluse sexual harassment.

Young people can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on young people, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long term impact on their health, wellbeing, development, and ability to learn.

When police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This is the procedure set out in the statutory Operation Encompass guidance for information sharing. This ensures that the school has up to date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a learner has witnessed domestic abuse, they will report their concerns immediately to the DSL.

Coercive and controlling behaviour

Coercive and controlling behaviour is a form of domestic abuse that can have a profound impact on individuals, including children and teenagers. It is essential for colleagues to be aware of this type of abuse, recognise its signs and know how to respond effectively to support those affected.

Coercive and controlling behaviour refers to a pattern of actions and behaviours employed by one person to dominate, intimidate, and manipulate another, creating a situation in which the victim feels powerless and fearful. It involves the exertion of control over various aspects of a person's life, including their thoughts, actions, emotions, friendships and finances. This form of abuse may not always involve physical violence but can cause severe psychological harm.

This kind of controlling behaviour is often seeking to make someone dependent on the abuser, by isolating them from other important people in their life like friends and family and by making them feel at fault and not deserving of better treatment.

Coercive and controlling behaviour can manifest in various ways, including but not limited to:

- Isolation: the perpetrator isolates the victim from friends, family and support networks, making them feel alone and dependent on the abuser.
- Monitoring and Surveillance: the abuser may excessively monitor the victim's actions, such as tracking their movements, phone calls, or social media activity.
- Manipulation and Gaslighting: the victim is made to doubt their own reality, with the abuser manipulating facts and events to gain control.
- Financial Control: controlling access to finances, withholding money, or forcing the victim to account for every penny spent.
- Emotional Abuse: constant criticism, humiliation and degradation that erode the victim's self-esteem and self-worth.
- Threats and Intimidation: frequent threats, both implicit and explicit, to harm the victim or those they care about.
- Physical Violence: in some cases, coercive and controlling behaviour escalates to physical violence.

As staff, it is crucial to be vigilant for signs of coercive and controlling behaviour, both in adult and teenage relationships. These signs may include:

- Withdrawn Behaviour: sudden withdrawal from social activities, school events, or interactions with friends and family.
- Change in Personality: noticeable changes in demeanour, confidence, or self-esteem.
- Excessive Dependence: an individual appears excessively dependent on another person for decisions, financial support, or emotional wellbeing.
- Unexplained Absences: frequent unexplained absences from school or arriving late without a reasonable explanation.
- Evidence of Monitoring: expressions of feeling constantly watched or monitored, or the presence of excessive communication control (e.g. constant phone calls or messages).
- Bruises or Injuries: unexplained injuries or visible signs of physical abuse.
- Social Isolation: drastic reduction in contact with friends and family members.
- Change in Academic Performance: a decline in academic performance, engagement, or attendance.

Recognising and responding to coercive and controlling behaviour is a critical aspect of safeguarding in schools. By understanding the signs and offering support to those affected, staff can play a vital role in helping individuals break free from the cycle of abuse and ensure their safety and wellbeing.

Honour-Based Abuse

So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.

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

aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.

If staff are concerned that a learner may be at risk of HBA or they have suffered from HBA, they should speak to the DSL.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If colleagues are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the DSL.

Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the DSL.

Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.

If colleagues are concerned that a child may be at risk of forced marriage, they should speak to the DSL.

Radicalisation, Extremism and Terrorism

Extremism is defined as 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.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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.

Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our colleagues are trained to identify those at risk of being radicalised or drawn into extremism.

If colleagues are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

Colleague/learner relationships

Colleagues are aware that inappropriate behaviour towards young people is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a young person under the age of 18.

We provide our colleagues with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with learners. It is considered a serious disciplinary issue if staff breach these rules. Our Staff Code of Conduct sets out our expectations.

Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer (including Members, Trustees or Governors), or relates to incidents that happened when an individual or organisation was using Trust premises for the purposes of running activities for children our set procedures must be followed. Our safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers policy and procedure can be accessed via our internal systems and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education.

Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

Whistleblowing if you have concerns about a colleague

It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Trust Headteacher,

unless the complaint is about the Trust Headteacher, in which case concern should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

The Trust's Whistleblowing policy allows staff to raise concerns or make allegations and for an appropriate enquiry to take place. This is accessible via each schools' website and the Trust's website.

Staff and Governor/Trustee training

Our staff receive appropriate safeguarding and child protection training (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our young people.

New colleagues and volunteers receive a briefing during their Trust induction which covers the Safeguarding and Child Protection policy, our staff code of conduct and how to report and record concerns and information about our Designated Safeguarding Lead and Deputy DSLs.

Our Governors and Trustees receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole Trust approach to safeguarding. This training is updated at least annually.

Our safeguarding Governors receive additional training to empower them to support and challenge the DSL, as does the Trustee Safeguarding Lead to ensure high levels of challenge for the Trust Strategic Safeguarding Lead, to support the delivery of high quality safeguarding across the Trust.

Safer Recruitment

The Board of Trustees, Central Team, Trust Headteachers and each school's Senior Leadership Team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education and the local safeguarding partner arrangements.

All relevant colleagues (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare

guidance and their obligations to disclose to us relevant information that could lead to disqualification.

We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks, where required by Keeping Children Safe in Education. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day or engage in regulated activity under any circumstances. Our schools with learners aged under 8, self-employed contractors such as music teachers or sports coaches, we ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with young people.

The Trust has oversight of the Single Central Record (SCR) of recruitment checks undertaken in each of our schools. Our recruitment policy and procedures can be accessed via our internal systems. In our schools with learners aged under 8, we ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Site security

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

Child protection procedures

Recognising abuse
Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education refers to four categories of abuse (please see appendix two).

Taking action
Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999.
- complete a record of concern form and report your concern to the DSL as soon as possible.
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family.

If you are concerned about a learner's welfare
Colleagues may suspect that a learner may be at risk. This may be because the learners' behaviour has changed, their appearance has changed or physical signs are noticed. In these circumstances, staff will give the learner the opportunity to talk and ask if they are OK.

If the learner does reveal that they are being harmed, colleagues should follow the advice below.

Colleagues are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

If a learner discloses to you

If a learner tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the learner know that in order to help them they must pass the information on to the DSL
- tell the learner what will happen next
- record the concern(s) on CPOMS as soon as possible
- report verbally to the DSL even if the learner has promised to do it by themselves

Notifying parents/carers

The school will normally seek to discuss any concerns about a learner with their parents/carers. If the school believes that notifying parents/carers could increase the

risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents/carers are notified.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a learner is suffering or is at risk of suffering significant harm. The learner (subject to their age and understanding) and the parents/carers will be told that a referral is being made, unless to do so would increase the risk to the child.

Reporting directly to child protection agencies

Colleagues should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the DSL, the Deputy, the Trust Headteacher, the Chair of Governors or CEO are not available and a referral is required immediately.

Confidentiality and sharing information

Child protection issues necessitate a high level of confidentiality. Colleagues should only discuss concerns with the DSL, Trust Headteacher, Chair of Governors or CEO.

Sharing information

The DSL will normally obtain consent from the young person and/or parents/carers to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for deciding to do so.

Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

The Data Protection Act 2018, Data (Use and Access) Act 2025 and the UK GDPR do not prevent or limit school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a young person or parent/carer to see child protection records, they will refer the request to the Data Protection Officer.

Storing information

Child protection information will be stored separately from the learner's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our Retention Policy.

Special Circumstances

Looked after children
The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that colleagues have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children who have a social worker
Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform a decision about safeguarding and promoting the child's welfare.

Work Experience
Each school has detailed procedures to safeguard young people undertaking work experience, including arrangements for checking people who provide placements and supervise young people on work experience which are in accordance with statutory guidance.

Children staying with host families
The school may make arrangements for young people to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where young people stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our DSL will ensure the arrangements are sufficient to safeguard our young people and will include ensuring young people understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents/carers aware of these arrangements.

Some overseas young people may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

Private fostering arrangements
A private fostering arrangement occurs when someone other than a parent/carer or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents/carers. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a young person may be in a private fostering arrangement they will tell the DSL and the school will notify the local authority of the circumstances.

Appendices

Appendix 1 - key safeguarding information

Appendix 2 - school DSL posters.

Appendix 3 - four categories of abuse.

Appendix 1 - Key Safeguarding Information

School name:	Batley Girls' High School, including BG6
Headteacher:	Gary Kibble

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Jenny Fox Aejaz Laher	Kylie Hadaway Salma Ilyas Saira Farooq	Jenny Fox	Alistair Hartley Ammarah Pandor	Alistair Hartley

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School name:	Upper Batley High School
Headteacher:	Aman Singh Kang

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Matt Pickard	Lex Metcalfe Gareth Cutler	Matt Pickard	Sam Hartley Alison Grant	Geoff Alvy

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School name:	Healey Junior, Infant and Nursery School
Headteacher:	Luisa Lang

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Luisa Lang Michaela Widdop	Anna Bradnum Gloria Ellis Abid Hussain	Luisa Lang	Oliver Tiplady Azia Hussain	Oliver Tiplady

School name:	Field Lane Junior, Infant and Nursery School
Headteacher:	Asif Lorgat

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Asif Lorgat	Francesca Dobson Kulsum Vahed	Asif Lorgat	Lynne Hall-Bentley Frances McGregor	Lynne Hall-Bentley

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School name:	Batley Grammar School
Headteacher:	Amy Wilby

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Sam Kimberley	Nathan Dennis Tracy Logan Ryan White Louise Liversidge Sydney Ineson	Sam Kimberley	Oliver Tiplady Mike Cook	Alistair Hartley

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School name:	Manorfield Infant and Nursery School
Headteacher:	Kate Ellis-Holmes

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Kate Ellis-Holmes	Ben Tierney	Kate Ellis-Holmes	Geoff Alvy Kamilla Nadat	Geoff Alvy

School name:	Hyrstmount Junior School
Headteacher:	Matthew Leach

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Matthew Leach	Elysha Wallis	Matthew Leach	Abeda Adam Dawn Greaves	Samira Karolia

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School name:	Purlwell Infant and Nursery School
Head of School:	Sue Gallivan

Named personnel with designated responsibility for Safeguarding:

Academic Year	DSL	Deputy DSL	Prevent Lead	Safeguarding Governor	Chair of Governors
2026/27	Sue Gallivan Amy Boynton	Jan Hamilton Jane Shires	Sue Gallivan	Sarah Palmer Deborah Halloran	Sarah Palmer

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Contact details of the Local Authority Designated Officer:

Name:	LADO
Telephone number:	01484 221126
Email:	LADO.cases@kirklees.gov.uk

Contact details for the Prevent Education Officer for Kirklees:

Name:	Jade Smith
Telephone number:	01484 221126
Email:	prevent@kirklees.gov.uk

Batley Girls' High School

Batley Multi Academy Trust

Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring exceptional outcomes for all, irrespective of their background or starting point.

Designated Safeguarding Lead (DSL) Years 10 and 11 Link



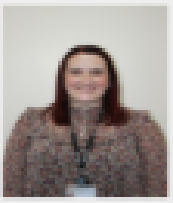
Jenny Fox
jfox@batleygirls.co.uk
01924 350080
ext 2290

Deputy Headteacher DSL



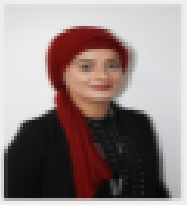
Aejaz Laher
alaher@batleygirls.co.uk
01924 350080
Ext 2205

Safeguarding and Child Protection Officer Years 7,8 and 9 Safeguarding Link



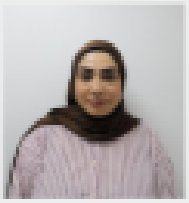
Kylie Hadaway
khadaway@batleygirls.co.uk
01924 350080
ext 2288

Safeguarding and Child Protection Officer Year 11 and BG6 Safeguarding Link



Salma Ilyas
silyas@batleygirls.co.uk
01924 350080
ext 2284

Safeguarding & Attendance Officer



Saira Farooq
sfarooq@batleygirls.co.uk
01924 350080
ext 2207

Safeguarding is everyone's responsibility

If you have any concerns about the welfare of any of our learners, please do not hesitate to speak to a member of the Safeguarding Team.

Upper Batley High School

Batley Multi Academy Trust

UPPER BATLEY HIGH SCHOOL
Believe Achieve Succeed

Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring exceptional outcomes for all, irrespective of their background or starting point.

Designated Safeguarding Lead (DSL)



Matt Pickard
01924 326343 Ext: 3232
mpickard@ubhs.co.uk

Safeguarding, Child Protection & DSL



Lex Metcalfe
01924 326343 Ext: 3256
ametcalfe@ubhs.co.uk

Deputy DSL



Curt Farrar
01924 326343 Ext: 3231
cfarrar@ubhs.co.uk

Deputy DSL



Gareth Cutler
01924 350094 Ext: 3231
gcutler@ubhs.co.uk

Safeguarding is everyone's responsibility

If you have any concerns about the welfare of any of our learners, please do not hesitate to speak to a member of the Safeguarding Team.

Healey Junior, Infant and Nursery School

Batley Multi Academy Trust

Healey School Safeguarding Team

Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring exceptional outcomes for all, irrespective of their background or starting point.

Designated Safeguarding Leads (DSLs)

Mrs. L. Lang and Mrs. M. Widdop



Mrs. Lang
Headteacher

To speak to our DSLs, you can see them in their offices or ask a member of staff in the school office to contact them.



Mrs. Widdop
SENDCo

Deputy Designated Safeguarding Leads (DDSLs)



Miss. Bradnum
Deputy Headteacher

To speak to Miss Bradnum, you can see her in her office or ask a member of staff in the school office to contact her.



Mrs. Ellis
Attendance and Behaviour Support

Mrs. Ellis can be found in her office at the front of school, or ask a member of staff in the school office to contact her.



Mr. Hussain
Finance and Operations

To speak to Mr. Hussain, you can see him in his office or ask a member of staff in the school office to contact him.

Safeguarding is everyone's responsibility

If you have any concerns about the welfare of any of our learners, please do not hesitate to speak to a member of the Safeguarding Team.

Field Lane Junior, Infant and Nursery School

Batley Multi Academy Trust

Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring exceptional outcomes for all, irrespective of their background or starting point.

Designated Safeguarding Lead (DSL)



Mr Lorgat

To speak to Mr lorgat, you can find him in the Headteacher's office or ask a member of staff in the school office to contact him.

Deputy DSL



Miss Dobson

To speak to Miss Dobson, you can find her in Year 4 or in the Headteacher's Office.

Deputy DSL



Mrs Vahed

To speak to Mrs Vahed, you can find her in the Early years unit.

Safeguarding is everyone's responsibility

If you have any concerns about the welfare of any of our learners, please do not hesitate to speak to a member of the Safeguarding Team.

Batley Grammar School

Batley Multi Academy Trust

Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring exceptional outcomes for all, irrespective of their background or starting point.

Designated Safeguarding Lead (DSL) and Designated Teacher for Looked after Children



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01924 474980
ext 5321

Safeguarding and Child Protection Officer Deputy DSL



Mr Dennis
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01924 474980
ext 5122

Deputy DSL



Mrs Logan
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01924 474980
ext 5105

Deputy DSL



Mr White
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01924 474980
ext 5115

Deputy DSL



Miss Liversidge
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01924 474980
ext 5149

Deputy DSL and Learner Welfare & Wellbeing Officer



Miss Ineson
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01924 474980
ext 5128

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Manorfield Infant and Nursery School



Hyrstmount Junior School

Batley Multi Academy Trust

Hyrstmount Junior School

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Designated Safeguarding Lead (DSL)



Mr Leach

To speak to Mr Leach, you can find him in the Headteacher's office or ask a member of staff in the school office to contact him.

Deputy DSL



Ms Wallis
Deputy Headteacher

To speak to Ms Wallis, you can find her in the Deputy Head's office or ask a member of staff in the school office to contact her.

Deputy DSL



Miss Julien
Assistant Headteacher

To speak to Miss Julien, ask a member of staff in the school office to contact her.

Deputy DSL



Mrs Morton
SENDCo

To speak to Mrs Morton, ask a member of staff in the school office to contact her.

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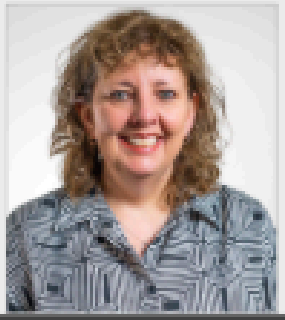
Purlwell Infant and Nursery School

Batley Multi Academy Trust

Purlwell

Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring exceptional outcomes for all, irrespective of their background or starting point.

Designated Safeguarding Lead (DSL)



Mrs Gallivan

sue.gallivan@purlwell school.co.uk

01924 326734

Designated Safeguarding Lead

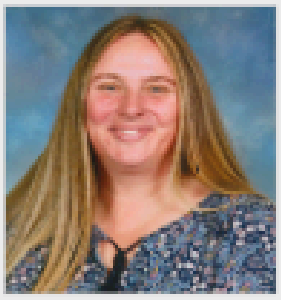


Mrs Boynton

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Deputy DSL



Mrs Hamilton

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Deputy DSL



Mrs Shires

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Smart Academy

Batley Multi Academy Trust

The Smart Academy
Be the very best version of yourself

Safeguarding is at the heart of everything we do for all members of our Trust community. Fostering a secure environment that empowers and protects, ensuring exceptional outcomes for all, irrespective of their background or starting point.

Designated Safeguarding Lead (DSL)		**Mr C Johnson** **Smart Academy** **01924 326343 Ext:3276** **cjohnson@ubhs.co.uk**
Deputy DSL		**Mr Z Daji** **Smart Academy** **01924 326343 Ext:3276** **zdaji@ubhs.co.uk**
Safeguarding, Child Protection & DSL		**Lex Metcalfe** **Upper Batley High School** **01924 326343 Ext: 3256** **ametcalfe@ubhs.co.uk**
Designated Safeguarding Lead (DSL)		**Matt Pickard** **Upper Batley High School** **01924 326343 Ext: 3232** **mpickard@ubhs.co.uk**
Designated Safeguarding Lead (DSL)		**Jenny Fox** **Batley Girls High School** **01924 350094 Ext:2290** **jfox@batleygirls.co.uk**
Designated Safeguarding Lead (DSL)		**Sam Kimberley** **Batley Grammar School** **01924 474980 Ext:5321** **skimberley@batleygrammar.co.uk**

Safeguarding is everyone's responsibility

If you have any concerns about the welfare of any of our learners, please do not hesitate to speak to a member of the Safeguarding Team.

Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1. **Physical abuse**

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

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- an injury that is not consistent with the account given
- symptoms of drug or alcohol intoxication or poisoning
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying
- isolation from peers.

2. **Emotional abuse**

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

The following may be indicators of emotional abuse:

- the child consistently describes themselves in a negative way
- over-reaction to mistakes
- delayed physical, mental or emotional development
- inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- running away
- appetite disorders – anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis.

3. Sexual abuse

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

The following may be indicators of sexual abuse:

- sexually explicit play or behaviour or age-inappropriate knowledge
- aggressive behaviour including sexual harassment or molestation
- reluctance to undress for PE or swimming
- anal or vaginal discharge, soreness or scratching
- bruises or scratches in the genital area
- reluctance to go home
- refusal to communicate
- depression or withdrawal
- isolation from peer group
- eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new ‘friends’.

4. Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent/carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect:

- constant hunger or stealing, scavenging and/or hoarding food
- frequent tiredness
- frequently dirty or unkempt
- poor attendance or often late
- poor concentration
- illnesses or injuries that are left untreated
- failure to achieve developmental milestones or to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is left at home alone or with inappropriate carers.