

SAFEGUARDING POLICY

Version	Date
Last reviewed	September 2020
Date of next review	September 2021

1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio. It should be considered alongside Health and Safety legislative requirements. Other Policies which should be considered alongside this are as follows:-

- Supporting students with a medical condition
- Acceptable ICT use Staff/ Students
- Staff code of conduct
- Educational Visits
- Anti-bullying Policy
- SEND Statement
- Complaints procedure
- Whistleblowing
- Safer recruitment Procedure
- Managing allegations Procedure
- Grievance and disciplinary Procedure
- Behaviour Policy
- Lock down /invacuation Policy
- Attendance/uncollected child
- Online Safety
- Missing Children – on and off site
- Physical intervention and the use of reasonable force
- First Aid/sick children
- Personal and intimate care
- Relationships, Sex and Health education
- Covid addendum

The school's safeguarding arrangements are inspected by Ofsted.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- safer children make more successful learners;
- representatives of the school community will be involved in policy development and review;
- policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review;
- the school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

1.1 Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive effective support, protection and justice.

1.2 Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Students and staff involved in child protection issues will receive appropriate support

1.3 Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to child protection to students, parents and carers and other partners.
- To contribute to the school's safeguarding portfolio.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Wakefield District Safeguarding Children Board WDSCB/ West Yorkshire Consortium Procedures. <http://westyorkscb.proceduresonline.com/index.htm>

WDSCB – Wakefield District Safeguarding Children Board
<https://www.wakefieldlscb.org.uk/education/>

We will engage locally with Safeguarding partners/WDSCB including taking part in the annual safeguarding audit and training offer.

Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

1.4 Coronavirus

We recognise that the global Covid 19 pandemic has had a significant impact on some of our students and increased pressure on our safeguarding staff. It is recognised that the Coronavirus lockdown was, and may continue to be, a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma. The school outlines the continued support offered in this policy and in any covid 19 addendum. We recognise and have prepared for increased safeguarding issues in the initial part of the autumn term and will increase the time and resources given to our safeguarding team.

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse, both inside (e.g. bullying or staff grooming behaviours) and outside the school and understand the procedures for reporting their concerns. We will create an open transparent culture and environment where staff and students feel safe and can raise any issues. The school will act on identified concerns and provide early help to prevent concerns from escalating.

Terminology

Child/Children include everyone under the age of 18.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of students with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Parent refers to birth parents and carers and other adults who are in a parenting/carer role, for example step-parents and carers, foster carers and adoptive parents and carers.

Designated Officer – new term for LADO – a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct – Wakefield's children social care/Family services.

WDSCB - Wakefield District Safeguarding Children Board -strategically oversee and scrutinise safeguarding in the district.

Signs Of Safety – a new approach to family intervention work in Wakefield District

DSL - Designated Safeguarding Lead. School will have a team or at least two DSL's

Early Help providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

CAF – Common Assessment Framework an early help inter-agency assessment. It offers a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from the Common Assessment may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however undertaking a CAF is not a pre-requisite for making a referral.

LADO – Local Authority Designated Officer/Designated Officer a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct – Wakefield's children social care/Family services/Front Door.

LSCB – Local Safeguarding Children Board -strategically oversee and scrutinise safeguarding in the district.

WDSCB Wakefield District Safeguarding Children Board

Safeguarding Partners – Health, Police and Local Authority

Continuum of Need – outlines the difference levels of support for children and families in Wakefield District.

FIM – Future in Mind. Program to help in promoting, protecting and improving our children and young people's mental health and wellbeing

MARF – Multi agency Referral Form used in Wakefield District

MASH – Multi Agency Safeguarding Hub – who gather information following referral to Social Care Direct

MAACSE – Multi Agency Action Against Child Sexual Exploitation

2. Safeguarding Legislation and Guidance

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

Counter Terrorism and Security Act 2015,

Section 26 Applies to schools and other providers; to have due regard to the need to prevent people being drawn into terrorism.

Serious Crime Act 2015

Includes the mandatory reporting of FGM.

Statutory Guidance

Working Together to Safeguarding Children (2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

Keeping Children Safe in Education (2020) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, student referral units and maintained nursery schools

College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools. It relates to their responsibilities towards children who are receiving education or training at the college.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

All staff should read Part One of this guidance and staff can find a copy on the safeguarding notice board as well as being given a personal copy following a staff briefing. Furthermore, all new staff will be given a copy as part of their induction with P Gale.

Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers should safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3. Roles and Responsibilities

Key personnel

The designated safeguarding lead (DSL) for child protection (member of senior management) is:
Cheryl Eastwood (Vice Principal)

Contact details: email: ceastwood@airedaleacademy.com tel: 01977 664555

The deputy DSL is Claire Holdsworth (Deputy DSL)

Contact details: email: choldsworth@airedaleacademy.com tel: 01977664555

The mental Health lead is Claire Holdsworth (Deputy DSL)

Contact details: email: choldsworth@airedaleacademy.com tel: 01977664555

The nominated child protection governor is Hugh Griffiths

Contact details: email: hgriffith@airedaleacademy.com tel: 07453 045732

The Chair of Governors is Ali Crompton

Contact Via L Cullinane

Contact details: email: lcullinane@airedaleacademy.com tel: 01977664555

The Headteacher is: Lyndsey Proctor

Contact Via L Cullinane

Contact details: email: lcullinane@airedaleacademy.com tel: 01977664555

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2020 and annex a, which will be issued to all staff.

The school will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable. The designated safeguarding lead will take **lead responsibility** for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They 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, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Due To Coronavirus we have implemented social distancing in school in the form of year group bubbles. Information regards this can be found on the school website.

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Voice of the child

We will always seek and record the voice of the child and take this into consideration when taking decisions. However there may be circumstances where we override the students wishes and feelings to act in their best interests.

Equality and Diversity

All members of the school staff and governing body will uphold the ethos of the Equality Act and any prejudicial related incidents will be recorded and actioned immediately.

3.1 DSL responsibilities:

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and

- Support staff who make referrals to local authority children's social care;
- The Designated Officer for all cases which concern a staff member (this will be with the Headteacher who is the case manager in these cases)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the LADO/designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training

DSL (and any deputies) should attend appropriate training to provide them with the knowledge and skills required to carry out the role carried out every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

They will also:-

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- understand relevant data protection legislation and regulations- GDPR
- understand the importance of information sharing, both within the school/college and with the three safeguarding partners, other agencies, organisations and practitioners.
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this. (see Wakefield Neglect toolkit)
- Link with the local safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly on the website and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

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In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

3.2 The deputy DSL(s)/ Availability is appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the designated lead, the deputy will assume all of the functions above.

- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- In addition the designated safeguarding lead and deputy will ensure that one of them is available out of hours/out of term activities.

3.3 The Academy Council ensures that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Nominates a safeguarding Governor
- Complies with their duties under legislation - including the Prevent Duty 2015. Including SEND students and use of reasonable force guidance.
- Contributes to interagency working and plans.
- Takes into account WDSCB procedures.
- Has a nominated governor (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the head teacher.
- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required. Ensure where possible the school holds more than one emergency contact number for students.
- Appoints a DSL who is a member of the senior leadership team, trained every two years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role. The DSL regularly meets with the safeguarding governor and provides reports.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child voice and that there are systems in place for feedback and students views.
- Appoints a designated Looked After Children LAC teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- Ensure appropriate **online filter and monitoring systems** are in place and ensure online safety is included in lessons.

3.4 The Head teacher:

- ensures that the child protection policy and code of conduct are implemented and followed by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- Works closely with the DSL and ensure job descriptions reflect the role.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensures that students are provided with opportunities throughout the curriculum to learn about

safeguarding, including keeping themselves safe online;

- liaises with the Designated Officer where an allegation is made against a member of staff;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- Ensures induction and training of all staff

4. Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards students we have standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all students with respect;
- being alert to changes in students' behaviour and to signs of abuse and neglect;
- recognising that challenging behaviour may be an indicator of abuse;
- setting a good example by conducting ourselves appropriately, including online;
- involving students in decisions that affect them;
- encouraging positive, respectful and safe behaviour among students including challenging inappropriate or discriminatory language or behaviour;
- avoiding behaviour or language which could be seen as favouring students;
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with students;
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use;
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between students. Avoiding the use of sexualised or derogatory language, even in joke;
- being clear on professional boundaries and conduct with other staff when students present;
- being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse;
- applying the use of reasonable force only as a last resort and in compliance with school procedures;
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student;
- referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care;
- following the school's rules with regard to communication with students and use of social media and online networking;
- avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working;
- avoiding sharing excessive personal information with students.

Safer Working Practices in Education guidance 2015

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

5. Transporting Students

In general staff will not transport students in their own vehicles. If it is necessary staff will ensure they have business insurance, ensure student is in the back seat wearing a seatbelt and that other staff and parents and carers are informed of departure and estimated arrival times.

6. Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. Disciplinary action can be taken if professional standards are not upheld.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

7. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage.

This list provides examples of additional vulnerable groups and is not exhaustive.

6.1 SEND Students

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities and can be disproportionately impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as 'part of the disability'. Additional time and communication means will be in place to allow children to communicate effectively with staff and extra consideration will be given if using restraint.

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

8. Emotional health and Wellbeing

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

In an average classroom 3 students will be suffering from a diagnosable mental health condition. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify behaviour that may suggest an issue. If staff have concerns about the mental health of a student they will speak to relevant staff within the school including, if necessary, the DSL. If a student presents with a medical emergency then this is actioned immediately. Where a CAMHS referral is necessary then this is managed by the DSL or Deputy DSL. Our mental health lead is the Deputy DSL.

If individual care plans are required this should be drawn up involving the student, the parents and carers and relevant health professionals. This can include:

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

We understand the impact that the global pandemic of coronavirus will have on our staff and students. At our school, we aim to promote positive mental health for every member of our staff and student body as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful time e.g. exams.

Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

- An increase in lateness or absenteeism

We recognise the importance of emotional health and wellbeing for all our students and we support this through our pastoral systems. Students can speak to their form tutors and Head of Year. In addition, students are aware that, should they have an issue that they would like to speak to a member of staff about, they can also visit the POD and speak to one of our mentors.

Finally the Academy has a Kooth counsellor visit the school a half day every week and also works closely with the CHAMs Primary Practitioners.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

We use Wakefield Resilience framework to build resilience in our students.

<https://www.riskandresilience.org.uk/>

As well as embedding this into our curriculum.

<https://www.gov.uk/childcare-parenting/mental-health-of-children-and-young-people>

<https://youngminds.org.uk/youngminds-professionals/>

<https://www.selfharm.co.uk/>

<https://www.beateatingdisorders.org.uk/types/do-i-have-an-eating-disorder>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

8.1 Suicide

We recognise that suicide is one of the biggest killers of children and young people in the UK. We have followed/ are working towards the national guidance document 'Building a Suicide Safer School/College' by Papyrus;

<https://www.papyrus-uk.org/repository/documents/editorfiles/toolkitfinal.pdf>

Staff will make their selves familiar with Wakefield Public Health 'Supporting a young person with suicidal thoughts'. Which provides staff with practical tips on how to talk to young people about suicide.

<http://www.wakefield.gov.uk/health-care-and-advice/public-health/mental-health-wellbeing/childrens-mental-health>

Samaritans step by step guide responding to a suicide;

<https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/>

Wakefield suicide prevention strategy

<http://www.wakefield.gov.uk/Documents/health-care-advice/public-health/suicide-prevention-strategy.pdf>

If a serious incidents happens involving one of our students we will immediately inform the Local Authority by contacting social care/MASH.

9. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancy. For resources on a wide range of safeguarding topics locally <https://www.wakefieldscb.org.uk/education/>

We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our students.

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and students.

When to report to police the following guidance will be followed;

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and students. See later section.

9.1 Peer on Peer Abuse – sexting/cyberbullying/sexual assaults

Or child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school’s pastoral system. Any hate crime/incident will be reported through local reporting mechanisms – see appendix.

Sexual Violence and Harassment we will;

- never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach described below in part 9. is important.
- we recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
 - the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
 - communication barriers and difficulties overcoming these barriers.

Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Local sexual assault centre;

<https://www.hazlehurstcentre.org/>

9.2 Sexting/ Youth Produced Sexual Imagery

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

School will follow the below guidance;

All Staff;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf
<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

DSL;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

9.3 Upskirting

Is the practice of making unauthorized photographs under a woman's skirt or man's kilt, capturing an image of the crotch area, underwear, and sometimes genitalia. An upskirt is a photograph, video, or illustration which incorporates an image made by upskirting. **Upskirting** is now a criminal offence punishable by up to two years in prison.

9.4 Bullying

Is usually defined as behavior that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures and the subject of bullying is addressed at regular intervals in PSHE education. All students and parents and carers have access to procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education and during assemblies. If the bullying is particularly serious the Headteacher and the DSL will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed.

9.5 Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour will refer this to the DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements.

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

<https://www.southwestyorkshire.nhs.uk/services/forensic-child-and-adolescent-mental-health-services-camhs/>

9.6 Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

<https://contextualsafeguarding.org.uk/>

9.7 Hate Crime

Any hate crime/incident will be reported through local reporting mechanisms –Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of:

race, sexual orientation, gender identification, disability, religion or faith

A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing <http://www.wakefield.gov.uk/community/hate-crime>

9.8 Missing Children - CME

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All students will be placed on admission and attendance registers as required by law. We will inform the local authority of any child removed from our admission register. We will inform the local authority of any student who fails to attend for a continuous period of 10 days or more in line with local Wakefield procedures. Details of the Children Missing Education Officers can be found in the appendix.

<http://www.wakefield.gov.uk/residents/schools-and-children/supporting-families/education-welfare-service/children-missing-education>

Serious Violence

Staff will look out for signs that indicate that a student may be at risk of or involved in serious crime, including criminal networks or gangs and follow the appropriate referral pathways for help and support. Practical advice for schools/colleges;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Searching screening and confiscation guidance for schools

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

9.9 Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.

This is a serious crime and is never the victim's fault even if there is some form of exchange.

The police team can be contacted for extra support and information.

Local CSE procedures in Wakefield including MAACSE panel.

<https://www.wakefieldlscb.org.uk/professionals-and-practitioners/child-sexual-exploitation/>

9.10 Child Criminal Exploitation CCE / County Lines

In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity, this can include drug running, stealing etc. The child often believes they are in control of the situation. Violence, coercion and intimidation are common.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing, and exploitation have a devastating impact on young people, vulnerable adults and local communities.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

9.11 Domestic Abuse

This does not have to include violence to be classed as abuse. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of how this affects children and that our staff may themselves be victims.

This school is taking part in Operation Encompass. Where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our students were present. The purpose of this information sharing is to make the next day better for the child.

<http://www.wakefield.gov.uk/residents/health-care-and-advice/adults-and-older-people-services/domestic-abuse>

<http://www.operationencompass.org/>

Resources for children

<http://thehideout.org.uk/>

Parental Conflict advice website;

<https://relationshipmatters.org.uk/>

9.12 Female Genital Mutilation (FGM)

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their duty to report **known** cases on under 18s to the police. Reporting form is available on the WDSCB website – education - templates

Multi agency guidelines;

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

9.13 Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used.

<https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english>

9.14 Preventing Radicalisation

This is part of our wider safeguarding duty. We recognise that school plays a significant part in the prevention of this type of harm. We will include education through our PSHE curriculum and encourage 'British Values'

We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

As with all other forms of abuse, staff should be confident in identifying students at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff. We will ensure safe internet filters are in place and ensure our students are educated in online safety.

Details of the Prevent police officer in Wakefield are in the appendix.

Prevent referral form – wdsch website- education - templates
<http://educateagainsthate.com/>

9.15 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents and carers; it does not include great-aunts or uncles, great grandparents and carers or cousins. The school will follow requirements of reporting as set out by WDSCB.

The school will follow the legal requirements of reporting as set out by WDSCB.

<http://www.wakefield.gov.uk/residents/schools-and-children/fostering-and-adoption/what-is-fostering/private-fostering>

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

9.16 Homelessness

Wakefield procedure;

<http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/homelessness/provision-of-accommodation-to-homeless-16-and-17-year-old-young-people>

9.17 Drug Use

Local service - CGL

<https://www.changegrowlive.org/young-people/young-peoples-services>

National website

<https://www.talktofrank.com/>

9.18 Dealing with issues relating to Parental Responsibility

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

Fabricated Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

<https://www.nhs.uk/conditions/fabricated-or-induced-illness/>

10. Online Safety

Our students increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children.

The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school aims to keep students safe in school which includes reasonable filters and monitoring.

Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/SRE.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Students will be educated in online safety, and regularly reminded, as an ongoing part of our curriculum.

Acceptable IT use for staff and students will be enforced and parents and carers are also informed of expectations.

To protect students from mobile technology accessing 3G and 4G we will have a ban on mobile phones whilst in school.

Education for a Connected World

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education for a connected world PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

Online Safety for SEND

https://www.kelsi.org.uk/_data/assets/pdf_file/0011/74576/Online-Safety-for-SEND-September-2017.pdf

Gaming Advice

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/>

Professionals online safety helpline

<https://www.saferinternet.org.uk/professionals-online-safety-helpline>

11. Helping Children to Keep Themselves Safe

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Students are encouraged to speak to a member of staff in confidence about any worries they may have.

However all our students are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

PSHE association <https://www.pshe-association.org.uk/>

We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across school:

<https://www.wakefieldlscb.org.uk/children-and-young-people/young-peoples-charter/>

12. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely

- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

13. Complaints Procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors. An explanation of the complaints procedure is included on the school website.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

14. If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's **whistleblowing policy** (a copy is on the safeguarding noticeboard in the staff room) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to the LADO or the police if they believe direct reporting is necessary to secure action

15. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the LADO will happen if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHS (Child and Adolescent Mental Health) may be required.

Allegations against staff should be immediately reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or Designated Officer/LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action.

The head teacher should do an urgent initial consideration in order to establish if there is substance to the allegation, the head teacher should not carry out any investigation until consultation with the LADO. Full and accurate records will be made at every stage.

Referrals must be made to the LADO within one working day. Case managers may then be invited to a meeting coordinate by the LADO.

Depending on outcomes of investigations it may be necessary to report to the DBs/Teaching Regulation Agency as per guidance.

An uncomfortable fact is that some professionals do pose a serious risk to students and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2015)*.

Staff, parents and carers and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

16. Staff Training and Induction

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including non-classroom-based staff and the Headteacher, will be regularly trained in Safeguarding.

The DSL will receive training updated at least every two years, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WDSCB and the Safeguarding Advisor.

DSL's will be supported and encouraged to attend additional training to keep up to date, including DSL forums and other multi-agency training offered by WDSCB and the Safeguarding Advisor. Specifically, they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training.

For further info on free face to face or online courses see <https://www.wakefieldlscb.org.uk/education/training-schools-colleges/>

Governors will receive appropriate governor safeguarding training.

All training will be recorded and monitored to flag in advance when updates are required.

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One of Keeping Children Safe in Education 2020 is available on the staff notice board under safeguarding.

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, details of the DSL, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct, CME and behaviour policy and the whistleblowing policy. Staff will sign to say they have received this and understood.

Supply staff and other visiting staff will be given the school's 'Visiting Staff Leaflet' with a brief summary of the above.

17. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2020) together with WDSCB and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with *Keeping Children Safe in Education 2020* including;

- Verifying identity
- Enhanced DBS (disclosure and barring service) check for those in regulated activity
- Prohibition from teaching check
- Verification on mental and physical fitness
- Right to work in UK
- Professional qualifications.

References will be sought before interview so any concerns can be explored. At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with *Keeping Children Safe in Education 2020*.

We will obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked.

Governors will have enhanced DBS check- Sect 128 provision.

We will obtain written confirmation from supply agencies that agency and third-party staff have been appropriately checked and trained and ensure the correct person arrives in school.

15.1 Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students i.e. if they are in regulated activity or not.

15.2 Contractors

We will check the identity of all contractors working on site and requests checks where they work in regulated activity or are unsupervised.

15.3 Visitors

Schools do not have the power to ask for DBS checks or see the certificate. The Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

18. Site security

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. All visitors will be issued with a leaflet informing them of who the DSL's are, the code of conduct expected and what to do if they have a safeguarding concern.

Parents and carers who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

All staff are expected to clearly wear their ID badges whilst on site.

The school has a procedure for emergency arrangements including lock down and evacuation.

19. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply and a DSL will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be

clear communication channels to ensure the DSL is kept appropriately informed.

When our students attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed. We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed.

20. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use students' full name with an image
- ensure students are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use school equipment, i.e. not personal devices.
- encourage students to tell us if they are worried about any photographs that are taken of them.

21. Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be taken into account when restraint is used on SEND students.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

22. Intimate Care

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents and carers will be informed and incidents recorded.

23. First aid and managing medical conditions.

Staff will be trained appropriately in first aid and follow best practice of 'saying before touching'. Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting students at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.

<https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3>

24. Changing rooms and other sports issues

We will take advice from the local WDSCB as well as national advice from the NSPCC Sports unit.

<https://thecpsu.org.uk/>

25. Special Circumstances

25.1 Looked after Children LAC

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact.

The Mentor for Looked After Children and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan)

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Wakefield <http://care4us.co.uk/?idno=1024>

25.2 Children staying with Host Families

If the school ever needs to make arrangements for students to stay with a host family during a foreign exchange trip or sports tour, we recognise this may amount to Private Fostering and the school follows the guidance in *Keeping Children Safe in Education* to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families in the UK. These parents and carers, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

25.2 Work Experience

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*.

PART B - Child Protection Procedures

Categories and Definitions

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. It is important to remember that children can be abused outside their family home.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

<https://contextualsafeguarding.org.uk/>

We will always seek the voice of the child and take this into consideration, however there may be circumstances where we override the students wishes and feelings to act in their best interests e.g. in case of CSE where, as a result of perpetrator grooming, the student does not want any intervention.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.

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

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

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. The subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

There will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSL as soon as possible.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or school staff. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, 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
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or others' safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Responses from parents and carers that may cause concern;

- Unexpected delay in seeking treatment – medical, dental which is obviously needed
- Denial of any injury
- Explanations that differs from that of the child e.g. for bruising
- Claims of falls/fits etc. that never happen in school
- Unrealistic expectations or constant complaints about the child
- Uninterested in child
- Alcohol /drug misuse
- Mental health issues which affect parenting
- Requesting removal of child
- Domestic abuse.

Disabled children; other signs to consider

- Force feeding
- Over medication
- Bruising if non-mobile
- Poor toileting arrangements
- Lack of stimulation
- Unjustified use of restraint
- Rough handling
- Unwilling to learn child's means of communication
- Ill-fitting equipment

- Misappropriation of child's finances

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking Action

It is the responsibility of staff to report and record their concerns as soon as possible.

We actively encourage a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.

It is not their responsibility to investigate or decide whether a child has been abused.

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- if an emergency take the action necessary to help the child, for example, call 999
- **REPORT your concern to the DSL as soon as possible and certainly by the end of the day**
- **Complete a RECORD of concern which can be found in the staff room or general office and immediately pass onto to a DSL if you need assistance with this please speak to Adele Horsfield**
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- seek support for yourself if you are distressed.

The DSL team will discuss the concern and agree a course of action.

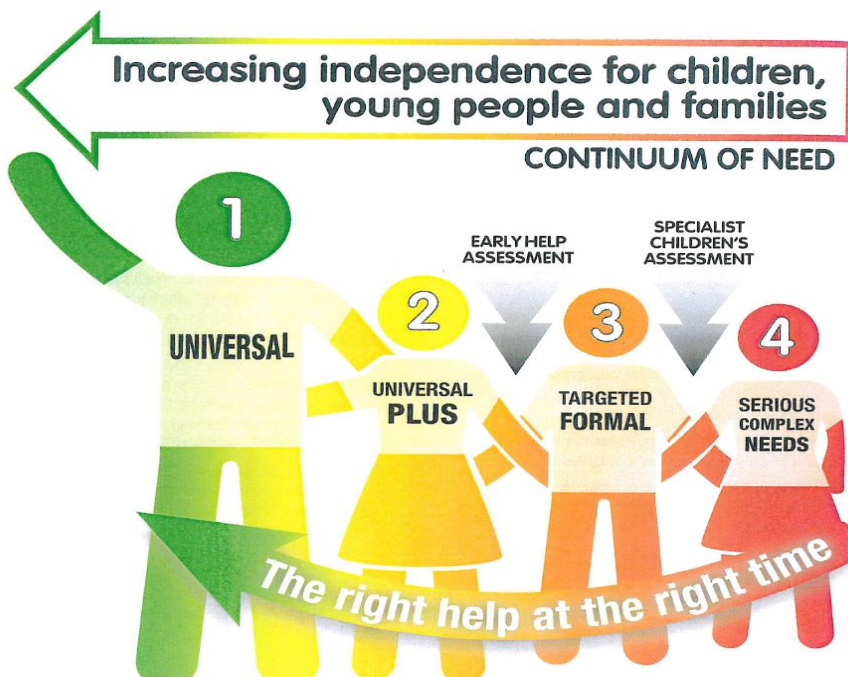
See flowchart in Keeping Children Safe in Education Part 1.

Wakefield has a Continuum of Need for children and families who need support, this ranges from Level 1 to level 4. It is worth noting that a cause for concern does not always require a Level 4 response, it may be the family need a lower level of support to help the situation. The Children First hubs are able to signpost school staff and support at Level 3.

Level 1 – Universal services are meeting the needs – no extra intervention needed.

Level 2 – For example a universal service is providing extra support, or have referred to one other single agency. Schools can use Signs of Safety to assess at this level.

Level 3 – Multi agency approach to support. Multi agency early help assessment. Children First Hub may be able to support.



Level 4 – Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess and lead at this level.

School does have a duty to intervene early and support however it is not school's responsibility to investigate or decide whether a child has been abused. Schools do not have the powers to investigate child protection concerns.

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the student the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Early intervention

If the concern is low level and does not require other agency involvement the DSL will initiate early intervention to;

- Engage with the parents and carers/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents and carers/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership. At this meeting we will discuss the plan of next action should the situation not improve.
- We will record all contacts with the family, dates and times, including phone calls/letters.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents and carers/academic progress etc.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students it is best practice for staff to:

- allow students to speak freely
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences, and allow space and time for student to continue; staff will recognise the barriers the student may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as.. whether it happens to siblings too, or what does the student’s mother think about it.
- use questions such as Tell me.....? Is there anything else?
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries and not share personal experiences such as ‘that happened to me’
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next. The student may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on the record of concern form and hand it to the designated lead
- seek support if they feel distressed

Notifying parents and carers

The school will normally seek to discuss any concerns about a student with their parents and carers. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents and carers could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

We will be alert if parents and carers and students ‘stories’ differ in any way e.g. with regards to how an injury was caused and will ensure this is noted and shared with other agencies as appropriate.

If parents and carers have any queries regarding safeguarding please contact a DSL.

Records and Monitoring

Why recording is important

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

Cause for concerns forms

Any concerns about a child will be recorded ASAP and definitely within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

At no time will a staff take photographic evidence of any injuries or marks to a child's person. The body map will be used instead in accordance with recording guidance.

It may be appropriate for the DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

The safeguarding file

The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental health issues etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DSLs.

This file will be kept separately from the main student file and **will held securely only to be accessed by appropriately trained people. The main file will have a marker to signify that a separate file exists for that child.**

The school will keep written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.

All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether a CAF should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Early Help Hubs in line with the Continuum of Need document and reflecting the Signs Of Safety approach.

In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.

Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Records will be kept up to date and **reviewed regularly by the DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements.

The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the file will be securely sent or taken to the DSL at the new establishment/school and a **written receipt will be obtained**. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

Child protection records may be exempt from the disclosure provisions of the Data Protection Act, which means that children and parents and carers do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher, who will consult information governance.

Referral to Social Care Direct

The DSL will make a referral to Social Care Direct if it is believed that a student is suffering or is at risk of suffering significant harm. This is best done in Wakefield with reference to the Continuum of Need and using the Signs of Safety approach. In DSL absence anyone can make a referral. This is done in Wakefield with reference to the Continuum of Need (see link in appendix) and using the Signs of Safety approach and MARF Multi Agency Referral Form, sent securely. There is a DSL checklist and referral form available on WDSCB safeguarding for schools webpage. Social care should inform the DSL of the outcome within one working day.

If there is already a social worker assigned to this case for safeguarding reasons, the social worker should be contacted.

The student (subject to their age and understanding) and the parents and carers will be told that a referral is being made, unless to do so would increase the risk to the child.

If the situation does not appear to be improving the school will press for reconsideration and if necessary follow WDSCB professional disagreement procedure.

Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

The DSL will then be expected to take part in assessments, strategy meetings, case conferences etc. as and if required.

Reports for meetings will be shared with parents and carers, unless there is good reason not to and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

Referral to Social Care MASH (Level 4)

Wakefield offer a consultation service before referral is taken. It is important to ring for a discussion before filling in a MARF.

A DSL will make a referral to Social Care MASH if it is believed that a student is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. In DSL absence anyone can make a referral. This is done in Wakefield with reference to the Continuum of Need (see link in appendix) and MARF Multi Agency Referral Form, sent securely. There is a DSL checklist and referral form available on WSCP safeguarding for schools webpage. Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required.

If there is already a social worker assigned to this case, for safeguarding reasons, the social worker should be contacted directly.

The student (subject to their age and understanding) and the parents and carers will be told that a referral is being made, unless to do so would increase the risk to the child.

The DSL will then be expected to take part in assessments, strategy meetings, case conferences etc. as and if required.

Reports for meetings will be shared with parents and carers beforehand, unless there is good reason not to and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

The Wakefield Neglect toolkit will be considered in any cases of Neglect before referrals are made to other agencies.

<https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/>

Escalation / Professional Disagreement

If the situation does not appear to be improving or there is any professional disagreement with the outcome the school will press for reconsideration and follow WDSCB professional disagreement procedure.

http://westyorkscb.proceduresonline.com/chapters/p_res_profdisag.html?zoom_highlight=professional+disagreement

Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

Referral to Police

Remember if a criminal offence has occurred to contact the police 101 or 999 as appropriate. It may be useful to state which department we require e.g. child safeguarding unit / CSE team / indecent images team.

If we believe a child is being radicalised we will refer to the Prevent police officer using the referral form on the LSCB education page.

Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a student with their parents and carers. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents and carers could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest (unless unsafe or inappropriate).
- Seek advice (anonymise if necessary).
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. **In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the school requesting information reception staff will take a message and inform the DSL immediately**, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents and carers do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher.

Any personal safeguarding information shared with external agencies will be done so securely e.g. by

secure email, password protected or recorded delivery.

Local & National Contact Details

Wakefield Social Care Direct

Phone; 0345 8503 503
Minicom: 01924 303450 (type talk welcome)
Email; social_care_direct@wakefield.gov.uk

Local Children First Hub

Email; cfhnortheast@wakefield.gov.uk
Phone; 01977 724350
<http://www.wakefield.gov.uk/schools-and-children/early-help/children-first-hubs>

Police

If a criminal offence has occurred contact police via 101 or 999 as appropriate.

Child Safeguarding Unit

wakefield.sguchild@westyorkshire.pnn.police.uk

CSE Police Team

Wakefield.cse@westyorkshire.pnn.police.uk
01924 878125

Local Authority Designated Officer (LADO)

Jim Stewart
lado.referrals@wakefield.gcsx.gov.uk
01924 302 155

Safeguarding Advisor for Education

Vicki Maybin
vmaybin@wakefield.gov.uk
07788743527

Safeguarding Information webpage for Wakefield Schools;

TRAINING OFFER, TEMPLATES, AUDIT, RESOURCES & local and national agencies,
MANAGING ALLEGATIONS, EDUCATION BOARD REPS.

<https://www.wakefieldlscb.org.uk/education/>

NSPCC Speak out Stay safe service for Primary schools

Michelle Poucher. Area Coordinator
07834 498 354 mpoucher@nspcc.org.uk
<https://www.nspcc.org.uk/services-and-resources/working-with-schools/speak-out-stay-safe-service/>

Wakefield District Domestic Abuse Service WDDAS

<http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/domestic-abuse>

0800 915 1561

Prevent Contacts – referral form see templates on WDSCB website.

Prevent Team Wakefield Community Cohesion
Communities.Prevent@wakefield.gcsx.gov.uk
01924 306645 / 01924 305352
Or
07468 700810 / 07825 281312

Prevent Police Officer Gary Blezard

Child Missing Education Officers

Marina Oldreive,
Educational Welfare Officer
01924 307467

Virtual Head for LAC

Gary Stuart
gstuart@wakefield.gov.uk

CAMHS Single point of access

01977 465865

Wakefield Local Offer – for children with SEND and their families

<http://wakefield.mylocaloffer.org/Home>

Drug support for young people

<https://www.changegrowlive.org/young-people/young-peoples-services>

Wakefield voluntary sector Young Lives Consortium

<http://www.ylc.org.uk/>

Wakefield Adult Services

<http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services>

Wakefield Well Women Centre

<http://www.wellwomenwakefield.org.uk/>

Other useful services; (fill in your contacts)

School nurse

Education welfare officer

Education psychologist

Wakefield Continuum of Need document;

<https://www.wakefieldlscb.org.uk/professionals-and-practitioners/early-help-strategy/>

Wakefield Signs of Safety webpage;

<https://www.wakefieldlscb.org.uk/professionals-and-practitioners/signs-of-safety/>

Wakefield Youth Work Team (including Young Carers)

<http://wfyouth.co.uk/>

NSPCC Helpline

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

Counter Terrorism helpline

0800 789 321

National Association People Abused in Childhood NAPAC

0808 801 0331

<https://napac.org.uk/>

Stop It Now

Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children.

0808 1000 900

<http://www.stopitnow.org.uk/>

Professional Online Safety helpline

0844 3814772