

SAFEGUARDING POLICY

Version	Date
Last reviewed	November 2021
Date of next review	September 2022
Owner	Principal
Approver	Academy Council

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
- Death of a child procedure
- Remote Education procedures

It should be considered alongside Health and Safety legislative requirements
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

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.
- Actions will be taken in the best interests of the child.

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 maintaining a culture of vigilance, where children are respected and valued. We will act quickly and follow our procedures to ensure children receive effective support, protection and justice.

Safeguarding is;

Protecting children from maltreatment;

Preventing the impairment of children's mental and physical 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.

1.2 Policy principles

- Welfare of the child is paramount; actions will be taken in the child best interests.
- 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 identify children who may benefit from early help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of vigilance, 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.wakefieldscb.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>

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We will ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We recognise, welcome and respect diversity.

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.

Guidance for Schools Coronavirus;

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

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. Five children in an average classroom have a diagnosable mental health condition. 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 and mental health concerns. 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. Staff will be supported to be professionally curious with regards to safeguarding matters and to use a restorative approach when working with children, families and other agencies. 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.

Early help assessment - All early help assessments offer 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 require consent and 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 early help assessments 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 this is not a pre-requisite for making a referral in emergency circumstances.

CAF – Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example. Any Early help assessment can be used in Wakefield.

TAC/F/S/EY Team around Child/Family/School/Early Years

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. Programme 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. The three safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

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

Keeping Children Safe in Education (2021) Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

<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 their line manager.

Sexual Violence and Sexual Harassment between children in schools and colleges;

Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)

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: 01977 664555

The mental Health lead is Cheryl Eastwood (Vice Principal)

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

The nominated child protection governor is Ali Crompton (Chair of Governors)

Contact details: email: kbaker@airedaleacaedmy.com tel: 01977664555

The Chair of Governors is Ali Crompton

Contact Via K Baker

Contact details: email: kbaker@airedaleacaedmy.com tel: 01977664555

The Headteacher is: Lyndsey Proctor

Contact Via K Baker

Contact details: email: kbaker@airedaleacaedmy.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 2021 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. We recognise this role carries a significant level of responsibility and 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.

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 will have the appropriate status and authority within the school to carry out the duties of the post. 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.

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:

Deputy designated safeguarding leads

Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

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 Principal who is the case manager in these cases)
- the 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. [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

Work with others

- Liaise with the principal to inform them 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.
- Act as a point of contact with the three safeguarding partners.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Liaise with the principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.
- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

3.2 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. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

They will also:-

- understand the assessment process for providing early help and statutory 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.
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- be 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 be 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.

In addition to the formal training set out in this document, 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.

This includes specifically to:

- ensure that staff are supported during the referral processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support. It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
 - understand the critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KSCIE, and therefore the designated safeguarding lead should be equipped to:
 - understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
 - be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

3.3 Raising Awareness

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

- ensuring 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.
- ensuring 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.

3.4 Child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 21

Where children leave the school or college (including in year transfers) ensure their child protection file is transferred to the new school or college as soon as possible and **within 5 days** for an in-year transfer or within **the first 5 days** of the start of a new term. This will be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt will be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

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 to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

3.5 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.

3.6 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 principal.
- 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.

3.7 The Principal:

- 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.

The Governing Body and Headteacher ensures that the school complies by addressing all aspects of Part 2 of KCSIE 2021.

Governors will receive a safeguarding report from the DSL team at every governors meeting

4. Good Practice Guidelines and Staff Code of Conduct

- 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 2020

All of our staff are regularly reminded of codes of conduct and safer working practice and aware of and follow;

Safer Working Practices in Education guidance 2020

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

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 and, in some cases, legal 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/ those recently returned to family from care
- Children who need a social worker
- 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
- LGBTQIA+ (lesbian, gay, bisexual, transgender, questioning or queer, intersex and asexual
- 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, CCE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence/Abuse (HBV/A) including; female genital mutilation (FGM), forced marriage and breast ironing

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

7.1 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>

Wakefield SEND local offer;

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

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 contribute to her or his community. (World Health Organization)

In an average classroom, 5 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 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.

We understand that taking a listening and empathetic approach is important when talking to students about their mental health issues. This can sometimes be what is initially needed by the student rather than advice or direction. If there are any safeguarding concerns discussion with the DSL will take place.

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

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

Students are encouraged to access local support via WF-I-Can website.

<https://wf-i-can.co.uk/>

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; advice on policy, prevention, postvention etc.

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

We have issued all of our staff 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.

Supporting a child or young person with stress, depression or suicidal thoughts - Wakefield Council

<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 incident occurs 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. For a guidance list, see Part 1 and Annex B in Keeping Children Safe in Education. 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 be considered as a high priority 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 be considered a high priority 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 (sharing nudes & semi-nudes)/cyberbullying/sexual assaults, racism, physical assault/hazing or initiating.

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. Victims will be supported through the school's pastoral system.

9.2 Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Like with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a student could be suffering.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Girls are especially vulnerable to this type of abuse.

Sexual Violence includes rape, assault by penetration and sexual assault.

Sexual Harassment is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g. showing sexual pictures, deliberately touching/brushing up against someone, online sexual harassment, upskirting.

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time.

We will;

- never tolerate or normalise this behaviour and are very clear it 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.
- ensure this is addressed through our sequential RSHE program.
- ensure all incidents are recorded and acted upon swiftly.
- 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, questioning or queer, intersex and asexual (LGBTQIA+) 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.

We will follow outlined guidance on any cases of sexual violence and harassment between students.

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

and Part 5 of Keeping Children Safe in Education.

Victim's will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves.

We will seek advice from other agencies such as police or social care if the case is above early help or internal management. Students are encourage to report any concerns through HOY, Form Tutors or through their Student wellbeing (RSE) lessons

Local sexual assault centre;

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

also see victim support services in Wakefield (on webpage).

In April 2021 in response to 'Everyone's Invited' website testimonies the NSPCC set up a Report Abuse in Education Helpline 0800 136 663. For children/adults/professionals and parents.

9.3 Sharing Nudes and Semi Nudes (previously known as Sexting/Youth Produced Sexual Imagery)

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency
School will follow the below guidance to define, assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required.

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Remove a nude image shared online | Childline

Searching screening and confiscation guidance for schools;

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

9.4 Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph under a persons clothing without their permission/knowledge with the intention of viewing to obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases of this in school.

9.5 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, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. 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.

Please see our behaviour policy for more details

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

For info on sexual and sexist bullying;

[Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk)

9.6 Children with sexually harmful behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards

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.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community.

<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/>

9.7 Contextual Safeguarding

Contextual Safeguarding/Extra Familial abuse 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. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Extra Familial abuse, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For example, online safety, drug use, CCE, CSE, Mental Health issues.

Contextual Safeguarding Network

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

9.8 Hate Crime

This school is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately under the appropriate policy. Advice will be sought from other agencies if appropriate.

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>

9.9 Missing Children – CME

CME is defined as children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise that at school e.g. home schooling. A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including exploitation mental health concerns, risk of forced marriage etc. 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.

We will collect, where possible, more than one emergency contact number for each student.

All students will be placed and removed from admission from 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.

Local procedures;

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

9.10 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>

9.11 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 (male or female) 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.

CSE can affect 16 and 17 year olds who can legally consent to have sex. It includes contact and non-contact sexual activity e.g. copying images and posting on social media.

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. (details in appendix) NB they do not take the place of your usual reporting procedures.

Local CSE procedures in Wakefield including MAACSE panel.

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

9.12 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>

9.13 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 even when they are not directly involved in incidents 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/>

9.14 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>

<http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf>

9.5 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.

Multi agency guidelines;

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

National Charity – Karma Nirvana;

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

Breast ironing, also known as **breast** flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

9.16 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'

This is part of our wider safeguarding duty. We recognise that school plays a significant part in this. We are aware extremism spans many topics including misogynistic e.g. Incel. However, in Wakefield right wing extremism is most common.

An incel, an abbreviation of "involuntary celibate", is a member of an online subculture of people who define themselves as unable to find a romantic or sexual partner despite desiring one. Discussions in incel forums are often characterised by resentment and hatred, misogyny, misanthropy, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against women and sexually active people.

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

Radicalisation – refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – an action that endangers or causes serious violence to a person/people; causes serious damage to property ;or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 – a voluntary confidential support program for those who are considered vulnerable to being drawn into terrorism.

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.

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/>

9.17 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>

9.18 Homelessness

Wakefield procedures and support, including 16 and 17 year olds;

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>

9.19 Drug Use

Local service – Turning Point Inspiring Recovery

<https://www.wakefieldscp.org.uk/children-and-young-people/drugs-alcohol/>

Local service – CGL

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

National website

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

9.20 Dealing with issues relating to Parental Responsibility

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

<https://helpwithchildarrangements.service.justice.gov.uk/>

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/>

Safe Sleeping/Coping with Crying – for early years

[ICON / Safer Sleep | Wakefield Safeguarding Children Partnership \(WSCP\) \(wakefieldscp.org.uk\)](https://www.wakefieldscp.org.uk/icon-safer-sleep)

9.21 Modern Slavery

This includes human trafficking and slavery, servitude and forced or compulsory labour. The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs. There's a national referral mechanism for modern slavery.

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

9.22 Cybercrime

This is defined as criminal activity committed using computers and/or the internet.

This includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses.

Children who are particularly skilled in computing and technology may be drawn into cybercrime – either deliberately or inadvertently.

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 sharing nudes and semi nudes, 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.

Parents are encouraged to consider measures to keep their children safe when using social media

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.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or other financial scams.

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.

If we use any external speaker to add to our curriculum we will ensure we follow the below advice and checklist;

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

We will not respond to individual apps or challenges which may occur, so as not to give more attention to the publicity, but will simply reiterate our basic online safety messages as and when required.

Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)

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

Teaching Online Safety in Schools

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Professionals online safety helpline

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

Online Safety for SEND

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

<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>

1.1 Helping Children to Keep Themselves Safe

Children are taught to understand relationships, respect and 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. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

Our approach is designed to help children to think about risks they may encounter both on and off line 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.

Children are also reminded regularly about consent, online safety, including sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children mental health week, internet safety day etc.

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.

We have clear links between our RSHE lead and the DSL team to support vulnerable students with these sensitive topics.

We will follow the guidance on RSHE education.

<https://www.gov.uk/government/publications/sex-and-relationship-education>

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.wakefieldscb.org.uk/children-and-young-people/young-peoples-charter/>

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

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

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.

All complaints and concerns will be recorded.

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.

NSPCC whistleblowing helpline number.) 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

All concerns will be recorded.

15 Allegations and low-level concerns against staff

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed: See Keeping Children Safe in Education Part 4. It is **vitaly** important to have a culture of openness and transparency. 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;
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children;
or
- behaved or may have behaved in a way that indicates they may not be suitable to work with 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 **and low level concerns** against staff should be immediately reported, **in any event within 24hrs of becoming aware**, 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.

In the event of the headteacher being absent the deputy is Vice Principal and DSL.

In cases of allegations hitting the above criteria

The head teacher should not carry out any investigation other than the initial basic fact find 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 **and concern**. 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 including supply staff, can be found in *Keeping Children Safe in Education* part 4 .

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.

Safer Working Practice training is undertaken every 2 years to remind staff of code of conduct and behaviour expectations. **This is important to avoid any culture slippage or erosion of the code of conduct and values we expect from all staff.**

In cases of low-level concerns

We will robustly record any low-level concerns that may not reach the above thresholds. We promote a culture of openness and provide a robust structure to handling concerns about behaviour however low level. Sharing of low-level concerns by staff to the principal will be viewed as a neutral act.

These records will be kept in a central low-level concerns file, which will be kept by the DSL. This will include the details of the concern, the context and the action taken. These records will be reviewed by the DSL and Principal so that patterns can be identified and a record of these reviews will be made.

Staff are encouraged to self-refer any of their own behaviour both inside and outside school which could be constituted as a concern.

The principal will speak to the person who raised the concern, witnesses and also to the person subject to the concern. They will then review the information to determine, if the behaviour is consistent with the code of conduct, the behaviour constitutes a low-level concern or the behaviour is not serious enough to consider a referral to LADO but may merit advice from the LADO or this is a pattern that now hits LADO referral criteria. Robust recording will take place including the rationale for decisions made and action taken.

This will all be done discreetly and, on a need to know basis.

16 Staff Training and Induction

It is important that all staff including temporary and volunteers 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 including Early Help and whistleblowing. All staff, including non-classroom-based staff and the principal, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletters/staff meetings.

WSCP advice is that all school staff receive Education specific basic refresher training once every 2 years. Alongside Safer working Practice Training every 2 years.

Staff are trained to 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 e.g. in case of CSE where, as a result of perpetrator grooming, the student does not want any intervention.

Our staff are trained in ACEs Adverse Childhood Experiences, they understand and aim to work towards trauma informed practice.

The DSL will receive training updated at least every two years, including training in inter-agency procedures. They must also complete Prevent training. 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, this includes DSL forums and signing up to WSCP E-bulletin 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.wakefieldscb.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.

Headteacher and Chair of Governors are encouraged to undertake managing allegations against staff training.

All training will be recorded, including sign in sheets, and monitored to flag in advance when updates are required. Any training done by third party or independent providers must reflect local protocols and training minimum standards.

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.

All of our staff are aware of and trained in the following;

Safer Working Practices in Education guidance 2020

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

For further info on free face to face or recorded courses see:

<https://www.wakefieldscp.org.uk/education/training-schools-colleges/>

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 (2021) together with WSCP and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with *Keeping Children Safe in Education 2021*– Part 3. Including;

- verifying identity;
- an enhanced DBS (disclosure and barring service) check for those in regulated activity;

- a prohibition from teaching check;
- verification on mental and physical fitness;
- checking their right to work in UK;
- checking professional qualifications;
- other checks that may be necessary to ensure ongoing safeguarding.

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. In line with GDPR we will not keep DBS certificates.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2021 – Part 3.

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.

Governors will have enhanced DBS check- Sect 128 provision.

17.1 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.

17.2 Contractors

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

17.3 Visitors

If they work in regulated activity we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out 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.

Supply staff and other visiting staff will be given the school's Visitor Leaflet.

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 invacuation.

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 external staff have regular contact with our students they will be asked to sign up to the schools code of conduct to ensure clarity of expectations e.g. mobile phone use and social media restrictions.

19.1 Alternative Provision

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.

[Keeping children safe in out-of-school settings: code of practice - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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>

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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 with a social worker

We will promote educational outcomes of this group by DSL's appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and school and college leadership staff. DSL's will ensure 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.

25.3 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.

25.4 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*.

26 Remote Learning Safeguarding Considerations.

During Covid lockdown we provided remoter education using Google Classrooms. Safeguarding considerations included using local WSCP checklists and;

[Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)

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

Children may be abused by an adult or adults; however, it is important that we recognise that students can also be abused by another child or children.

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 of a child is never acceptable we will ensure we do not have a culture where low standards are considered acceptable or viewed as 'normal for' a family or community.

For further information on
Mental health issues
Suicide
Peer on Peer abuse including sexual violence and harassment
Drug use
Sharing nudes and semi nudes.
Homelessness
Domestic Abuse
HBV/A
CSE
CCE/County Lines

Bullying
Online safety
Radicalisation
Serious violence Please see- Current Issues.

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. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. For example online safety, CSE, CCE, drug use, mental health issues.

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

Dealing with Disclosures/ Allegations

It takes a lot of courage for a child to disclose that they or their peers are being abused. There are many reasons why they may be blocked from telling someone, including that - 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.

Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw truthful disclosures/allegations later in the process if they feel things have gotten out of their control. Effective communication and relationship building with children will help in these situations.

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

- focus on listening rather than giving advice
- 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 – for example, 'I want to help', 'This isn't your fault', 'You are doing the right thing 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.
- clarify or repeat 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 – for example. "does it happen to your siblings"
- use questions such as "Tell me what happened" or "Is there anything else you want to tell me?"
- 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 physical touch as comfort. It may be anything but comforting to a child who

has been abused. However, this will be case and age specific. If it is appropriate and in the child's best interest, the member of staff will use safe touch following advice given in Safer Working Practice guidelines and in training.

- remember professional boundaries and not share personal experiences or information such as 'that happened to me'
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I wish you had told me about this when it started' or 'I can't believe what I'm hearing' is not helpful and may be interpreted by the child to mean that they have done something wrong
- not pass judgement on the perpetrator
- 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 and hand it to the designated lead, do not discuss with other staff.
- seek support if they feel distressed – From DSL team / helplines in contacts section.

Staff should be aware that SEND students may face additional safeguarding challenges and any barriers to disclosure etc. should be removed.

Voice of the Child

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.

We promote support for any alleged victim, including child on child abuse, and will never victim blame.

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

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).

Wakefield Neglect Toolkit – will be consulted before any referral is made regarding Neglect.

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

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 can be anyone and 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' or they don't want the abuser to get into trouble. 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 which do not have a plausible explanation. E.g. bruises on babies who are not yet mobile, bruises on cheeks, ears, palms, arms, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns.
- 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 incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- 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.
- challenge authority, have outbursts of anger, poor behaviour – trauma response.
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display attention seeking behaviour
- regularly flinch to sudden but harmless actions e.g. raising a hand
- regress to younger child behaviour
- have unexplained gifts/money/mobile phones or are over secretive online
- have low self esteem
- steal or scavenge compulsively
- be overly affectionate to strangers or people they haven't known for very long
- traumatic mutism

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
- Invasive procedures
- Non-consideration of child's dignity.

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. Our staff are trained in ACEs Adverse Childhood Experiences, they understand and work towards trauma informed practice.

Adult Survivor helpline -see appendix.

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. Abuse of a child is never acceptable we will ensure we do not have a culture where low standards are considered acceptable or viewed as ‘normal for’ a family or community.

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 when taking action are:

- if an emergency take the action necessary to help the child, for example, call 999 or seek medical attention
- **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 Claire Holdsworth, Kelly Kershaw or Cheryl Eastwood**
- 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.
- ask for feedback and if there are no improvements push for reconsideration. See escalation section.

The DSL team will discuss the concern and agree a course of action. The progress of which will be monitored during DSL team peer supervision meetings.

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.

Wakefield Families Together website provides lots of advice and support – Early help;

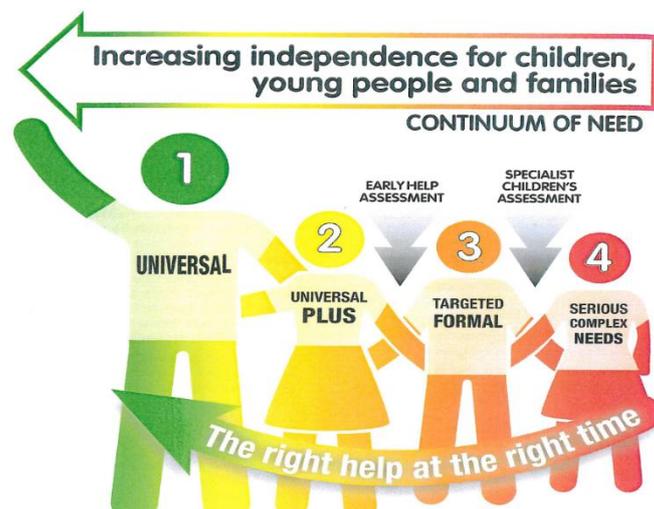
Wakefield Families Together – Wakefield Families Together

The Children First hubs and Team Around the School (TAS) arrangements/school link workers are able to signpost school staff and offer support.

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 and TAS arrangements may be able to support. Multi agency Early Help.



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 mental health issues 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.
- clarify or repeat 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 – for example. "does it happen to your siblings"

- use questions such as “Tell me what happened” or “Is there anything else you want to tell me?”
- 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 MASH or school link workers.

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.

If the concern is low level and can be dealt with through the pastoral support in school (Level 2) a DSL will initiate early intervention to;

- Use a restorative approach and engage with the parents/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/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student (e.g. breakfast club, additional in school support)
- At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- 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/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

If necessary, the school will assess using the Signs of Safety framework – what are we worried about?, what’s working well?, what needs to happen? (Including all subsections, e.g. complicating factors) and then scaling.

If school needs further help (i.e. move to level 3) other agencies/hub link worker will be contacted and if issues escalate the social worker link workers can be contacted or if necessary a referral made to social care/MASH (level 4)

Risk assessments may be required in certain circumstances e.g. HSB. Schools can use a general risk assessment template and may wish to consult with other agencies for additional support and input.

The Wakefield Neglect toolkit will be considered in any cases of Neglect.

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

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 are recorded using CEPOMs

We will seek the Child's voice/opinion and ensure this is noted in the records.

Any concerns about a child will be recorded in a professional manner and passed to a DSL 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 DSL's. The main file, open to staff, will have a marker to signify that a separate file exists for that child so that all staff coming into contact with that child are aware that an additional vulnerability exists.**

The school will keep professionally 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 Early help assessment 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 CIC, 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 **within 5 days** 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.

We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance. <https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-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 WSCP professional disagreement procedure.

http://westyorksrb.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.

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.

When to Report to Police guidance;

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

Local partnership intelligence portal PIP – to report intelligence -does not replace usual procedures if child is at risk.

Partnership Intelligence Portal | West Yorkshire Police

Home Visits

When our staff are required to do home visits we will follow best practice and consult the checklist.

<https://www.wakefieldscp.org.uk/education/templates/>

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>

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

The Data Protection legislation GDPR 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 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 with information governance..

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 MASH

Phone; 0345 8503 503 consultation is necessary before referral
Minicom: 01924 303450 (type talk welcome)
Email; social_care_direct_children@wakefield.gov.uk

Wakefield Continuum of Need document;

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

Wakefield Families Together website

<https://www.Wakefieldfamiliesaltogether.co.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>

School's Social Care Link Worker (social worker)

Name Sinead Murphey
email smurphey@wakefield.gov.uk
01977 724350 / 07990 422885

School's Early Help Link Worker (Children first hub practitioner)

Name Julie Johnson
email jujohnson@wakefield.gov.uk

Other Cluster /TAS contacts

PCSO linked to the school PC Dave Vollens

Police

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

Child Safeguarding Unit

wakefield.sguchild@westyorkshire.pnn.police.uk

CVE Police Team

cveteam@wakefield.gov.uk
01924 303570

West Yorkshire Police partnership intelligence portal PIP – to report intelligence -does not replace usual procedures if child is at risk. (schools have one sign in all DSL's have access to)

[Partnership Intelligence Portal | West Yorkshire Police](#)

Wakefield Safeguarding Children Partnership WSCP/ 3 Safeguarding Partners



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

Local Authority Designated Officer (LADO) – for allegations against staff

Marie Pettman

lado.referrals@wakefield.gov.uk

01977 727032

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,

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

Future in Mind - Mental health practitioner

Primary practitioner - Kathryn Thomas

Email; Kathryn.Thomas@swyt.nhs.uk

Phone; 01977 735865

CAMHS Single point of access SPA

01977 735865

<https://www.southwestyorkshire.nhs.uk/services/camhs-wakefield/>

Wakefield Resilience Framework:

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

Wakefield School nursing/ Health visiting service:

Helen Plimmer

helen.plimmer@bdct.nhs.uk

<https://www.bdct.nhs.uk/services/school-nursing-teams-wakefield/>

<https://www.bdct.nhs.uk/services/health-visiting-wakefield/>

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

domesticabuse@wakefield.gov.uk

Prevent Contacts – referral form see templates on WSCP website.

Prevent – Wakefield Community Safety Team communitysafety@wakefield.gov.uk

01924 306645 / 01924 306776 Or 07468 700810 / 07827 955425

Prevent Police Officers

wd.prevent@westyorkshire.pnn.police.uk or 07789753634 / 07590357469

Child Missing Education Officers

Marina Oldreive,

Educational Welfare Officer

01924 307467 educationcme@wakefield.gov.uk

Wakefield Education Welfare service:

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

Virtual Head for CiC

Jackie Roper

jroper@wakefield.gov.uk

Wakefield Local Offer – for children with SEND and their families

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

NSPCC Speak out Stay safe service for Primary schools

<https://learning.nspcc.org.uk/services/speak-out-stay-safe>

Drug support for young people

<https://www.turning-point.co.uk/>

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/>

Wakefield District Housing WDH

<https://www.wdh.co.uk/ContactUs/>

OneCALL 0345 8 507 507



Other useful services;

Education welfare officer – Suzanne Parker

Education psychologist – Laura Griffiths

Spectrum RSE – Andi Cope

Wakefield Youth Work Team

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

Wakefield Young Carers:

<http://www.wakefield.gov.uk/schools-and-children/early-help/young-carers>

NSPCC Helpline

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

NSPCC Report Abuse in Education

0800 136 663

Counter Terrorism helpline

0800 789 321

Forced Marriage Unit

020 7008 0151

fmu@fco.gov.uk

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