Safeguarding and Child Protection Policy

Agreed by the Governing Body – (10/11/20)

Updated on 13/4/21:

- Added explicit definition of harmful sexual behaviour HSB
- NSPCC Report Abuse in Education helpline added.
- Removed sexting and updated nudes and semi nude's guidance link.
- Removed outdated Coronavirus links.

Safeguarding and Child Protection Policy

Date of publication: September 2020 Review date: September 2021

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PART B CHILD PROTECTION PROCEDURES

Categories and definitions of abuse including grooming, Indicators, Impact, Taking Action, Early intervention, Dealing with Disclosures/Allegations, Notifying parents, Recording and monitoring, Referral to social care, Referral to police, Confidentiality and Information sharing, Local and National contacts.

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Reviewed by:

Designated Safeguarding Lead/ Prevent Lead: Michael Walker (Headteacher)
Date: 30.9.20

Deputy Designated Safeguarding Leads: Sarah O'Brien (Deputy Headteacher), Katie Tordoff and Jayne Albaya.
Date: 1.10.20

Headteacher: Michael Walker
Date: 30.9.20

Nominated Safeguarding Governor: Joanne Bagg
Date: 1.10.20

PART A

1. Policy Statement and Principals

This policy is one of a series in the school's integrated safeguarding portfolios and approach. It will be read alongside any Covid 19 policy addendums.

Related safeguarding portfolio policies/procedures:

- Covid addendum
- Supporting pupils with a medical condition
- Staff code of conduct incl Acceptable IT use
- Educational Visits
- Attendance/uncollected child
- Tackling bullying
- SEND
- Online Safety
- Missing Children – on and off site
- Lone working/photography/transporting students
- Physical intervention and the use of reasonable force
- First Aid/sick children
- Personal and intimate care
- Complaints procedure
- Appropriate physical contact
- Whistleblowing
- Safer recruitment
- Managing allegations
- Grievance and disciplinary
- Relationships, Sex and Health education
- Exclusions
- Lock down /invacuation Emergency Planning

It should be considered alongside Health and Safety legislative requirements **https://www.gov.uk/government/publications/health-and-safety-advice-for-schools** and Covid 19 addendum.

The school's safeguarding arrangements are inspected by Ofsted - Inspecting Safeguarding in early years, education and skills settings.

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.

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 early help and 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.

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 allegation 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.
- Pupils and staff involved in child protection issues will receive appropriate support

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 pupils, parents 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;

West Yorkshire Consortium Procedures **http://westyorkscb.proceduresonline.com/index.htm**

WSCP Wakefield Safeguarding Children Partnership
https://www.wakefieldscp.org.uk/
We will engage locally with Wakefield Safeguarding Children Partnership 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.

Guidance for Schools Coronavirus 2020;
https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19

Coronavirus

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

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three to four times more likely to be abused. Three children in an average classroom have a diagnosable mental health condition. Due to their day-to-day contact with pupils, 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, or support others to do so, to prevent concerns from escalating.

Terminology

Child/Children includes everyone under the age of 18.

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

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 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. Any Early help assessment can be used in Wakefield.

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

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

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

Social Care MASH – Wakefield's children social care/Family services/Front Door/Multi Agency Safeguarding Hub

CAMHS Child and adolescent mental health service

WSCP Wakefield Safeguarding Children Partnership. This has replaced WDSCB Wakefield District Safeguarding Children Board.

Signs Of Safety – an approach to family intervention work, used across the Continuum of Need. This has been incorporated into **Wakefield Families Together – Connecting Practice Approach** now used in Wakefield.

Restorative Approach – using language and skills to reduce conflict and foster relationships in order to help people reach sustainable solutions to problems. This is the overarching aim of any work and training in Wakefield district.

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

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

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

MARF – Multi Agency Referral Form used in Wakefield District

MACE panel Multi Agency Child Exploitation panel.

ACES Adverse Childhood Experiences

CiC Child In Care

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.

Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
The same applies through the Non Maintained Special Schools (England) Regulations 2015

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.

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of Children. 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 (2020)
Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise specified:
• 'school' means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools1 and pupil referral units.

• 'college' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector.2 It relates to their responsibilities towards children who are receiving education or training at the college. It excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

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

All staff should read Part One of this guidance (and annex A for those working directly with students) and staff can find a copy on the staff noticeboard.

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 safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Safeguarding Guidance for Schools during Coronavirus;

Guidance for schools Coronavirus;
https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19

Supporting students wellbeing
https://www.gov.uk/guidance/supporting-pupils-wellbeing

Parental Advice supporting wellbeing
https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing

Safeguarding and remote education
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Implementing protective measures in educational settings
https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

Statutory Framework for the Early Years Foundation Stage

3. Roles and Responsibilities

Key personnel – This information is displayed prominently around school.

- **The designated safeguarding lead (DSL) for child protection (member of senior management) is** Mr. Michael Walker

Contact details: email: headteacher@howard.wakefield.sch.uk tel: 01977 612124

- **The deputy DSL is** Miss Sarah O'Brien (Deputy Headteacher)

Contact details: email: sobrien@howard.wakefield.sch.uk tel: 01977 612124

- **The nominated child protection governor is** Mrs Joanne Bagg

Contact details: email: admin@howard.wakefield.sch.uk tel: 01977 612124

- **Chair of Governors is** Mrs Lucy O'Brien

Contact details : email: admin@howard.wakefield.sch.uk tel: 01977 612124

- **The headteacher is** Mr. Michael Walker

Contact details: email: headteacher@howard.wakefield.sch.uk tel: 01977 612124

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

Due to Coronavirus we have implemented safety measures in school which are outlined in our school guidance document.

We will ensure that an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. 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.

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.

DSL responsibilities;
- refer cases of suspected abuse to the local authority children's social care as required/ support staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern as required/support staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- refer cases where a crime may have been committed to the Police as required.
- act as a point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" (as per Part four) and the LADO/designated officer(s) at the local authority for child protection concerns in 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 all staff.

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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 or college's child protection policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- understand relevant date protection legislation and regulations- GDPR
- understand the importance of information sharing, both within the school/college and with the three safeguarding partners, other agenices, organisations and practitioners.

- are able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ensure the school or college's child protection policies are known, understood and used appropriately.
- 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 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 p artner 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.**

- Child protection file

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

- Availability

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. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.
It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Governing Body 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 – senior board level to take leadership responsibility.
- Complies with their duties under legislation, including SEND and use of reasonable force.
- Contributes to interagency working and plans including information sharing.
- Takes into account WSCP – three partner /local procedures.
- Has a nominated governor (usually the chair) who liaises with the Designated Officer/LADO in the event of an allegation being made against the head teacher.
- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner. Staff expertise within the school is used to shape these.
- Has an appropriate safeguarding response to children who go missing from education, particularly on repeat occasions, 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 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL's 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 ensured the school has clear systems and processes for mental health concerns.**
- Has considered how children are taught about safeguarding – PSHE/RSE.
- Has evidence of the child's voice and that there are systems in place for feedback and pupils' 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. Ensure school linked with Care Leaver personal advisors.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children – peer on peer abuse. Procedures are in place for referral to the DBS disclosure and barring service.(Ch4 Keeping Children safe in Education)
- 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. (ch3 Keeping Children Safe in Education)
- 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 Safeguarding Partnership.
- Ensure appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.
- In sole proprietor owned schools – the DSL can perform their duties with sufficient independence e.g. we will write into the job description that they may need to seek advice from the LADO and we will engage with consultants external to the school to support.

The Headteacher:

- 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 pupils 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 pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Liaises with the Designated Officer/LADO where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- Ensures induction and training of all staff.

4. Good Practice Guidelines and Staff Code of Conduct

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

- treating all pupils with respect
- being alert to changes in pupils' 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 pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, missing education and appropriate IT/social media use.
- asking the pupil'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 pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when pupils are present.
- being aware that the personal, family circumstances and lifestyles of some pupils 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 pupil's safety and welfare to a DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with pupils and use of social media and online networking
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

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 are informed of departure and estimated arrival times.

All of our staff are aware of the following;
Safer Working Practices in Education guidance 2019
https://www.saferrecruitmentconsortium.org/

5. Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils 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 pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

6. 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 pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs SEND
- Young Carers
- Children who need a social worker
- Children in Care/ those recently returned to family from care
- Children Missing Education CME and children missing from school.
- privately fostered children
- LGBT (lesbian gay bisexual trans)
- asylum seekers
- living transient lifestyles
- do not have English as a first language
- 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.
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- 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
- 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.

SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities and can be disproportionally 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

How Wakefield supports SEND students is outlined below.

http://wakefield.mylocaloffer.org/Home

7. Emotional Health and Wellbeing

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

In an average classroom 3 students will be suffering from a diagnosable mental health condition.
All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify behaviour that may suggest an issue.
If staff have concerns about the mental health of a pupil 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 our SENDCo.

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

- Details of a pupil'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 secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

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.

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

Our mental health lead is Miss O'Brien (Deputy Headteacher)

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 school community as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful times e.g. SATs.

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 pupil rather than advice or direction. If there are any safeguarding concerns discussion with the DSL will take place.

We ensure the metal wellbeing of our staff and pupils through an open, accepting and empathetic ethos. The core Christian values of the school, particularly compassion and friendship emphasise the importance of other's feelings and we endeavour to live and model these values, every day.

Our curriculum is underpinned by personal, social and health development whereby children continually develop their understanding of how to live a healthy lifestyle - including emotional, social and physical health principles. Our school also offers experiences to promote positive mental health including an after-school reading club specifically designed for 'Healthy hearts and minds.'

When we feel someone is struggling with their mental wellbeing and health, concerns can be logged through school systems CPOMS - and the appropriate member of the pastoral team will set a plan in motion for getting the pupil back on track. This is closely monitored and updated on the school's internal system and parents are kept informed with updates.

The school's learning mentor will be directed to support children who require support with their mental wellbeing and health and further advice / support is sought from the Futures in Mind project, with their recommendations utilised and closely monitored through CPOMS.

Mental health of staff is further supported through the SAS package which offers many benefits including health screening days, stress awareness sessions, counselling and physiotherapy. All of these services are displayed prominently on the staff wellbeing board. The Futures in Mind CAMHS link have also led staff meetings on mindfulness to promote healthy habits and positive mental health with the teaching and support staff.

We use Wakefield Resilience framework to build resilience in our pupils:
https://www.riskandresilience.org.uk/
As well as embedding the following into our curriculum:
https://www.pshe-association.org.uk/curriculum-and-resources/resources

Other sources of support include:
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

You can find out more about our mental health and wellbeing offer on our school website which has lots of information and signposting to mental health support services:
https://www.ackworthhowardschool.co.uk/wellbeing/safeguarding

Suicide

We recognise that suicide is one of the biggest killers of children and young people in the UK. We aware of the national guidance document ‘Building a Suicide Safer School/College’ by Papyrus; advice on policy, prevention, postvention etc.

https://papyrus-uk.org/wp-content/uploads/2018/10/400734-Schools-guide-PAPYRUS.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.

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

Samaritans step by step guide responding to a suicide;

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

Wakefield suicide prevention strategy

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

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

8. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. For a guidance list, (including children and the court system and children with family in prison) see annex A in Keeping Children Safe in Education. The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally **https://www.wakefieldscp.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 pupils.

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

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

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

Peer on Peer Abuse – sharing nudes, semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating.

Child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessed as required.

It will 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.

Sexual Violence and Harassment can occur between children of any age and sex.

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

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

we will;

- never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

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

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

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

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

Local sexual assault centre;

https://www.hazlehurstcentre.org/

Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph up someone’s skirt without their permission. This is a criminal offence. We will take police advice on any cases of this in school.

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.

Sexting/Youth Produced Sexual Imagery/Nudes and Semi nudes

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

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;

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

Searching screening and confiscation guidance for schools;
https://www.gov.uk/government/publications/searching-screening-and-confiscation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Searching screening and confiscation guidance for schools;
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Bullying

Is usually defined as behaviour 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 pupils and parents receive a copy of the procedures on joining the school and 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's will consider implementing child protection procedures.

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

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. Information around our bullying procedure can be found on our website.

Children with Harmful Sexual Behaviour HSB

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

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

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. 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 pupil's sexual behaviour should speak to a DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements.

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

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

Contextual Safeguarding/ Extra Familial abuse

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families i.e. extra familial abuse. 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. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Contextual Safeguarding Network

https://contextualsafeguarding.org.uk/

Hate Crime

Any hate crime/incident will be reported through local reporting mechanisms –Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of:
race, sexual orientation, gender identification, disability, religion or faith
A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing.

Prejudice Related Incidents

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.

Children Missing Education CME

CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise that at school e.g. home schooling. However at any stage any child going missing from school, 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.

All pupils will be placed and removed from admission and attendance registers as required by law.

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

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures. Missing Officer – details in appendix.

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

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 (male or female) 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 of 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.

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

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, threatening other young people etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common.

County lines is a term used to describe
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 and store 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

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

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 the abusive affect this has on 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 pupils were present. The purpose of this information sharing is to make the next day better for the child.

http://www.operationencompass.org/

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

Resources for children
http://thehideout.org.uk/

Parental Conflict advice website;
https://relationshipmatters.org.uk/

Honour Based Violence/Abuse HBV/A – e.g. FGM/Forced Marriage/Breast Ironing.

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 legal duty to report ***known*** *cases* on under 18's to the police. Reporting form is available on the wscp 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

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;

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.

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' and critical thinking.

We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

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 incudes 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 courses 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 pupils 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 team 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 pupils are educated in online safety.

Prevent police officer in Wakefield – details in appendix.

Prevent duty – link in legislation section.

Prevent referral form – wscp website- education - templates

http://educateagainsthate.com/

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; it does NOT include great-aunts or uncles, great grandparents or cousins.)

The school will follow the legal requirements of reporting to the Local Authority as set out by WSCP.

http://www.wakefield.gov.uk/Documents/schools-children/fostering/private-fostering.pdf

Homelessness

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

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

Drug Use

Local service – Turning Point Inspiring Recovery

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

National website

https://www.talktofrank.com/

Dealing with issues relating to Parental Responsibility – Dispute Resolution

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/

9. Online Safety

Many of our pupils will 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's **online safety policy** *[link here)* explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, 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 pupils are not allowed to access these sites in school. Some pupils 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 and **Parent Info website link is on our website for parents to access. We use the Safer Schools app to update staff and parents regularly.**

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

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

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

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

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.

To protect students from mobile technology accessing 3G, 4G and 5G we will have a ban on mobile phones whilst in school.

Teaching Online Safety in Schools

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

Education for a Connected World

https://www.gov.uk/government/publications/education-for-a-connected-world

Safeguarding and remote education;

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Online Safety for SEND

https://www.childnet.com/resources/star-sen-toolkit

https://www.thinkuknow.co.uk/professionals/resources/

Gaming Advice

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

Professionals online safety helpline

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

10. 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) Relationships and Sex Education and Health Education (RSE) lessons and in all aspects of school life. 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 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. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and off line.

However all our pupils 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.(include students confidentiality statement here)

We will follow the guidance on RSE education.
https://www.gov.uk/government/publications/sex-and-relationship-education

PSHE association
https://www.pshe-association.org.uk/
http://www.healthy-relationships.co.uk/

We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across school.
https://www.wakefieldscp.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/

Students are encouraged to access local support via WF-I-Can website.
https://wf-i-can.co.uk/

11. 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 pupils, their families, and staff by:

- taking all suspicions and disclosures/ allegations 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 pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils 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.

12. Complaints Procedure

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

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

13. 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 code 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 immediately to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to the Designated Officer/LADO or the police if they believe direct reporting is necessary to secure action or to the NSPCC whistleblowing helpline – see appendix.

14. Allegations 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. It is important to have a culture of openness and transparency and a consultation with the Designated Officer/LADO will happen if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children or
- **Behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

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

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

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

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

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 may be required.

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

The full procedures for dealing with allegations against staff, including supply staff, can be found in *Keeping Children Safe in Education* part 4.

Staff, parents 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.

15. Staff Training and Induction

It is important that all staff, including temporary and volunteers, have regular 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 site staff and the Headteacher, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.
WSCP advice is that all school staff receive face to face training once 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.

All of our staff are aware of the following;
Safer Working Practices in Education guidance 2019
https://www.saferrecruitmentconsortium.org/

DSL's will receive face to face training updated every two years. They must also do Prevent training. All DSL's are strongly recommended to attend the multi-agency Working Together Training – A Shared Responsibility.

DSL's will be supported and encouraged to attend additional training to keep up to date, including DSL forums and other multi-agency training offered by WSCP 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.wakefieldscp.org.uk/education/training-schools-colleges/

Governors will receive strategic governor safeguarding training.

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 & Annex A of Keeping Children Safe in Education is available on the staff noticeboard.

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, details of the DSL's, 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 visitors in contact with students will be given the school's visitor leaflet with a brief summary of the above.

16. 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 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 - flowchart in Chapter 3. Including;

Verifying identity
Enhanced DBS (disclosure and barring service) with barred list check for those in regulated activity
Prohibition from teaching check/directions/sanctions/restrictions – teacher services system – for all

teaching posts
EEA restrictions.
Verification on mental and physical fitness
Right to work in UK
Professional qualifications.

Governors of maintained school will have enhanced DBS check
Sect 128 provision (managers of independent schools in addition to DBS)

References will be sought before interview so any concerns can be explored.

At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education.
(templates available from Wakefield HR)

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.

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

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

Visitors
Schools do not have the power to ask for DBS checks or see the certificate. 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. 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.

17. 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, they will not be asked for DBS at reception as above. 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 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.

18. 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 pupils 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 pupils 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.**

Alternative Provision

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.

19. 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 pupils 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 pupil's full name with an image
- ensure pupils 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 pupils to tell us if they are worried about any photographs that are taken of them.

20. 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 explicitly taken into account if restraint is used on SEND students.

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

21. 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 will be informed and incidents recorded.

22. First Aid and Managing Medical Conditions.

Staff will be trained appropriately in first aid and follow safer working practice guidance of 'saying before touching'.

Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils 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-pupils-at-school-with-medical-conditions--3

23. Changing Rooms and Other Sports Issues

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

https://thecpsu.org.uk/

24. Special Circumstances **(to be included as appropriate for your school)**

Looked after Children LAC/Children in Care CiC
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 designated teacher for Looked After Children and the DSL team 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/CiC 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 Virtual School – see contacts section

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.

Part B Child Protection Procedures

Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
For allegations against staff please see earlier section.

Abuse
A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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 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
Sexting/Youth produced sexual imagery/sharing nudes and semi nudes.
Homelessness
Domestic Abuse
HBV/A
CSE
CCE/County Lines
Bullying
Online safety
Radicalisation
Serious violence Please see- Current Issues.

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

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families i.e. **extra familial abuse**. 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.

https://contextualsafeguarding.org.uk/

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
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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.
See abuse of position of trust in earlier section.

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.

Wakefield Neglect Toolkit – will be consulted before any referral is made regarding Neglect.
https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2018).

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or school staff. Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, because they are ashamed or embarrassed, or their abuser has threatened them 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: (not designed to be a checklist)

- have bruises, 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.
- challenge authority, have outbursts of anger, poor behaviour – trauma response.
- be reckless with regard to their own or other's safety
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or attention seeking behaviour
- regularly flinch to sudden but harmless actions e.g. raising a hand
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- self-harm incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- display violence/sexualised behaviour towards animals, toys, peers
- regress to younger child behaviour
- 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.
- have unexplained gifts/money/mobile phones or are over secretive online
- have low self esteem
- steal or scavenging compulsively
- overly affectional to strangers or people they haven't known for very long
- traumatic mutism

Responses from parents 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 team to decide how to proceed.

It is very important that staff report and record their concerns as soon as possible – they do not need 'absolute proof' that the child is at risk before taking action.

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. A DSL will be available at all times, within the school day, for staff to speak to.

We actively encourage a 'never do nothing' attitude if staff have a concern about a child and promote discussion with a 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.

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" and remain professionally curious.

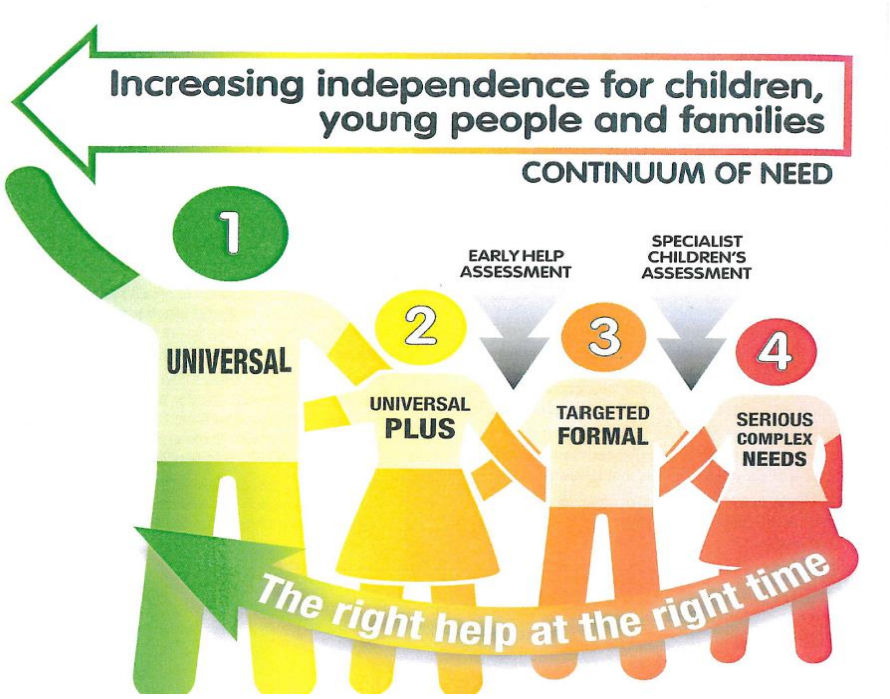
Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999 or seek medical attention
- **REPORT your concern to a DSL as soon as possible.**
- **Complete a RECORD of your concern, using a professional tone and language on CPOMS and immediately pass onto to a DSL if you need assistance with this please speak to a member of the DSL/Safeguarding team.**
- 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, see helplines in contacts section.

- 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 and Team Around the School (TAS) arrangements 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/ SoS assessment. Children First Hub and TAS arrangements may be able to support.
Level 4 – Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess, investigate and lead at this level.

School does have a duty to intervene early and support however it is not schools 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 pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, for example their artwork could be bizarre, they may write stories or poetry that reveal confusion, distress or mental health issues or their behaviour may have changed. In these circumstances, **staff will give the pupil 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 or a grandparent is very ill.

It is fine for staff to ask the pupil if they are OK, if they are worried about anything or if they want to talk.

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the dealing with a disclosure/ allegation advice.

Following an initial conversation with the pupil, if the member of staff remains concerned, they should

discuss their concerns with a DSL.

Notifying parents

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

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

We will be alert if parents 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 have any queries regarding safeguarding they are encouraged to contact a DSL.

Early Intervention

http://www.wakefield.gov.uk/schools-and-children/early-help

Early help directory
http://earlyhelp.wakefield.gov.uk/

Any Early intervention work will be registered on Wakefield Early Help Register;
http://www.wakefield.gov.uk/schools-and-children/early-help

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 will be contacted and if issues escalate or local advice is needed the Children First Hub/ TAS can be contacted and a referral made using the MARF – Multi agency referral form – on webpage under templates.

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/

It is important to continually reassess concerns if there are no improvements.

Dealing with Disclosures/ Allegations

It takes a lot of courage for a child to disclose that they are being abused. There are many reasons why they may be blocked from telling including -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 pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil 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 pupils it is best practice for staff to:

- Focus on listening rather than giving advice
- Allow pupils to speak freely
- Remain calm and not overreact – the pupil 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 talking to me'
- Not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and *will not* ask direct or leading questions – such as.. whether it happens to siblings too.
- Use questions such as Tell me what happened…..? Is there anything else you want to tell me?
- At an appropriate time tell the pupil 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 pupil what will happen next. The pupil 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.

Records and Monitoring

Why recording is important

Our staff will be encouraged to understand why it is vital that recording is timely, comprehensive and accurate.

Cause for concerns are recorded on CPOMS using the cause for concern category.

Any concerns about a child will be recorded in a professional manner and passed to a DSL as soon as possible. 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 timed.

We will seek the Childs voice/opinion and ensure this is noted in the records.

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

It may be appropriate on receipt of a concern for a 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 full details.

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. Templates available on safeguarding webpage.

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 DSL's.

This file will be kept separately from the main pupil file and will be 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 safeguarding 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 team in analysis and action, which may include no further action, monitoring, whether an Early help assessment should be undertaken, or whether a referral should be made to other agencies - Social Care MASH/Children First Hubs/TAS in line with the Continuum of Need document (see link in appendix) and reflecting the Signs Of Safety approach. (see referral checklist on WSCP education webpage)

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

In some cases 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 a DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements. Checklists and supervision toolkits available on WSCP education webpage.

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 a DSL at the new establishment/school and a **written receipt will be obtained.** There will be a timely liaison between each school's DSL, and if necessary a face to face meeting, 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. **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 do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher, who will consult with information governance.

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 pupil 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 pupil (subject to their age and understanding) and the parents 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 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.
https://westyorkscb.proceduresonline.com/p_res_profdisag.html?zoom_highlight=professional+disagreement
Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

Referral to Police

Remember if a criminal offence has occurred it will be necessary to contact the police 101 or 999 as appropriate. It may be useful to state which department we require e.g. child safeguarding unit / CVE 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 WSCP 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

Confidentiality and Information Sharing

Staff will only discuss concerns with a 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 pupil with their parents. This must be handled sensitively and a DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure/ allegation.

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

The Seven Golden Rules for Safeguarding Information Sharing

- 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

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 a 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 may be exempt from the disclosure provisions of the Data Protection, which means that children and parents do not have an automatic right to see them in certain circumstances. However it will be usual practice for parents to have been informed of any concerns at the time. If any member of staff receives a request from a pupil 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/

Local Children First Hub - Pontefract and Knottingley

Email; karenwilkinson@wakefield.gov.uk
Phone; 01977 724350
http://earlyhelp.wakefield.gov.uk/children-and-families/children-first-hubs/

School's Social Care Link Worker (social worker)
Name; Vicki Spencer
Phone; 07795 962137

School's Early Help Link Worker (Children first hub practitioner)
Name; Robyn Bligh
Phone; 01977 724350

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

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 - Gemma Fisher

Phone; 01924 316950

CAMHS Single point of access

01977 735865

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

Wakefield Resilience Framework;

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

Wakefield School nursing/ Health visiting service;

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

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

Wakefield Signs of Safety webpage;

https://www.wakefieldscp.org.uk/professionals-and-practitioners/signs-of-safety/

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