



# PONTEFRACT

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## ACADEMIES TRUST

### SAFEGUARDING AND CHILD PROTECTION POLICY

|                           |   |
|---------------------------|---|
| Trust Board Approval Date | 1 October 2018  |
| Implementation Date       | 1 September 2018  |
| Planned Review Date       | September 2019  |
| Reviewed by:              | <b>Designated Safeguarding Lead:</b><br><b>Nicki Ellwand (Head of School)</b><br><br><b>Deputy Designated Safeguarding Leads:</b> Lisa Hopton (Teacher of the Deaf), Melissa Kasperek (Teacher and SENCo) & Catherine Whitwell (Learning Mentor)<br><br><b>Nominated Safeguarding &amp; Vulnerable Children School Governor:</b><br><b>Mike Farrell</b> |

# Contents

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| <b>PART A</b>                              |   | <b>PAGE NUMBERS</b> |
|--|---|---------------------|
| 1  | Policy statement and principles   | <b>1-3</b>          |
| 2  | Terminology   | <b>4</b>            |
| 3  | Roles and responsibilities  | <b>5-9</b>          |
| 4  | Code of Conduct for Employees   | <b>10-12</b>        |
| 5  | Emotional Health and wellbeing  | <b>13</b>           |
| 6  | Some current issues – includes Peer on Peer abuse   | <b>14-19</b>        |
| 7  | Helping children to keep themselves safe  | <b>20</b>           |
| 8  | Support for those involved in a child protection issue  | <b>21</b>           |
| 9  | Complaints Procedure  | <b>22</b>           |
| 10   | If you have concerns about a colleague or safeguarding practice                                     | <b>23</b>           |
| 11   | Allegations against staff   | <b>24</b>           |
| 12   | Staff training and induction  | <b>25</b>           |
| 13   | Safer recruitment   | <b>26-27</b>        |
| 14   | Site Security   | <b>28</b>           |
| 15   | Extended school and off-site arrangements   | <b>29</b>           |
| 16   | Photography and images  | <b>30</b>           |
| 17   | Physical intervention and the use of force  | <b>31</b>           |
| 18   | Intimate care   | <b>32</b>           |
| 19   | Online Safety   | <b>33</b>           |
| 20   | First Aid and supporting children at school with medical conditions                                 | <b>34</b>           |
| 21   | Changing rooms and other sports issues  | <b>35</b>           |
| 22   | Special circumstances   | <b>36</b>           |
| 23   | Safeguarding Legislation and Guidance   | <b>37-38</b>        |
| <b>PART B: CHILD PROTECTION PROCEDURES</b> |   |                     |
| 1  | Categories and definitions of abuse   | <b>39-40</b>        |
| 2  | Indicators of Abuse and Impact of Abuse   | <b>41-42</b>        |
| 3  | Taking Action<br><i>(including early intervention, dealing with disclosures, notifying parents)</i> | <b>43-46</b>        |
| 4  | Recording and Monitoring<br><i>(including referral to social care, Referral to police)</i>          | <b>47-50</b>        |
| 5  | Local and National Contacts   | <b>51-53</b>        |
| <b>APPENDIX 1</b>                          |   |                     |
|  | Child Protection Referral Form  | <b>54-55</b>        |

# PART A

## 1. Policy statement and principles

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### 1.0 OUR CORE SAFEGUARDING PRINCIPLES

- 1.01 The Trust and the school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- 1.02 Our schools are committed to creating a safeguarding culture where all leaders and staff ensure there is vigilance around keeping everyone safe.
- 1.03 Representatives of the school community will be involved in policy development and review.
- 1.04 Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- 1.05 The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

### 1.1 CHILD PROTECTION STATEMENT

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

### 1.2 POLICY PRINCIPLES

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

# 1. Policy statement and principles

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## 1.3 POLICY AIMS

- 1.3.1 To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- 1.3.2 To ensure consistent good practice.
- 1.3.3 To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.
- 1.3.4 To contribute to the school's safeguarding portfolio.
- 1.3.5 The procedures contained in this policy apply to all staff and school governors and are consistent with those of the:
- Current Safeguarding Legislation and Guidance detailed in Section 23 of this policy.
  - Wakefield District Safeguarding Children Board WDSCB/ West Yorkshire Consortium Procedures ([click here](#)).
  - Equality Act 2010 ([click here](#)).
- 1.3.6 Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse, both inside (e.g. bullying or staff grooming behaviours) and outside the school and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.
- 1.3.7 This policy is one of a series in the school's integrated safeguarding portfolios and approach.

## 1.4 RELATED SAFEGUARDING PORTFOLIO POLICIES

- 1.4.1 Pontfract Academies Trust Policies implemented across all incorporated schools ([click here](#)):
- Code of Conduct for Employees
  - Whistleblowing Policy
  - Complaints Procedure
  - Equality and Diversity Policy
  - Disciplinary Procedure
  - Grievance Procedures
  - Health and Safety Policy
  - Dealing with Allegations against Staff

# 1. Policy statement and principles

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## 1.4.2 School Policies implemented in our Trust:

- SEND (AEN) Policy
- (including support to learners with medical conditions)
- School Local Offer (School SEND Information Report (in accordance with S69 of the Children and Families Act 2014))
- Behaviour Policy (including measures to prevent all forms of bullying)
- PSHE (including SMSC) Policy
- School Health & Safety Policy & Procedures (within overarching Trust Policy)
- Accessibility plan and Disability Equality Scheme

## 2. Terminology

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### 2.0 TERMINOLOGY

**Child/Children** include everyone under the age of 18.

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

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

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

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

**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** a post in the local authority, to coordinate and manage allegations against staff.

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

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

**Signs Of Safety** a new approach to family intervention work in Wakefield district.

**DSL - Designated Safeguarding Lead.**

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

## 3. Roles and Responsibilities

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### 3.0 ROLES AND RESPONSIBILITIES

- 3.01 The key personnel responsible for Safeguarding and Child Protection is displayed clearly in staff rooms and reception areas in posters and with photographs of the Designated Leads and their details on.

#### **Designated Safeguarding Lead (DSL) for Child Protection**

Name **Nicki Ellwand**  
Job Title **Head of School**  
Email [admin@rookeries.patrust.org.uk](mailto:admin@rookeries.patrust.org.uk)  
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#### **Deputy Designated Safeguarding Leads (DSLs) for Child Protection**

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Job Title **Learning Mentor**  
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#### **Nominated School Governor for Safeguarding and Vulnerable Children**

Name **Mike Farrell**  
Job Title **SPRB (School Performance Review Board)**  
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#### **Head of School**

Name **Nicki Ellwand**  
Job Title **Head of School**  
Email [admin@rookeries.patrust.org.uk](mailto:admin@rookeries.patrust.org.uk)  
Telephone **01977 600368**

## 3. Roles and Responsibilities

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3.02 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 2018](#).

3.03 **The school will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable.** This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated; however deputy leads will be trained to the same level.

### 3.1 DSL RESPONSIBILITIES

#### 3.1.1 Manage referrals

The designated safeguarding lead is expected to:

- 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.

#### 3.1.2 Work with others

- Liaise with the Head of School 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 designated officer(s)/LADO at the local authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

#### 3.1.3 Undertake training

3.1.3.1 The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

3.1.3.2 The designated safeguarding lead will undertake Prevent awareness training.

## **3. Roles and Responsibilities**

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3.1.3.3 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, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 3.1.3.3.1 Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 3.1.3.3.2 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.
- 3.1.3.3.3 Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- 3.1.3.3.4 Are alert to the specific needs of children in need, those with special educational needs and young carers; <sup>80</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- 3.1.3.3.5 Are able to keep detailed, accurate, secure written records of concerns and referrals.
- 3.1.3.3.6 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.
- 3.1.3.3.7 Obtain access to resources and attend any relevant or refresher training courses.
- 3.1.3.3.8 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.

### **3.1.4 Raise Awareness**

- 3.1.4.1 The designated safeguarding lead will ensure the school or college's child protection policies are known, understood and used appropriately.
- 3.1.4.2 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 school governance committees or proprietors regarding this.
- 3.1.4.3 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.
- 3.1.4.4 Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## 3. Roles and Responsibilities

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### 3.1.5 Child protection file

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

### 3.1.6 Availability

3.1.6.1 During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person. Appropriate cover arrangements will be made for any out of hours/out of term activities.

3.1.6.2 During school holidays, a member of the Safeguarding Team is available by email, mobile phone or text message and will have access to student information via CPOMS.

3.2 **The Deputy DSL(s)** is appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. However the senior DSL holds lead responsibility.

3.3 **The School Governance Committee** ensures that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account WDSCB 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 the Pontefract Academies Trust Code of Conduct for Employees and both are provided to and followed by all staff in a timely manner.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child's voice and that there are systems in place for feedback and pupils'/students' views.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head of School and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.

## 3. Roles and Responsibilities

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- Develops a training strategy that ensures all staff, including site staff and the Executive Head of School and Head of School receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- Ensure appropriate **online filter and monitoring systems** are in place and ensure online safety is included in lessons.

### **3.4 Head of School:**

- 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.
- 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.
- 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 should be given time, funding and training to support this. There should always be cover for this role.
- **Appoints a designated Children in Care (CIC) teacher** and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.

## 4. Code of Conduct for Employees

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### 4.0 CODE OF CONDUCT FOR EMPLOYEES

4.01 To meet and maintain our responsibilities towards pupils all employees of the Pontefract Academies Trust follow the standards of conduct set out in the Pontefract Academies Trust Code of Conduct for Employees. Underpinning this employees should conduct themselves in a manner which 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, 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 the 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.

4.02 Safer Working Practices in Education guidance 2015

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

## 4. Code of Conduct for Employees

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### 4.1 ABUSE OF POSITION OF TRUST

- 4.1.1 All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Disciplinary action can be taken if professional standards are not upheld.
- 4.1.2 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.

### 4.2 CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

- 4.2.1 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.
- 4.2.2 To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:
- missing education/missing from education
  - disabled or have special educational needs (SEND)
  - young carers
  - Children in Care (CIC)
  - privately fostered children
  - affected by domestic abuse
  - affected by substance misuse/drug use
  - affected by mental health issues including self-harm and eating disorders
  - affected by poor parenting
  - at risk of Fabricated or Induced Illness
  - at risk of gang and youth violence
  - asylum seekers
  - living away from home
  - vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
  - live transient lifestyles
  - LGBT (lesbian gay bisexual transgender)
  - missing from home or care
  - living in chaotic and unsupportive home situations
  - vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
  - vulnerable to extremism or radicalisation
  - vulnerable to faith abuse
  - involved directly or indirectly in child sexual exploitation (CSE) or trafficking

## 4. Code of Conduct for Employees

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- do not have English as a first language
- at risk of Honour Based Violence (HBV) including; female genital mutilation (FGM) and forced marriage

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

### 4.3 SEND PUPILS

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

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

- 4.3.2 How Wakefield supports SEN students is outlined below. \_

<http://www.wakefield.gov.uk/schools-and-children/special-education-needs-sen>

## 5. Emotional Health and Wellbeing

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### 5.0 EMOTIONAL HEALTH AND WELLBEING

- 5.01 It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.
- 5.02 We recognise the importance of emotional health and wellbeing for all our students and we support this through (FIM/ Pastoral support/counselling on school etc). <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

## 6. Some Current Issues

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### 6.0 SOME CURRENT ISSUES

6.01 The September 2018 update to 'Keeping Children Safe in Education' has a variety of updates which need to be considered by the Trust:

- Children in Care are still one of the groups that school leaders need to safeguard as they are particularly high risk to abuse.
- Schools with a high proportion of SEND students must make reasonable adjustments when enforcing the school behaviour policy. There should also be minimal use of reasonable force when restraining SEND students.
- Child Protection Policy's should not just be trust wide and have specific content linked to the context of each individual school.
- Schools should be vigilant for peer on peer abuse in terms of physical, emotional and sexual abuse.
- New staff induction should have the following policies explained to them during induction: Behaviour Policy, Child Protection Policy, Staff Behaviour Policy and safeguarding to children who go missing in Education.
- FGM must be reported directed to the police and not simply a DSL within school.
- There should be two emergency contact numbers of all students in school.
- At least one interviewer on panels in schools must have completed safer recruitment training.
- A new section is in the document on child on child sexual violence and harassment. This is part of the DfE placing significant importance on schools dealing with any form of peer on peer abuse within schools.

6.02 There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancing.

Drugs advice <https://www.gov.uk/government/publications/drugs-advice-for-schools>

6.03 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.

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

### 6.1 PEER ON PEER ABUSE – sexting/cyberbullying/sexual assaults

Or child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school's pastoral system. Any hate crime/incident will be reported through local reporting mechanisms – see PART B Section 5.0 – Child Protection Procedures: Local and National Contacts.

## 6. Some Current Issues

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### 6.2 SEXTING

6.2.1 Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

6.2.2 They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

6.2.3 School will follow the updated guidance: \_

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

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

6.2.4 Schools use CPOMS to record all qualifying causes for concern (CfCs) from orange forms, subsequent actions, referrals and associated documents. The designated Safeguarding Team use this system to track trends across school to plan for interventions.

### 6.3 BULLYING

6.3.1 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

6.3.2 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>

6.3.3 All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded & reported and will be managed through our behaviour and tackling- bullying procedures.

6.3.4 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 Head of School and the DSL will consider implementing child protection procedures.

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

## 6. Some Current Issues

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### 6.4 CHILDREN WITH SEXUALLY HARMFUL BEHAVIOUR

- 6.4.1 Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.
- 6.4.2 The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

### 6.5 CHILDREN MISSING EDUCATION (CME)

- 6.5.1 A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.
- 6.5.2 All pupils will be placed and removed from admission and attendance registers as required by law.
- 6.5.3 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 PART B Section 5.0 – Child Protection Procedures: Local and National Contacts.

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

### 6.6 CHILD SEXUAL EXPLOITATION (CSE)

- 6.6.1 CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.
- 6.6.2 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 PART B Section 5.0 – Child Protection Procedures: Local and National Contacts) NB they do not take the place of your usual reporting procedures.
- 6.6.3 Local CSE procedures in Wakefield <https://www.wakefieldscb.org.uk/professionals-andpractitioners/child-sexual-exploitation/>

## 6. Some Current Issues

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### 6.7 CHILD CRIMINAL EXPLOITATION (CCE)

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

6.7.2 'County Lines' is a national issue involving the use of mobile phone 'lines' by groups to extend their drug dealing business into new locations outside of their home areas. This issue affects the majority of police forces and often includes the exploitation of vulnerable adults or children.

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

### 6.8 DOMESTIC ABUSE

6.8.1 This does not have to include violence to be classed as abuse.

6.8.2 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

6.8.3 1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of how this affects children and that our staff may themselves be victims.

6.8.4 This school will take part in Operation Encompass, a scheme by which schools will receive information on the morning of a school day, when a child or young person has been involved or exposed to a domestic abuse incident that the police have attended the previous evening.

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

### 6.9 HONOUR BASED VIOLENCE (HBV) – e.g. FGM/Forced Marriage

#### 6.9.1 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 WDSCB website – education templates.

## 6. Some Current Issues

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Multi agency guidelines; <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-femalegenital-mutilation>

### 6.9.2 Forced Marriage

This 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-marriagemulti-agency-practice-guidelines-english>

### 6.10 PREVENTING RADICALISATION

6.10.1 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'.

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

6.10.3 As with all other forms of abuse, staff should be confident in identifying pupils at risk and act accordingly.

6.10.4 We will work with other partners including the Channel Panel.

6.10.5 The DSL is appropriately trained and be able to offer advice, support and information to other staff.

6.10.6 We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

6.10.7 Prevent police officer in Wakefield – details in PART B Section 5.0 – Child Protection Procedures: Local and National Contacts

6.10.8 Prevent duty – link in legislation section.

6.10.9 Prevent referral form – WDSCB website- education - templates.

<http://educateagainsthate.com/>

### 6.11 PRIVATE FOSTERING

6.11.1 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).

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

<https://www.wakefieldscb.org.uk/parents-and-carers/fostering-and-adoption/>

## 6. Some Current Issues

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### 6.12 DEALING WITH ISSUES RELATING TO PARENTAL RESPONSIBILITY

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

## 7. Helping children to keep themselves safe

### **7.0 HELPING CHILDREN TO KEEP THEMSELVES SAFE**

- 7.01 Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.
- 7.02 Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, including sexting and bullying procedures including the legalities and consequences.
- 7.03 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.
- 7.04 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.
- 7.05 PSHE association <https://www.pshe-association.org.uk/>
- 7.06 We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across school.

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

## 8. Support for those involved in a child protection issue

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### 8.0 SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

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

8.02 We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (**DSL**) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a 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

## 9. Complaints Procedure

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### 9.0 COMPLAINTS PROCEDURE

- 9.01 The Ponfrac Academies Trust Complaints Procedure ([click here](#)) 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.
- 9.02 The Ponfrac Academies Trust Complaints Procedure deals with such concerns or complaints made by any person, including members of the general public, unless separate statutory procedures apply (such as exclusions, admissions, statutory assessments of Special Educational Needs (SEN), matters likely to require a Child Protection Investigation).
- 9.03 A concern is an expression of worry or doubt over an issue considered to be important for which reassurances are sought.
- 9.04 A complaint is an expression of dissatisfaction however made, about actions taken or a lack of action by the Trust which includes any of its schools.
- 9.05 There are also separate procedures to deal with a complaint raised by or on behalf of a member of staff:
- Grievance Procedure – complaint by an employee of unfair treatment.
  - Disciplinary Procedure – complaint by an employee about the conduct of another member of staff.
  - Dealing with Allegations Against Staff – for Trust managers and leaders who would deal with any allegations that may be made against staff.
  - Whistleblowing Policy – any unresolved allegation of institutional malpractice.

## 10. If you have concerns about a colleague or safeguarding practice

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### 10. 0 IF YOU HAVE CONCERNS ABOUT A COLLEAGUE OR SAFEGUARDING PRACTICE

- 10.01 Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.
- 10.02 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 [Pontefract Academies Trust Whistleblowing Policy](#) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- 10.03 All concerns of poor practice or possible child abuse by colleagues should be reported to the Head of School. Complaints about the Head of School should be reported to the Chair of GB.
- 10.04 Staff may also report their concerns internally to the Executive Leadership Team, the CEO or via the Whistleblowing Policy, when the Dealing with Allegations against Staff Policy will be followed.
- 10.05 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 PART B Section 5.0 – Child Protection Procedures: Local and National Contacts.

## 11. Allegations against staff

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### 11.0 ALLEGATIONS AGAINST STAFF

- 11.01 When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a **consultation with the 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.**
- 11.02 Allegations against staff should be reported to the Head of School. Allegations against the Head of School 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. Referrals must be made to the LADO within one working day.
- 11.03 It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHs (Child and Adolescent Mental Health) may be required.
- 11.04 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.
- 11.05 The full procedures for dealing with allegations against staff can be found in 'Keeping Children Safe in Education (2018)'. **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.**

## 12. Staff training and induction

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### **12.0 STAFF TRAINING AND INDUCTION**

- 12.01 It is important that all staff 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. All staff, including site staff and the Head of School, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.
- 12.02 All new members of staff will receive CP training from one of the members of the safeguarding team and walked through all the policies and procedures.
- 12.03 The DSL will receive training updated at least every two years, including training in interagency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WDSCB and the Safeguarding Advisor.
- 12.04 Governors will receive strategic governor safeguarding training.
- 12.05 All training will be recorded and monitored to flag in advance when updates are required.
- 12.06 The booklet 'What to do if you're worried a child is being abused (2015)' and Part One of 'Keeping Children Safe in Education (2018)' is available on the staff room Safeguarding notice board.
- 12.07** New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, details of the DSL, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct the whistleblowing policy and KCSIE 2018. **Staff will sign to say they have received this and understood.**
- 12.08 Supply staff and other visiting staff will be given the school's **Safeguarding for Visiting Staff Leaflet** with a brief summary of the above.

## 13. Safer recruitment

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### 13.0 SAFER RECRUITMENT

13.01 The Ponterfract Academies Trust and our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in 'Keeping Children Safe in Education (2018)' together with WDSCB and the school's individual procedures.

13.02 Recruitment, selection and pre-employment vetting is carried out in accordance with 'Keeping Children Safe in Education (2018)'. Including;

- Verifying identity
- Enhanced DBS (disclosure and barring service) with barred list check for those in regulated activity
- Prohibition from teaching check – teacher services system – for all teaching posts
- EEA restrictions
- Verification on mental and physical fitness
- Right to work in UK
- Professional qualifications
- References will be sought wherever possible 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 (2018)'

### 13.1 SUPPLY/AGENCY STAFF

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

### 13.2 TRUSTEES/SCHOOL GOVERNORS

School Governors will have enhanced DBS check.

Trustees will have enhanced DBS check.

### 13.3 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.

### 13.4 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.

### 13.5 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

## 13. Safer recruitment

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Head of School 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 **Safeguarding for Visiting Staff Leaflet**.

## 14. Site security

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### 14.0 SITE SECURITY

- 14.01 Visitors to the school are asked to sign the on screen register in the signing in system in reception upon arrival and if necessary show ID. Visitors are given a badge to indicate that they are a visitor but have permission to be on site. If required a lanyard will also be given with a fob that will give them access to some of the school doors. This fob and lanyard must be returned to reception at the end of the day, otherwise the fob will be blocked to prevent future access.
- 14.02 The school has a secure fence with pedestrian gates which are locked during the school day with the exception of the main entrance gate. Entry and exit to the main school reception is controlled via an electronic door access system. Further security exists from the main entrance, again this is via an electronic door access system.
- 14.03 Within the school site there are additional doors with electronic door access system to restrict access to certain parts of the school.
- 14.04 All visitors will be issued with a leaflet informing them of who the DSL's are, the PAT code of conduct which they must follow and what to do if they have a safeguarding concern.
- 14.05 Parents who are simply delivering or collecting their children do not need to sign in the on screen register in the signing in system. 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 Head of School will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## 15. Extended school and off-site arrangements

### **15.0 EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS**

- 15.01 Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply and the DSL will be available.
- 15.02 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.
- 15.03 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.
- 15.04 If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

## 16. Photography and images

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### 16.0 PHOTOGRAPHY AND IMAGES

16.01 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.

16.02 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

## 17. Physical intervention and the use of force

### 17.0 PHYSICAL INTERVENTION AND THE USE OF FORCE

17.01 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.

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

17.02 The school uses **risk assessments** to determine the best approach or control measures to reduce the risks around identified students who may exhibit challenging behaviours and who may cause harm to themselves, other students or adults. A risk calculator is used to determine the potential level of harm and likelihood of harm to themselves or others.

17.03 If the risk & likelihood of harm is high then a **positive handling plan (php)** would be an outcome of the risk assessment.

17.04 Positive Handling Plans are developed using TEAM Teach strategies to attempt to deescalate any challenging or dangerous behaviour for identified students and prevent the student hurting themselves or others.

17.05 The school attempts to have sufficient staff to have completed TEAM Teach training so that cover is available and so help to keep students.

17.06 Any incidents of physical intervention are recorded in the bound book.

## 18. Intimate care

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### **18.0 INTIMATE CARE (please see Intimate Care Policy for further details)**

- 18.01 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.
- 18.02 If care plans are in place for a student (e.g. for epilepsy, developed by the epilepsy nurse) those staff who predominantly work with the student will familiarise themselves with these care plans and follow the instructions or guidance.
- 18.03 For students who soil themselves at school, we would normally expect the parents or carers to have provided or to bring a change of clothes. The student or parent would then take the dirty clothes home. The disabled toilet, adjacent to the hall, will be made available for changing.
- 18.04 For students who need to dress themselves away from other students in the changing rooms, then as above the disabled toilet adjacent to the hall will be made available for changing. Staff may need to help the student to adjust their clothing so as to appear smart and presentable.

## 19. Online safety

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### 19.0 ONLINE SAFETY

- 19.01 Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. As a measure to keep children safe online and to assist in the prevention of bullying, mobile phones are not permitted in school.
- 19.02 The school's **online safety policy** 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.
- 19.03 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.
- 19.04 Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations.

## 20. First aid and supporting children at school with medical conditions

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### 20.0 FIRST AID AND SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

- 20.01 Staff will be trained appropriately in first aid.
- 20.02 First aid cover is managed by zones or building area. Each building has a first aid kit and first aid posters, to reduce the time needed to attend to first aid situations. For more details please refer to the Health and Safety Policy.
- 20.03 The nearest defibrillator is in Carleton High School just across the Green.
- 20.04 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- medicalconditions--3](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3)

## 21. Changing rooms and other sports issues

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### **21.0 CHANGING ROOMS AND OTHER SPORTS ISSUES**

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

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

## 22. Special circumstances

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### 22.0 SPECIAL CIRCUMSTANCES

#### 22.1 CHILDREN IN CARE (CIC)

The school ensures that appropriate staff have information about Children in Care and their care arrangements including contacts. The designated teacher for Children in Care and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for Children in Care. They will work with the virtual head to discuss how funding can be best used to support the progress of Children in Care and meet the needs in their PEP (Personal Education Plan).

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

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

## 23. Safeguarding legislation and guidance

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### **23.0 SAFEGUARDING LEGISLATION AND GUIDANCE**

#### **23.1 EDUCATION ACT 2002**

23.1.1 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.

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

#### **23.2 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.

#### **23.3 STATUTORY GUIDANCE**

23.3.1 **Working Together to Safeguarding Children (2018)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

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

23.3.2.1 **'Keeping Children Safe in Education (2018)'** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards ) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

23.3.2.2 Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools. College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.

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

## 23. Safeguarding legislation and guidance

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**23.3.2.4 All staff should read Part One of this guidance and staff can find a copy on Safeguarding notice board. All staff have signed to say that they have had their copy of 'Keeping Children Safe in Education(2018)'.**

### **23.3.3 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-theprevent-duty>

### **23.3.4 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.

**23.3.5 There is currently no child care provision on the school site.**

## PART B

# 1. Child Protection Procedures: Categories and definition of abuse

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### 1.0 CHILD PROTECTION PROCEDURES: CATEGORIES AND DEFINITION OF ABUSE

- 1.01 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
- 1.02 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.
- 1.03 **Abuse may be committed by adult men or women and by other children and young people, by someone the child knows, such as a family member or member of school staff, or a stranger.**
- 1.04 There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

### 1.1 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).

### 1.2 EMOTIONAL ABUSE

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

# 1. Child Protection Procedures: Categories and definition of abuse

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## 1.3 SEXUAL ABUSE

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

### 1.3.2 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.

For full definition see Sexual Offences Act 2003.

## 1.4 NEGLECT

1.4.1 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).
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

## 1.5 GROOMING

1.5.1 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.

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

## 2. Child Protection Procedures: Indicators of abuse and impact of abuse

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### 2.0 INDICATORS OF ABUSE AND IMPACT OF ABUSE

2.01 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.

2.02 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.

2.03 A child who is being abused or neglected may:

- have bruises, burns, fractures or other injuries which do not have a plausible explanation.
- 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.
- 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.
- be reckless with regard to their own or other's safety.
- self-harm incl. head banging, eating disorders.
- frequently miss school or arrive late.
- show signs of not wanting to go home.
- challenge authority, have outbursts of anger.
- 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.

2.04 Responses from parents that may cause concern:

- Unexpected delay in seeking treatment – medical, dental which is obviously needed.
- Denial of any injury.

## 2. Child Protection Procedures: Indicators of abuse and impact of abuse

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- 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.
- Alcohol /drug misuse.
- Requesting removal of child.
- Domestic abuse.

### 2.05 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.

2.06 (See documents on the staffroom safeguarding noticeboard for further signs and indicators) Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

**2.07 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.**

### 2.1 IMPACT OF ABUSE

2.1.1 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.

2.1.2 Adult Survivor helpline -see details in PART B Section 5.0 – Child Protection Procedures: Local and National Contacts.

## 3. Child Protection Procedures: Taking action

### 3.0 CHILD PROTECTION PROCEDURES: TAKING ACTION

- 3.01 It is the responsibility of staff to report and record their concerns as soon as possible.**
- 3.02 We actively encourage a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.**
- 3.03 It is not schools’ responsibility to investigate or decide whether a child has been abused.**
- 3.04 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”.**
- 3.05 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.**

| Level 1   | Level 2   | Level 3   | Level 4   |
|---|---|---|---|
| Universal; Children and young people making good overall progress in all areas of their development, receiving appropriate universal services such as health and education. | Universal plus; Children, young people and families are experiencing emerging problems, whose needs require some targeted support. They are likely to require early help/ intervention for a time limited period, to help them move back to Universal (Level 1) and reduce the likelihood of being stepped up to Targeted Formal (Level 3) and Serious Complex Needs (Level 4). | Targeted formal; Children, young people and families with identified vulnerabilities who are experiencing significant additional complex needs and are likely to require a more targeted, multi-agency coordinated approach. They are likely to require longer term intervention to help them move to Universal Plus (Level 2) or Universal (Level 1) services. | Serious complex needs; Children, young people and families who are experiencing very serious or complex needs that are having a major impact on their expected outcomes or there is serious concern for their safety. These acute needs may require statutory intensive support for children and young people to be protected. Children, young people and families receiving intervention for Level 4 need are helped, where possible, in reducing the seriousness and complexity of need and are stepped down. |

## 3. Child Protection Procedures: Taking action

3.06 Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999.
- **REPORT your concern to the DSL or one of the Safeguarding team within immediately if the child is at immediate risk. Complete an orange form (see Appendix) and pass this over face to face with one of the safeguarding team, however also please speak to a member of the team above to ensure they are aware as soon as possible and are able to ask clarifying questions.**
- **(If you need assistance with this please speak to any member of the Safeguarding or Pastoral 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.

### 3.1 IF YOU ARE CONCERNED ABOUT A PUPIL'S WELFARE

3.1.1 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, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the 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, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

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

### 3.2 EARLY INTERVENTION

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

- Engage with the parents/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.
- We will record all contacts with the family, dates and times, including phone calls/letters.

## 3. Child Protection Procedures: Taking action

- 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.

### **3.3 DEALING WITH DISCLOSURES**

3.3.1 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.

3.3.2 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.

3.3.3 **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 disclosures later if they feel things have gotten out of their control.** Effective communication and relationship building with children will help in these situations.

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

- Allow the pupil 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, such as, ‘I want to help’, ‘This isn’t your fault’ and/or ‘You are doing the right thing talking to me’.
- Not be afraid of silences, and allow space and time for the 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, ‘Does it happen to siblings too?’ or ‘What does your mother think about it?’.
- Use questions such as ‘Tell me what happened?’ and/or ‘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 any physical touch as comfort. It may be anything but comforting to a child who has been abused. This will be case and age specific.
- Remember professional boundaries and not share personal experiences or information, such as, ‘That happened to me’.

## 3. Child Protection Procedures: Taking action

- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- 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 on the record of concern form and hand it to the Designated Safeguarding Lead.
- Seek support if they feel distressed.

### **3.4 NOTIFYING PARENTS**

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

## 4. Child Protection Procedures: Records and Monitoring

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### 4.0 CHILD PROTECTION PROCEDURES: RECORDS AND MONITORING

#### 4.1 WHY RECORDING IS IMPORTANT

- 4.1.1 Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.
- 4.1.2 **Cause for concerns- Orange forms should be completed as accurately as possible to a member of the safeguarding team. The CP Officer uploads any orange forms onto CPOMs within 24 hrs.**
- 4.1.3 **Any concerns about a child will be recorded and given to the DSL/ Safeguarding team 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.
- 4.1.4 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.
- 4.1.5 It may be appropriate for the DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.
- 4.1.6 We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

#### 4.2 THE SAFEGUARDING FILE

- 4.2.1 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. CPOMS provides a digital safeguarding file with a Safeguarding cabinet for other non-digital safeguarding documents for individual students.
- 4.2.2 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, Children in Care (CIC), 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.
- 4.2.3 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. These paper files and a summary sheet are kept safe and secure in the safeguarding cabinet as appropriate.**

## 4. Child Protection Procedures: Records and Monitoring

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- 4.2.4 The school will keep written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.
- 4.2.5 All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether a CAF (level 3) should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Children First Hubs in line with the Continuum of Need document (see link in PART B Section 5.0 – Child Protection Procedures: Local and National Contacts) and reflecting the Signs Of Safety approach.
- 4.2.6 In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.
- 4.2.7 Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.**
- 4.2.8 Records will be kept up to date and **reviewed regularly by the DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements. There is at least a weekly review meeting to consider concerns, actions and next steps for students causing concern. This meeting makes use of the CPOMS facility to check the CfCs Orange Forms for the past 7 days.
- 4.2.9 The file can be non-active in terms of monitoring i.e. a child is no longer in care, 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.
- 4.2.10 If the child moves to another school, the file will be securely sent or taken, to the DSL at the new establishment/school and a **written receipt will be obtained**. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.
- 4.3 REFERRAL TO SOCIAL CARE DIRECT (LEVEL 4)**
- 4.3.1 The DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. This is best done in Wakefield with reference to the Continuum of Need (see link in PART B Section 5.0 – Child Protection Procedures: Local and National Contacts) and using the Signs of Safety approach. Social care should inform the DSL of the outcome within one working day.
- 4.3.2 If there is already a social worker assigned to this case for safeguarding reasons, the social worker should be contacted.

## 4. Child Protection Procedures: Records and Monitoring

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4.3.3 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.

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

[http://westyorkscb.proceduresonline.com/chapters/p\\_res\\_profdisag.html?zoom\\_highlight=professional+disagreement](http://westyorkscb.proceduresonline.com/chapters/p_res_profdisag.html?zoom_highlight=professional+disagreement)

4.3.5 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.

4.3.6 The DSL will fully participate in multi-agency work and meetings.

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

### 4.4 REFERRAL TO POLICE

**Remember if a criminal offence has occurred to contact the police 101 or 999 as appropriate.**

### 4.5 CONFIDENTIALITY AND INFORMATION SHARING

4.5.1 Staff will only discuss concerns with the Designated Safeguarding Lead, Head of School/Head of School or Chair of School Governance Committee (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.

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

4.5.3 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 Direct.

4.5.4 The Seven Golden Rules for Safeguarding Information Sharing 2015

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

## 4. Child Protection Procedures: Records and Monitoring

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

- 4.5.5 The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. **In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the school requesting information reception staff will take a message and inform the DSL *immediately*,** the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.
- 4.5.6 Child protection records are normally 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. 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 Head of School.
- 4.5.7 **Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.**

## 5. Child Protection Procedures: Local and National Contacts

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### 5.0 CHILD PROTECTION PROCEDURES: LOCAL AND NATIONAL CONTACTS

#### 5.1 Social Care Direct

Telephone 0345 8503 503  
Minicom 01924 303450 (type talk welcome)  
Email [social\\_care\\_direct@wakefield.gov.uk](mailto:social_care_direct@wakefield.gov.uk)

#### 5.2 Children First Hub (Airedale)

Email [cfhnortheast@wakefield.gov.uk](mailto:cfhnortheast@wakefield.gov.uk)  
Telephone 01977 723 591

#### 5.3 Police Safeguarding Unit

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

Email [wakefield.squchild@westyorkshire.pnn.police.uk](mailto:wakefield.squchild@westyorkshire.pnn.police.uk)

#### 5.4 Local Authority Designated Officer (LADO)

Jane McCann  
Email [lado.referrals@wakefield.gcsx.gov.uk](mailto:lado.referrals@wakefield.gcsx.gov.uk)  
Telephone 01977 727 032

#### 5.5 Safeguarding Advisor for Education

Vicki Maybin  
Email [vmaybin@wakefield.gov.uk](mailto:vmaybin@wakefield.gov.uk)  
Telephone 07788743527

#### 5.6 NSPCC Speak out Stay safe service for Primary schools

Michelle Poucher - Area Coordinator  
Email [mpoucher@nspcc.org.uk](mailto:mpoucher@nspcc.org.uk)  
Telephone 07834 498 354  
Website <http://www.nspcc.org.uk/services-and-resources/>

#### 5.7 Wakefield District Domestic Abuse Service WDDAS

Telephone 0800 915 1561

#### 5.8 Prevent Contacts – referral form see templates on WDSCB website

Rachel Payling – LA Prevent Coordinator  
Telephone 01924 305352

Gary Blezzard, Police Prevent Officer

## 5. Child Protection Procedures: Local and National Contacts

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### 5.9 CSE Police Team

Email [DA.CSE@westyorkshire.pnn.police.uk](mailto:DA.CSE@westyorkshire.pnn.police.uk)  
Telephone 01924 878125

### 5.10 Child Missing Education Officers

Francesca Hunter  
Email [fhunter@wakefield.gov.uk](mailto:fhunter@wakefield.gov.uk)  
Telephone 01924 307449

### 5.11 Virtual Head for Children in Care

Gary Stuart  
Email [gstuart@wakefield.gov.uk](mailto:gstuart@wakefield.gov.uk)

### 5.12 Future in Mind

Debbie Bell - Primary Practitioner  
Email [debra.bell@swyt.nhs.uk](mailto:debra.bell@swyt.nhs.uk)  
Telephone 01977 735900

### 5.13 CAMHS Single point of access

Telephone 01977 465865

### 5.14 Wakefield Local Offer – for children with SEND and their families

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

Jonathon Heasley – Education Psychologist  
Email [jheasley@wakefield.ac.uk](mailto:jheasley@wakefield.ac.uk)  
Telephone 01924 307403

Jill Lawrence – Attendance Officer  
Email [JLawrence@carletonhigh.patrust.org.uk](mailto:JLawrence@carletonhigh.patrust.org.uk)  
Telephone 01977 781555 ext 2007

### 5.15 Wakefield Continuum of Need document

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

### 5.16 Safeguarding Information webpage for schools (Training, templates, audit. resources, managing allegations, education board reps).

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

## 5. Child Protection Procedures: Local and National Contacts

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### 5.17 Wakefield Signs of Safety webpage

<http://www.wakefield.gov.uk/schools-and-children/safeguarding/signs-of-safety>

### 5.18 Reporting Hate Crime

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. To report please see:

<http://www.wakefield.gov.uk/community/hate-crime>

### 5.19 NSPCC Helpline

Telephone 0808 800 5000

### 5.20 NSPCC Whistleblowing Helpline

Telephone 0800 028 0285

### 5.21 Counter Terrorism helpline

Telephone 0800 789 321

### 5.22 National Association People Abused in Childhood NAPAC

Telephone 0808 801 0331

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

### 5.23 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.

Telephone 0808 1000 900

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

# Appendix 1

## Child Protection Referral Form

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**NOTE: THIS FORM MUST BE PRINTED ON TO ORANGEPAPER**

| Date and time of disclosure | Name of student | Year | Form |
|-----------------------------|-----------------|------|------|
|                             |                 |      |      |

**Details of concern – WHAT? WHERE? WHEN? WHO?**

Record exactly what was said by the student and yourself (use a separate sheet if necessary)

Completed by: ..... (Print)

..... (Signature)

Date: .....

**Once complete please pass on to a member of the Safeguarding Team within 20 minutes of the disclosure in case urgent action is required.**

# Appendix 1

## Child Protection Referral Form

**FOR COMPLETION BY SAFEGUARDING TEAM ONLY**

Time and date information received (from who and by what means)

Details of any advice sought from professionals if required (date, time, name of person and organisation and advice given)

Action taken

Social Care contacted (Y/N)

If yes, provide details (date, time, name of person, contact details)

Parents contacted (Y/N)

provide details

Outcome

Completed by: ..... (Print)

..... (Signature)

Date: .....

*ADMIN ONLY: Date scanned into CPOMs*