SAFEGUARDING AND CHILD PROTECTION POLICY

School:

The Rookeries Carleton Junior and Infant School

Designated Safeguarding Lead:

Richard Grogan

Deputy Designated Safeguarding Lead:
David Dunn,
Dianne Marsh
Glenn Plunkett
Kate Reed

Nominated Safeguarding & Vulnerable Children School Performance Review Board (SPRB) member:

Mr M Farrell

Trust Board Approval Date: 4 October 2021

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PART A

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   All staff have a responsibility to ensure that our children and young people are safe from abuse, neglect and exploitation.

1.03   Our schools are committed to creating a safeguarding culture where all leaders and staff ensure there is vigilance around keeping everyone safe and that decisions are made in the best interest of the child.

1.04   Representatives of the school community will be involved in policy development and review.

1.05   Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

1.06   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 physical, emotional and mental 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.

1.3   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 applies to all staff and SPRB members and are consistent with those of the:
- Current Safeguarding Legislation and Guidance detailed in Section 23 of this policy.
- Wakefield Safeguarding Children Partnership/ West Yorkshire Consortium Procedures.
- Equality Act 2010 (click here).
- Sexual violence and sexual harassment between children in schools and colleges September 2021 (click here – link)

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   Pontefract 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

1.4.2   School Policies implemented in our Trust:

- SEND (AEN) Policy
- (including support to leaners 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

2.0   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, keeping children safe from forms of exploitation, 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.

WSCP – Wakefield Safeguarding Children Partnership 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.

3.0 ROLES AND RESPONSBILITIES

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 Richard Grogan
Role Headteacher
Email RGrogan@rookeries.patrust.org.uk
Tel 01977 600368

Deputy Designated Safeguarding Leads (DSL) for Child Protection
Name David Dunn
Role Assistant Headteacher
Email DDunn@rookeries.patrust.org.uk

Name Dianne Marsh
Role Assistant Headteacher
Email DMarsh@rookeries.patrust.org.uk

Name Glenn Plunkett
Role Learning Mentor
Email GPlunkett@rookeries.patrust.org.uk

Name Kate Reed
Role Head of Deaf Provision
Email KReed@rookeries.patrust.org.uk

Nominated School Performance Review Board member for Safeguarding and Vulnerable Children
Name Mike Farrell
Email mfarrell@patrust.org.uk
Headteacher
Name Richard Grogan
Email RGrogan@rookeries.patrust.org.uk
Tel 01977 600368

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 2021.

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 RESPONSBILITIES

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 Headteacher 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.

The designated safeguarding lead will undertake Prevent awareness training.

3.1.3.2 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:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's Safeguarding and Child Protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers; 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.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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's Safeguarding and 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 Safeguarding and 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.

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

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 Performance Review Board 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 WSCP procedures.
- Has a nominated member (usually the chair) who liaises with the Designated Officer/LADO in the event of an allegation being made against the Headteacher.
- 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 Headteacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this.
  Monitors that safeguarding procedures are effective reporting any exceptions to the Trust Board.
- Develops a training strategy that ensures all staff, including site staff and the Executive Director and Headteacher receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCP.
- Ensure appropriate **online filter and monitoring systems** are in place and ensure online safety is included in lessons.

3.4 **Headteacher:**

- Ensures that the Safeguarding and 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.
- Ensures that safer recruitment process are implemented within the school.
- Ensures at least one person on appointment panel is safer recruitment trained.
- Ensures volunteers are appropriately supervised.
- Assess and record the Safeguarding (Prevent strand) risk (Prevent strand) associated with visitors to school who will be undertaking activities with students. (Appendix 2).

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 Safeguarding and Child Protection 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 2020

Home (saferrecruitmentconsortium.org)

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/persistently absent
- disabled or have special educational needs (SEND)
- young carers
- Children in Care (CIC)
- privately fostered children
- affected by health conditions
- affected by family in prison or parental offending
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation (CSE) or trafficking do not have English as a first language
- at risk of 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 disproportionally impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as 'part of the disability'. Additional time and communication means will be in place to allow children to communicate effectively with staff.

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

5.0   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 in school etc). https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-- 2

5.03   The Trust is committed to the delivery of the iHeart Programme and the training of staff in this process, designed to support and promote the mental resilience of students. This is in addition to a variety of other services both internal and external that support student mental and emotional health and wellbeing.

6.0   PEER ON PEER ABUSE – sexting/cyberbullying/sexual assaults

6.1.1   Peer on peer 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.

6.1.2   Incidents will be handled in line with the most recent guidance (07.04.21) from Ofsted and the DFE Ofsted review into sexual abuse in schools: terms of reference - GOV.UK (www.gov.uk).

6.1.3   Schools use CPOMS to record all qualifying causes for concern (CfCs) from orange forms, subsequent actions, referrals and associated documents. CPOMS entries for incidents of peer-on-peer abuse include space for recoding student voice and views. The designated Safeguarding Team use this system to track trends across school to plan for interventions.

6.1.4   All incidences of peer-on-peer abuse, including: sexual harassment, sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and

semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element), will be recorded & reported and will be managed through our behaviour policy and procedures; a full range of sanctions will be considered proportionate the incident. Where ongoing investigations are underway, schools will consider a range of strategies in the best interests of the students and their families, taking advice from other agencies involved. This may include the use of alternative provision or managed moves.

7.0   SOME CURRENT ISSUES

7.0.1   The September 2021 update to 'Keeping Children Safe in Education' has a variety of updates which need to be considered by the Trust:

- More emphasis on online safety. Be aware that:
    - Technology is a significant component in many safeguarding issues
    - Abuse can happen online, offline, or both
    - Children can also abuse their peers online. This can include:
        - Abusive, harassing or misogynistic messages
        - Non-consensual sharing of indecent images (particularly in chat groups)
        - Sharing of abusive images and pornography to those who don't want to receive such content

- Groups likely to need early help have been added:
    - Pupils with health conditions
    - Pupils with mental health needs
    - Pupils with a family member in prison or who are affected by parental offending
    - Pupils at risk of honour-based abuse (such as female genital mutilation or forced marriage)
    - Pupils who are persistently absent from school, including persistent absences for part of the school day

- Additional forms of peer-on-peer abuse have been added:
    - Abuse in intimate personal relationships between peers
    - Causing someone to engage in sexual activity without their consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

- Risk factors that increase the likelihood of involvement in serious violence have been added:
    - Being male
    - Being frequently absent or permanently excluded from school
    - Having experienced child maltreatment
    - Having been involved in offending such as theft or robbery

- Child abduction and community safety incidents:

  o Child abduction is when children are taken from their parents or carers without permission. It can be committed by parents or other family members, by people known but not related to the child (like neighbours, friends and acquaintances), and by strangers

  o Community safety incidents are things like unknown adults loitering near school or trying to talk to children

  o Always follow our pick-up procedures to make sure children only go home with their designated adult(s)

  o **If you see anything suspicious or that doesn't feel right, report it immediately**

- Guidance on Modern Slavery and cybercrime have been added. See section 7 of this policy.

7.0.2   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/truanting. Drugs advice for schools https://www.gov.uk/government/publications/drugs-advice-for-schools

7.0.3   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.

7.0.4   Online safety is exceptionally important and will continue to receive a high priority as an issue particularly in light of Covid 19 measures, 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 and signposting of resources to support parents. See later section and Lockdown Annex.

7.1   SEXTING

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

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

7.1.4   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

7.1.5   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.

7.2 BULLYING

7.2.1 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

7.2.2 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

7.2.3 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.

7.2.4 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 Headteacher and the DSL will consider implementing child protection procedures.

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

7.3 CHILDREN WITH SEXUALLY HARMFUL BEHAVIOUR

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

7.3.2 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.

7.4 CHILDREN MISSING EDUCATION (CME)

7.4.1 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.

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

7.4.3 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

7.2 CHILD SEXUAL EXPLOITATION (CSE)

7.2.1 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 of facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.

7.2.2 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.

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

7.3 CHILD CRIMINAL EXPLOITATION (CCE)

7.3.1 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.

7.3.2 '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-childrenand- vulnerable-adults-county-lines

Local CSE procedures in Wakefield https://www.wakefieldscp.org.uk/professionals-and-practitioners/criminal-exploitation-children-vulnerable-adults-county-lines-guidance/

7.4 DOMESTIC ABUSE

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

7.4.2 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

7.4.3   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.

7.4.4   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

7.5   HONOUR BASED ABUSE (HBA) – e.g. FGM/Forced Marriage

7.5.1   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 WSCP website – education- templates. Multi agency guidelines; https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-femalegenital-mutilation

7.5.2   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

7.6   PREVENTING RADICALISATION

7.6.1   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'.

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

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

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

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

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

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

7.6.8   Prevent duty – link in legislation section.

7.6.9   Prevent referral form – WSCP website - Education - Templates

https://educateagainsthate.com/

7.7   PRIVATE FOSTERING

7.7.1   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).

7.7.2   The school will follow the legal requirements of reporting as set out by WSCP

https://www.wakefieldscp.org.uk/parents-and-carers/fostering-and-adoption/

7.8   DEALING WITH ISSUES RELATING TO PARENTAL RESPONSIBILITY

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

7.12   MODERN SLAVERY

- o   This includes human trafficking and slavery, servitude and forced or compulsory labour

- o   The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs

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

7.13   CYBERCRIME

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

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

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

8.0   HELPING CHILDREN TO KEEP THEMSELVES SAFE

8.01   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.

8.02   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.

8.03   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.

8.04   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.

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

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

https://www.wakefieldscp.org.uk/children-and-young-people/young-peoples-charter/

9.0   SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

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

9.02   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

10.0   COMPLAINTS PROCEDURE

10.01   The Pontefract 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.

10.02   The Pontefract 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).

10.03   A concern is an expression of worry or doubt over an issue considered to be important for which reassurances are sought.

10.04   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.

10.05   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.

11.0   IF YOU HAVE CONCERNS ABOUT A COLLEAGUE OR SAFEGUARDING PRACTICE

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

11.02   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.

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

11.04   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.

11.05   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.

12.0   ALLEGATIONS AGAINST STAFF

12.01   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.**
- **Behaved in a way or may have behaved in a way that may not be suitable to work with children.**

12.02   Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the relevant Executive Director. 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.

12.03   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.

12.04   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.

12.05   The full procedures for dealing with allegations against staff can be found in 'Keeping Children Safe in Education (2021)'. **staff, parents, SPRB members and trustees 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.**

12.06   Consideration will be given to incidents involving staff outside of school, even where the incident does not involve a child. This will be assessed in terms of transferable risk referred to in 'Keeping Children Safe in Education (2021)' which could impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. What triggered these actions will be considered, as well as whether or not a child in the school could trigger the same reaction, therefore being placed at risk.

13.0   STAFF TRAINING AND INDUCTION

13.01   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 Headteacher, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.

13.02   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.

13.03   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 WSCP and the Safeguarding Advisor.

13.04   SPRB members will receive strategic governor safeguarding training.

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

13.06   The booklet 'What to do if you're worried a child is being abused (2015)*' and Part One of 'Keeping Children Safe in Education (2021)' is available on the staff room Safeguarding notice board.

13.07   New staff and SPRB members will receive an induction in safeguarding which includes the school's Safeguarding and 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 2021. **Staff will sign to say they have received this and understood.**

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

14.0   SAFER RECRUITMENT

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

14.02   Recruitment, selection and pre-employment vetting is carried out in accordance with 'Keeping Children Safe in Education (2021)'. 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
- Recording of any safer recruitment conversations is recorded on the interview question sheet
- The Single Central Record is maintained in accordance with 'Keeping Children Safe in Education (2021)'

14.3   **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.

14.4   **TRUSTEES/SPRB MEMBERS**

SPRB members will have enhanced DBS check. Trustees will have enhanced DBS check.

14.5   **VOLUNTEERS**

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

14.6   **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.

14.7   **VISITORS**

Schools do not have the power to ask for DBS checks or see certificates. If the visitor works in regulated activity, we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out and clearance given. The Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying

them as a visitor and sign in using the schools procedures.

Supply staff and other visiting staff will be given the school's **Safeguarding for Visiting Staff Leaflet.**

15.0   SITE SECURITY

15.01   Visitors to the school are asked to register in the signing in system in reception upon arrival and if necessary show ID, and are given a badge with a lanyard to indicate that you are a visitor but have permission to be on site. The lanyard will also have a fob that will give you access to some of the school doors. Please return this fob and lanyard to reception at the end of the day.

15.02   The school has a secure fence with a car gate and pedestrian gates which are locked during the school day.

15.03   All visitors will be issued with a leaflet informing them of who the DSL's are, the PAT code of conduct which you must follow and what to do if they have a safeguarding concern.

15.04   Parents who are simply delivering or collecting their children do not need to 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 Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

16.0   EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

16.01   Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection policy and procedures apply and the DSL will be available.

16.02   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.

16.03   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.

16.04   If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

17.0   PHOTOGRAPHY AND IMAGES

17.01   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.

17.02   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

18.0   PHYSICAL INTERVENTION AND THE USE OF FORCE

18.01   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

18.02   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.

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

18.04   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.

18.05   The school attempts to have sufficient staff to have completed TEAM Teach training (or equivalent) so that cover is available and so help to keep students.

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

19.0   INTIMATE CARE

19.01   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.

19.02   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.

19.03   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 is available to support in cases where needed.

20.0   ONLINE SAFETY

20.01   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.

20.02   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.

20.03   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.

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

20.05   Signposting of appropriate resources to support parents in monitoring their child's online usage, particularly for home learning activities, is readily available, see Lockdown Annex. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

21.0   FIRST AID AND SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

21.01   Staff will be trained appropriately in first aid.

21.02   First aid cover is managed in school. First aid kits are in each classroom. First aiders are shared on the safeguarding notice board in the staff room. *There is a clear first aid room in school.*

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

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

22.0   CHANGING ROOMS AND OTHER SPORTS ISSUES

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

https://thecpsu.org.uk/

23.0   SPECIAL CIRCUMSTANCES

23.1   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-after- children

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

24.0   SAFEGUARDING LEGISLATION AND GUIDANCE

24.1   EDUCATION ACT 2002

24.1.1   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.

24.1.2   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.

24.2   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.

24.3   STATUTORY GUIDANCE

24.3.1   **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 Partnership (LSCP'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

24.3.2.1   **'Keeping Children Safe in Education (2021)'** 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.

24.3.2.2   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.

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

24.3.2.4 **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 (2021)'.**

24.3.3 **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- the-prevent-duty

24.3.4 **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.

24.3.5 **Safeguarding and remote education during coronavirus (COVID-19)**

The Lockdown Annex covers guidance outlined in the above and has been shared with staff to cover any further local or national lockdown.

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

PART B

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.

1.3   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, 2019).

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.

2.0   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.
- 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.

3.0   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 co•ordinated 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.

3.06   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.*
- **(I*f 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.
- 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 is 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'.
- 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.

4.0   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 on CPOMs 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.**

4.2.4   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.

4.3.3   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 WSCP professional disagreement procedure.**

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, Headteacher 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.

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

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 Headteacher.

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.**

5.0   CHILD PROTECTION PROCEDURES: LOCAL AND NATIONAL CONTACTS

5.1   Local Authority Leaders with responsibility for safeguarding:

Andy Lancashire – Director of Children's Services
Beatie Wagner – Director of Social Care
Mark McManus – Police Superintendent
Susannah Cookson – Chief Nurse

5.2   Social Care Direct

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

5.3   Children First Hub (Airedale)

Email   WFTAiredaleCastlefordAdmin@wakefield.gov.uk Telephone 01977 724350

Children First Hub (Pontefract and Knottingley)

Email   WFTPontefractKnottingleyAdmin@wakefield.gov.uk Telephone 01977 721542

5.4   **Police Safeguarding Unit**

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

Email   wakefield.sguchild@westyorkshire.pnn.police.uk

5.5   **Local Authority Designated Officer (LADO)**

Email   lado.referrals@wakefield.gov.uk
Telephone   01977 727 032

5.6   **Safeguarding Advisor for Education**

Email   VMaybin@wakefield.gov.uk
Telephone   07788743527

5.7   **NSPCC Speak out Stay safe service for Primary schools**

Email   help@nspcc.org.uk
Telephone   0808 800 5000
Website   https://www.nspcc.org.uk/

5.8   **Wakefield District Domestic Abuse Service WDDAS**

Telephone   0800 915 1561

5.9   **Prevent Contacts – referral form see templates on WSCP website**

Rachel Payling – LA Prevent Coordinator Telephone   01924 305352

Gary Blezzard, Police Prevent Officer

5.10   **CSE Police Team**

Email   DA.CSE@westyorkshire.pnn.police.uk
Telephone   01924 878125

5.11   **Child Missing Education Officers**

Email   ews@wakefield.gov.uk
Telephone   01924 307451

5.12   **Virtual Head for Children in Care**

Telephone   01924 304248

5.13   Future in Mind

Rosalie Van De Bergh – Primary Practitioner
Email   Rosalie.VandeBerg@swyt.nhs.uk
Telephone   01977 735865

5.14   CAMHS Single point of access

Telephone   01977 735900

5.15   Wakefield Local Offer – for children with SEND and their families

Website: http://wakefield.mylocaloffer.org
Email   wakefieldlocaloffer@barnardos.org.uk
Telephone   01924 304152

5.16   Wakefield Continuum of Need document

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

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

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

5.18   Wakefield Signs of Safety webpage

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

5.19   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

5.20   NSPCC Helpline

Telephone   0808 800 5000

5.21   NSPCC Whistleblowing Helpline

Telephone   0800 028 0285

5.22   Counter Terrorism helpline

Telephone   0800 789 321

5.23   National Association People Abused in Childhood NAPAC

Telephone   0808 801 0331 Website   https://napac.org.uk/

5.24   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 A: Child Protection Referral Form

Date and time of disclosure	Name of student	Year	Class

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.

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

Appendix B: Record of Visiting Speakers to School

Name of visitor	
Organisation	
Purpose of Visit	
Audience	
Supervisor *(member of school staff)*	

Date approved at ELT	
Proscribed list checked/cleared	https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2

Please keep a copy of this form in your Safeguarding file

Appendix C: Procedures during lockdown (local and national)

Context
This annex to our Safeguarding and Child Protection Policy sets out details of our safeguarding arrangements during the Covid-19 pandemic.

Safeguarding Procedure for Pupils/Groups when not in attendance at school:
- Regular contact is made with pupils identified as vulnerable in line with school, Local Authority and DfE guidance: Children in Care, children on a Child Protection Plan, Children in Need, children with an allocated Social Worker, Young Carers, pupils with an EHCP and those with Social, Emotional and Mental Health difficulties.
- Pupils/families with social workers will be contacted daily and it will be reiterated, where appropriate, that they can/should attend school.
- A minimum of two weekly contacts will be made for all other vulnerable pupils, where appropriate. If any concerns come from this contact, video calls can be conducted and reporting procedure followed.
- Where appropriate, when telephone calls take place, they should involve a conversation with the pupil and parent/carer.
- It should be reiterated to vulnerable pupils (who are at an appropriate age), how they can contact staff in school if they need to.
- Contact is made via the Designated Safeguarding Lead (DSL), Designated Safeguarding Team, Senior Leadership Team (SLT), Key Stage Leader (KSL) or Student Liaison Officer (SLO) at regular intervals as stated above and recorded on the weekly tracker. DSL will be contactable by social care. Where appropriate, details of contact should be evidenced on CPOMS and this is checked daily by the DSL.
- Vulnerable Group Tracker is used to record all contact through telephone conversations and subsequent visits, should a concern arise. DSL and Head should assume responsibility for the accuracy of the tracker before (if applicable) it is submitted to the Local Authority/Other Agency.
- Weekly liaison with social workers to take place to ensure that contact is evenly spread throughout the week and action plans/risk assessments are continuously monitored and reviewed.
- Phones calls are made for Children in Care (CiC) outside the Local Authority on a regular basis.
- Standardised questions will be asked during any contact, home visit or phone call using the Welfare Screening Tool (see attached).
- All home visits and video calls must be undertaken by two members of staff.
- **Home visits should only take place as a last resort, should be authorised by a Headteacher or Executive Leader and when they are completed social distance rules should always be followed.**
- Pupils must be spoken to by a member of staff as stated above if contact is via phone call and recorded using the tracker and CPOMS (if applicable).

Safeguarding Reporting Procedures for Staff during School Closures:
- If a child is not present in school who is expected and daily phone contact has not been made a home visit may take place as a last resort after exhausting all other options.
- The DSL will regularly contact staff reiterating procedures and highlighting any local or national concerns around safeguarding.
- Following a home visit, if the child has not been seen a police welfare check is to take place and same day contact made with the designated social worker/duty manager (if applicable).

- If a parent/child communicates something that is a cause for concern (but not high level risk) via any channel (Show My Home Work, email, Google Classroom, Class Dojo, email, phone call) then a Safeguarding Form is completed electronically and emailed to the DSL/Child Protection Officer (CPO) and uploaded to CPOMS.
- Or, if a child/parent/other adult communicates an urgent cause for concern (i.e. is at risk of serious harm) immediate phone contact is made to the DSL, CPO or Headteacher. Following which, the Safeguarding Form is completed electronically and emailed to the DSL. Phone contact must be made ASAP to the DSL team.
- Forms are then to be uploaded onto CPOMS using the same 'orange form' or appropriate lozenge for which the issue relates.

Contact with Safeguarding Team; DSL, CPO and Headteacher – Secondary The King's School – 01977 601701
admin@kings.patrust.org.uk

Headteacher	Dominic Pinto	dpinto@kings.patrust.org.uk 07891309416
DSL	Alex Lunn	alunn@kings.patrust.org.uk 07891309072
Child Protection Officer	Jane Raddings	jraddings@kings.patrust.org.uk 07891298519

Carleton High School – 01977 781555
admin@carletonhigh.patrust.org.uk

Headteacher	Jo Cross	jcross@carletonhigh.patrust.org.uk 07889262457
DSL	Andrew Dean	adean@carletonhigh.patrust.org.uk 07824905193
Child Protection Officer	Jane Thomson	jthomson@carletonhigh.patrust.org.uk 07766136759

Contact with Safeguarding Team; DSL, CPO and Headteacher– Primary De Lacy Primary School – 01977 722620
admin@delacy.patrust.org.uk

Headteacher	James Parkinson	jparkinson@delacy.patrust.org.uk
DSL	Claire Hughes	chughes@delacy.patrust.org.uk 07557066523
Deputy DSL	Michelle Winter	mwinter@delacy.patrust.org.uk 07557066501

Orchard Head Junior and Infant School - 01977 723495

admin@orchardhead.patrust.org.uk

Headteacher	*Joe Mitchell*	*jmitchell@orchardhead.patrust.org.uk*
DSL	*Joanna Carr*	*jcarr2@orchardhead.patrust.org.uk*

The Rookeries Carleton Junior and Infant School - 01977 600368

admin@rookeries.patrust.org.uk

Headteacher	*Richard Grogan*	*RGrogan@rookeries.patrust.org.uk*
DSL	*Richard Grogan*	*RGrogan@rookeries.patrust.org.uk*

Larks Hill Primary School – 01977 722845

admin@larkshill.patrust.org.uk

Headteacher	*Ian Shuttleworth*	*ishuttleworth@larkshill.patrust.org.uk*
DSL	*Sarah Annable*	*sannable@larkshill.patrust.org.uk*

Carleton Park Junior and Infant School – 01977 722615

admin@carletonpark.patrust.org.uk

Headteacher	*Joe Ayre*	*jayre@carletonpark.patrust.org.uk*
DSL	*Sarah Humphreys*	*shumphreys@carletonpark.patrust.org.uk*

Halfpenny Lane Junior and Infant School – 01977 703270

admin@halfpenny.patrust.org.uk

Headteacher	*Hayley McNeill*	*hmcneill@halfpenny.patrust.org.uk*
DSL	*Kate Gawthorp*	*kgawthorp@halfpenny.patrust.org.uk*

Safeguarding Reporting Procedure for Parents/Pupils wanting to make a Disclosure:
- Parents and pupils receive key information including how to contact school through SMHW, letters, Dojo, email, phone call and various social media platforms.
- All pupils and parents to be contacted through phones calls and SMHW and made aware how they can contact staff in school for support.
- Key external agencies are signposted to pupils and parents:

- o **ChildLine** Tel:0800 1111   Web: www.childline.org.uk
- o **Samaritans** Tel: 116 123   Web: www.samaritans.org
- o **Beat** Tel: 0808 8010711   Web: www.beateatingdisorders.org.uk
- o **Runaway Helpline** Tel: 116 000   Web: www.runawayhelpline.org.uk
- o **Kooth** Tel: Online chat only   Web: www.kooth.com
- o **Papyrus**: Tel: 0800 0684141   Web: www.papyrus-uk.org
- o

     - Parents informed by the school that they need to email or phone the admin as identified above according to school.

Other Support for Vulnerable Pupils during School Closure:
- Food vouchers are available for parents at FSM or universal FSM.
- Contact with services via SEND services.
- Pupils and parents are able to communicate with staff through methods of communications as identified above.

Online safety:
- It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support children.
- Our staff will follow the process for online safety set out in our Safeguarding and Child Protection Policy.
- Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

Increased vulnerability or risk:
- Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.
- Our staff and volunteers will be aware of the mental health of children and their parents and carers, and will contact the DSL or a deputy if they have any concerns.

Safer Recruitment:
All staff, volunteers and members of the governance structure are subject to enhanced DBS checks in line with Keeping Children Safe in Education. During the period of lockdown and social distancing measures instructed by the Government of all the population whilst recruitment will continue the following amendments will be made to the Safer Recruitment process:

Activity	Amendment
Verifying identity	• ID documents to be viewed by video link • Scanned copy to be signed by the employee who verified the documents by video link • Original documentation must be presented prior to the employee taking up post

Enhanced DBS (disclosure and barring service) with barred list check for those in regulated activity	• DBS evidence to be viewed by video link • A scanned copy to be received prior to the DBS link being submitted • Scanned copy to be signed by the employee who verified the documents by video link • Original documentation must be presented prior to the employee taking up post
Prohibition from teaching check – teacher services system – for all teaching posts	No change
EEA restrictions	No change
Verification on mental and physical fitness	No change
Right to work in UK	No change
Professional qualifications	• Certificates to be viewed by video link. Scanned copy to be signed by the employee who verified the documents by video link • Original documentation must be presented prior to the employee taking up post
References will be sought wherever possible before interview so any concerns can be explored	No change
At least one member of each recruitment panel will have attended safer recruitment training	No change
The Single Central Record is maintained in accordance with 'Keeping Children Safe in Education (2019)'	No change

Teachers/support staff based in a trust school employed by a local authority or other academy trust
Trust schools may, when requested, provide school places for children who are on the roll of a school outside of the Pontefract Academies Trust. All contact details, medical, allergy and safeguarding records of each child will be made available to the hub school. School meals will not be provided until dietary requirements have been notified to the caterers.

Where staff from a school outside of the Trust are based temporarily within a hub school, their employer will provide the enhanced DBS number and confirmation that full clearance has been given prior to the member of staff entering the school. This will be recorded on the single central record of the hub school as a contractor record.

Trust staff based in a hub school which is not their normal place of work

Staff employed by Pontefract Academies Trust who are working temporarily in a hub school will not be required to transfer their Single Central Record to the hub school. A record of attendance will be kept by the hub school and single central records will be maintained in their normal place of work.