INSPIRE
PARTNERSHIP

Safeguarding Policy



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Part A

1.0 Policy statement, principles and terminology

This policy is one of a series in the school's integrated safeguarding portfolios and approach.

Related safeguarding portfolio policies/procedures:

- Attendance/ Behaviour - Bullying/ Complaints/Data Protection/ /Equality / Exclusions/ Health and Safety/ Allergy/ Premises management/ /Relationships, Sex and Health Education/Supporting students with a medical condition/ SEND/Staff code of conduct incl low level concerns.

- Death of a child procedure/Educational Visits risk assessments/Uncollected child/Missing Children – on and off site/First Aid -sick children Administering medicines//Personal and intimate care/Whistleblowing/ Online Safety policy/ Safer recruitment/Managing allegations/Grievance and disciplinary/Lock down – invacuation -emergency planning/ Remote Education procedures/ Use of reasonable force/Work experience/Mental Health/ Teenage Pregnancy.

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

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- Safer children make more successful learners.
- Representatives of the school community will be involved in policy development and review.
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.
- Actions will be taken in the best interests of the child.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment, maintaining a culture of vigilance and an attitude of 'It could happen here', where children are respected and valued. We will act quickly and follow our procedures to

ensure children receive help early and effective support, protection, and justice.

Safeguarding is

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Policy principles

- Welfare of the child is paramount; actions will be taken in the child best interests.
- All children, regardless of sex, race, religion/belief, disability, sexual orientation, gender reassignment, pregnancy/maternity, have equal rights to protection.
- All staff have an equal responsibility to identify children who may benefit from early/Family help and to act on any suspicion or allegation that may suggest a child is at risk of harm.
- There is a culture of vigilance, transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues will receive appropriate support.

Policy aims.

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

The procedures contained in this policy apply to all staff and governors and are consistent with those of the

West Yorkshire Consortium Procedures Welcome to the West Yorkshire Consortium Inter Agency...)

West Yorkshire Consortium Procedures Welcome to the West Yorkshire Consortium Inter Agency...)

WSCP Wakefield Safeguarding Children Partnership
Home page • Wakefield Safeguarding Children (wakefieldscp.org.uk)

We will engage locally with **Wakefield Safeguarding Children Partnership** (which includes the 3 key partners of Police, Local Authority and Health) including taking part

in the annual safeguarding audit and training offer.

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

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

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

We recognise that the global Covid pandemic and other world events have had a significant and ongoing impact on some of our pupils and increased pressure on our safeguarding staff. We understand that poor behaviour may be a sign of trauma. The school outlines the continued support offered in this policy.

In the event of a public health scenario requiring social distancing, partial closure, or a full lockdown, the school will immediately implement its emergency continuum plan to minimise disruption to learning while prioritising safeguarding. Face-to-face, in-school provision will be maintained where possible for designated vulnerable children and children of critical workers, Full risk assessments, site access controls, and strict hygiene measures would also be put in place.. Designated Safeguarding Lead (DSL) and Deputy DSL cover will remain operational—either on-site or via dedicated, secure remote cover—to handle any ongoing safeguarding concerns and coordinate with external agencies. Attendance for both on-site pupils and remote learners will be tracked daily using statutory register codes, with regular, documented welfare check-ins established for vulnerable children educated at home. Non-essential visitors will be restricted, and all essential visitors will be managed under updated infection control protocols.

Research demonstrates that child abuse, neglect and mental ill health remain significant issues affecting children and young people. Disabled children are estimated to be three to four times more likely to experience abuse or neglect than their non-disabled peers. Around one in five children and young people have a probable mental health disorder. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in behaviour, presentation and wellbeing and to identify potential indicators of abuse, neglect or mental health concerns. Children may also choose to disclose concerns to a trusted adult in school. It is therefore essential that all staff remain vigilant to safeguarding risks, both within and beyond the school environment, and understand their responsibilities for reporting and responding to concerns. We will promote an open and transparent safeguarding culture in which children, young people and staff feel safe, listened to and able to raise concerns. Staff will be supported to exercise professional curiosity, adopt a restorative and

trauma-informed approach, and work collaboratively with families and partner agencies. The school will respond promptly to concerns and provide, or support access to, appropriate early/family help to prevent difficulties from escalating.

Terminology

Child/Children includes everyone under the age of 18.

Safeguarding providing help and support to meet the needs of children as soon as problems emerge

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

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

Family 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.

EIP Service – Early Intervention and Prevention Service

TEH - Targeted Early Help now linked together with S17/ Child in Need lead by **Family Help Lead Practitioner**

Family Networking/ Family Group Decision Making – process where, if safe to do so, families are involved in all levels of need.

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

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

Parent refers to birth parents and other adults who are in a parenting/carer role, for example stepparents, 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/ IFD/ MASH – Wakefield's children social care/Family services/Integrated Front Door/Multi Agency Safeguarding Hub

MACPT – Multi Agency Child Protection Team following referral info MASH/IFD/social care. This team are police and social care etc working closely together.

Lead Child Protection Practitioner LCCP this position will chair strategy meetings , CP conferences etc

CAMHS Child and Adolescent Mental Health Service

WSCP Wakefield Safeguarding Children Partnership.

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

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

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

FIM – Future in Mind. Program to help in promoting, protecting, and improving our children and young people's mental health and wellbeing. **MHST** – Mental Health Support Team

MARF – Multi Agency Referral Form used in Wakefield District

ACES Adverse Childhood Experiences

CiC Child In Care

KCSIE – Keeping Children Safe in Education -Statutory guidance

2.0 Safeguarding legislations and guidance

The Children Act 1989 and 2004
Provides the overarching framework for care and protection of children.

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
The same applies through the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009

Working Together to Safeguarding Children (2026) covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of Children. The three safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.
Working together to safeguard children - GOV.UK (www.gov.uk)

Keeping Children Safe in Education (2026)
Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This publication includes the guidance on Sexual Violence and Sexual Harassment between children in schools and colleges.
Keeping children safe in education - GOV.UK

All staff should read and confirm understanding of Part One (and Annex A for those working directly with students) and staff can find a copy on *Every.*

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.
Prevent duty guidance - GOV.UK (www.gov.uk)
Protecting children from radicalisation: the prevent duty - GOV.UK (www.gov.uk)

Sharing nudes and semi nudes guidance for school/college 2024

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

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.

Counter Terrorism and Security Act 2015,
Section 26 Applies to schools and other providers. To have due regard to the need to prevent people being drawn into terrorism.

Serious Crime Act 2015
Includes the mandatory reporting of FGM.

Equality Act 2010
Schools/Colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics)
and within this the Public Sector Equality Duty (PSED) – for state funded schools/colleges.
Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

Children's wellbeing and Schools Act 2026
Children's Wellbeing and Schools Act 2026: policy summary - GOV.UK

Crime and Policing Act 2026
Crime and Policing Act 2026 - GOV.UK

Information Sharing Duty statutory guidance 2026

Statutory Framework for the Early Years Foundation Stage

3.0 Roles and responsibilities

Key personnel

The Designated Safeguarding Lead (DSL-member of senior management) is:

Kate Gawthorp (Headteacher)

Contact details: email: kgawthorp@inspirepartnership.org.uk Tel: 01977 640625

The Deputy DSLs are:

Helen Bartle (Deputy Headteacher), Jessica Applegarth (Assistant Head), Crystal Goodwin (Attendance Officer), Elena Maxfield (Learning Mentor), Chloe Jobson (teacher), Dan Wilbor (teacher) & Vikki Scott (SENDCo).

Contact details: email: ag-dsl@inspirepartnership.org.uk Tel: 01977 640625

The Prevent Lead is: Kate Gawthorp
The Senior Mental Health lead is: Kate Gawthorp
The RSHE coordinator is: Jessica Applegarth
The Designated Teacher for LAC is: **Helen Bartle**

The Safeguarding Governor is: Matt Holland
Contact details: email: mholland.gov@inspirepartnership.org.uk

Chair of Governors is: Matt Holland
Contact details: email: mholland.gov@inspirepartnership.org.uk

School staff have no role in investigating child protection concerns, this is a responsibility of children's social care and police however all staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in the current Keeping Children Safe in Education of which appropriate sections are issued to all staff.

We will ensure that an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. We recognise this role carries a significant level of responsibility and they will have the appropriate experience, status, skills and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

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

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

Deputy Designated Safeguarding Leads
Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.
Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as

set out, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability
During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally we would hope that the DSL was available in person on occasion phone or Teams/Zoom etc may be appropriate.
We will arrange adequate and appropriate DSL cover for any out of hours/out of term activities, including a shared mailbox.

DSL responsibilities.
For full description of the role of the DSL please see
Keeping children safe in education - GOV.UK Annex B

Leaders and governors recognise the large and emotionally intense role the DSL is and provide support to the team by making sure the safeguarding team works collaboratively to manage all concerns and active cases, ensuring that decisions are grounded in clear communication, shared expertise, and robust evaluation. Cases are thoroughly discussed during regular team reviews, applying careful consideration through the use of appropriate evidence-based toolkits—such as local threshold frameworks, multi-agency risk assessment matrices, and neglect or domestic abuse screening tools—to objectively evaluate risk and determine necessary interventions. To maintain high standards of practice and support team wellbeing, members of the safeguarding team also have access to specialised external supervision, contracted by the Trust, providing a confidential, reflective space for complex case management and professional development.

Full responsibilities of governors and senior leaders are set out in Part 2 of KCSIE

The Governing Body and Headteacher ensures that the school complies by addressing all aspects of the current KCSIE

Governors will receive a termly safeguarding report from the DSL team and will sign off the full safeguarding audit and any action plans.

4.0 Good Practice Guidelines and Staff Code of Conduct

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

- treating all pupils with respect.

- being alerted to changes in pupils' behaviour and to signs of abuse and neglect and recognising that challenging behaviour/Mental Health issues may be an indicator of abuse.
- setting a good example by conducting ourselves appropriately, including online.
- report any concerns/low level concerns about other staff members or self.
- involving pupils in decisions that affect them.
- encouraging positive, respectful and safe behaviour among pupils including always challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils or being overly familiar.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- avoiding taking photos of pupils on personal devices.
- reading and understanding the school's Safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, absent from education and appropriate IT/social media/AI 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 guidance.
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary, directly to police or children's social care.
- following the school's rules about communication with pupils and use of social media, not communicating with students outside of school systems.
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

Transporting Students

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

All our staff are reminded of codes of conduct and safer working practice though

specific two-yearly training and regular reminders from the headteacher which incorporates Safer Working Practices in Education Guidance 2022
Home (saferrecruitmentconsortium.org)

5.0 Abuse of position of trust

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

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

6.0 Children who may be particularly vulnerable

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all our pupils receive equal protection, we will give special consideration to child(ren) who:

- is disabled.
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan).
- is BAME.
- is a young carer.
- is bereaved.
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or

serious violence, including knife crime.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised.
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- is suffering from mental ill health.
- is LGBT and/or gender questioning.
- is in care or has returned home to their family from care.
- is a privately fostered child.
- has a parent or carer in custody.
- is missing education, or persistently absent from school, or not in receipt of full-time education.
- has experienced multiple suspensions and is at risk of, or has been permanently excluded.
- is repeatedly removed from the classroom.
- is on a part-time timetable.
- Is pregnant or is a parent, Is exhibiting early signs of abusive or violent behaviour.

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

SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities. Our school staff are alert to this and the additional barriers that can exist when recognising abuse and neglect in this group of children:

- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition or disability without further exploration.
- Over empathising with parents/carers to the detriment of the child's best interests
- Children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- Communication barriers and difficulties in managing or reporting these challenges.

We work to address these additional challenges and consider the extra time and specific support required to allow these children to communicate effectively. Extra consideration will be given if using restraint and the impact this can have for children and young people experiencing abuse.

Wakefield SEND local offer.

Wakefield SEND Local Offer | Wakefield SEND Local Offer

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

Children with a social worker

We recognise these children are highly likely to have suffered trauma. We will promote educational outcomes of this group by DSL's appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and school and college leadership staff. DSL's will ensure staff, know who these children are, understand their academic progress attendance and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face due to their adverse childhood experiences ACES and the additional academic support and adjustments that they could make to best support these children.

7.0 Emotional health and wellbeing; (incl suicide/death of a student)

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

In an average classroom, 5 students will be suffering from a diagnosable mental health condition. In addition to this, it is likely that many more pupils will be struggling with their emotional wellbeing.
All staff are aware that mental health problems can develop into safeguarding concerns, and in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify early signs that may suggest an issue.
If staff have concerns about the mental health of a pupil, they will speak to relevant staff within the school including, if necessary, the DSL. If a student presents with a medical emergency, then this is actioned immediately by contacting parents and emergency services. Where a CAMHS referral is necessary, then this is managed by the learning mentor and or SENDCo.

Our senior mental health lead is the headteacher.

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

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

At our school, we aim to promote positive mental health for every member of our staff and student body as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful times e.g., exams, times of transitions or when a critical incident occurs.

Possible warning signs of mental health issues and indicators to explore can include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating or sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- Unexplained changes in academic achievement.
- Discussing or joking about self-harm or suicide.
- Substance misuse and/or engaging in risk taking behaviour.
- Expressing feelings of failure and/or hopelessness.
- Changes in clothing – e.g., long sleeves in warm weather, wearing baggy clothes, looking unkempt or spending a disproportionate amount of time on appearance.
- Secretive behaviour.
- Avoiding PE and / or communal changing.
- Repeated lateness or absence from school without obvious explanation.

Repeated physical pain, nausea, and other physical symptoms with no evident cause.

This list is not exhaustive which is why as a school we invest in relationships with our students and being able to recognise, even small changes, in their individual behaviour and presentations.

We understand that taking a listening and empathetic approach is important when talking to students about their mental health issues and we have a school culture that follows a whole school approach to mental health and wellbeing.

Listening and better understanding the circumstances and student's view may be initially what is needed rather than immediate advice or direction. If there are safeguarding concerns the DSL and the Senior Mental Health Lead will discuss, and appropriate next steps will be taken to ensure safeguarding of the student.

Our school implements a whole-school approach to mental health and wellbeing, supported by a fully embedded curriculum, robust partnerships with local hubs, Family Inclusion Model (FIM) practitioners, and specialist external visitors. Extensive guidance, toolkits, and interactive resources are actively shared with families via our website and school communication app to build community resilience. At the core is our PSHCE Curriculum which includes One Life and RSE curriculum, which teaches students emotional regulation, mental health awareness, and stress management, ensuring every pupil is paired with a designated "trusted adult" in school to build supportive, reliable relationships.

Staff are fully trained to spot early warning signs of mental health deterioration—including mandatory evidence-based suicide awareness and self-harm training—enabling prompt intervention through clear internal referral pathways. Our Learning Mentor plays a key role in identifying vulnerable families and signposting them to targeted external agencies, while our transparent accountability frameworks coordinate multi-tiered support, routing needs appropriately between our in-school pastoral support team, internal counselling, the Mental Health Support Team (MHST), and FIM multi-agency initiatives.

For staff, our dedicated in-school Wellbeing Lead drives workload and wellness initiatives, complemented by confidential access to the external Schools Advisory Service (SAS), which provides professional mental health support and off-site counselling whenever needed.

Compass

Wakefield Children and Young People's emotional health and wellbeing service - Compass (compass-uk.org)

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

We use Wakefield Resilience framework to build resilience in our students.
The Wakefield Resilience Framework (riskandresilience.org.uk)

Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK

[(www.gov.uk)]

Suicide (suspected)

We recognise that suicide is the biggest killer of children and young people in the UK. Sadly, it is always a possibility that a school or college may have to face dealing with a suspected suicide of a young person or staff member.

We have followed the national guidance document 'Building a Suicide Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

Building suicide-safer schools and colleges | Papyrus

Samaritans Step by Step guide responding to a suicide; Step by Step resources | Samaritans

The **Step-by-Step** service will help manage an effective and safe response, support staff and the student community to prepare for, respond to and recover from a suspected suicide.

We have issued all our staff with advice/leaflets on what to do if they are worried about a young person.

Local support can be found by contacting the MHST and Education Psychology service and

Children's Mental Health - Wakefield Council

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

Please refer to Death of a child policy

8.0 Sexual violence and sexual harassment between students and other current issues (incl when to report to police)

For local procedures on all safeguarding topics please see; Welcome to the West Yorkshire Consortium Inter Agency...

There are many issues of concern affecting children today and not all can be listed here. For a guidance and further resources/links list, see **Part 1** and **Annex A** in Keeping Children Safe in Education. These issues are often complex and may overlap.

We will have a consistent approach of following a robust sequential RSHE program to educate our students about these issues, following our procedures and consulting with other agencies if there are any concerns.

When to report to police the following guidance will be followed.**2491596 C&YP schools guides.indd (npcc.police.uk)** this link is also available in Annex B of KCSIE.We also understand that if police are talking to a student, because they suspect them of a crime, the child must have an appropriate adult present e.g. parent.

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

Children will often not feel ready or able to tell someone about the abuse, we work hard to build trusting and safe relationships with all our pupils and all staff are encouraged to be professionally curious if they suspect safeguarding issues.

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

Child on child abuse, will always be taken seriously and swiftly acted upon, under the appropriate policy e.g., safeguarding, behaviour, bullying and a risk assessment completed as required. Students will be encouraged to report any concerns freely. This can be done by speaking to any adult in school.

It will not be dismissed as 'banter' or 'part of growing up'. All staff are trained to respond to inappropriate comments etc. These issues will be part of PSHE /RSHE lessons and discussions. Victims will be supported through the school's pastoral system and external agencies if required. Both inside and outside school as well as online incidents will be responded to appropriately.

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

As with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a student could be suffering. We know it may be difficult to tell and recognise it is likely to be happening here even if no reports have been made.

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

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

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

We will;

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

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

We recognise children with Special Educational Needs and Disabilities (SEND) are more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Leads and the SENCO
Children who are lesbian, gay, bi, or trans or gender questioning can be targeted by their peers. In some cases, a child who is perceived by their peers to be part of this community (whether they are or not) can be just as vulnerable as children who identify as such.

Our school actively gathers pupil voice to shape an inclusive, supportive environment

where every child feels heard and valued. To capture honest perspectives on sensitive topics, we hold dedicated single-sex group discussions, providing pupils with a comfortable space to express their views on curriculum delivery, peer relationships, and school culture. This is led by the learning mentor.

We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our students outlined in Part 5 of Keeping Children Safe in Education and consult tools such as risk assessment and safety plan templates and advice available locally.

Victims will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves. (We are aware that the term victim and perpetrator may not be how children identify themselves and will be considerate of this especially when talking to students/parents)

We will seek advice and support from other agencies such as police or social care if the case is above early/family help or internal management.

Any incidents of sexual violence will be reported to police. If police then interview a student, we understand the requirement for an Appropriate Adult to be present e.g. the child's parent.

We will look to police to support with risk assessments and information sharing, as to how any case of sexual violence investigation is progressing.

WSCP dedicated page Understanding Sexual Behaviour - Wakefield Safeguarding Children (wakefieldscp.org.uk) which also leads to school specific resources – risk assessment and safety plan templates.

National Harmful Sexual Behaviour Support Service

Harmful Sexual Behaviour Support Service | SWGfL

Sexual Assault Referral Centre SARC; **Professionals - Hazelhurst Centre (hazlehurstcentre.org)**

KCRASAC | support for rape and sexual violence age 8 yrs. upwards.

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

Upskirting

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

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

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

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. Nor does it apply to children sharing adult pornography, which depending on its nature and other circumstances, may be handled through the school's behaviour policy.

School will follow the below guidance to define (aggravated or experimental), risk assess and respond to any incident; and staff will avoid viewing, saving, or forwarding any images or videos. Agencies such as police and social care will be involved if required. The same action will be taken whether the image is AI generated or not. We are aware nudification apps are illegal and will report to police if we become aware of any use.

The incident, whether consensual or nonconsensual, will be referred to DSL asap. The DSL team will hold an initial review meeting following the guidance below. Children involved will be spoken to. Parents will be informed to support the child (unless this places the child at risk). Referrals will be made to other agencies if necessary.

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

Remove a nude image online **Remove a nude image shared online | Childline**

Take It Down (ncmec.org)

Searching screening and confiscation guidance for schools; **Searching, screening and confiscation at school - GOV.UK (www.gov.uk)**

Children with Harmful Sexual Behaviour HSB/Wakefield HSB panel

Research indicates that a significant proportion of child sexual abuse is perpetrated by other children and young people. Harmful sexual behaviour (HSB) is therefore an important safeguarding issue that requires a proportionate and informed response.

Harmful sexual behaviour is defined as sexual behaviours expressed by children and young people under the age of 18 that are developmentally inappropriate, may be harmful to themselves or others, or may be abusive towards another child, young person or adult (Hackett, 2014).

HSB encompasses a range of behaviours which may be directed towards younger children, peers, older children or adults. Such behaviour can be harmful to both the child displaying the behaviour and those affected by it.

The management of children and young people displaying harmful sexual behaviour is often complex. The school will work closely with other agencies to assess risk and maintain the safety and wellbeing of the whole school community. It is important that professionals neither minimise nor catastrophise incidents and that responses remain proportionate to the presenting concerns.

Children who display harmful sexual behaviour may themselves have experienced abuse, trauma, neglect or other unmet needs. Safeguarding and child protection procedures will therefore be considered in relation to both the child who has been harmed and the child who has harmed.

Staff who are concerned about a pupil's sexual behaviour should discuss this with a Designated Safeguarding Lead (DSL) without delay.

The DSL will consider the use of appropriate evidence-based assessment tools, such as the Brook Traffic Light Tool and the Hackett Continuum, when evaluating concerns. The rationale for decisions will be recorded and, where appropriate, discussed and shared with parents, carers and relevant partner agencies.

Wakefield HSB panel

The support offered by this panel will be accessed via social worker or Family help lead

practitioner if necessary. This will ensure a coordinated response for perpetrator as well as victim.

Panel members include.

- Police
- Social care
- Forensic CAMHS – a separate agency to CAMHS

Forensic child and adolescent mental health services (CAMHS) – South-West Yorkshire Partnership NHS Foundation Trust

Bullying

Is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.
- where there is an imbalance of power.

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

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE/RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSLs will consider implementing child protection procedures.

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

Please refer to Behaviour policy

Preventing bullying - GOV.UK (www.gov.uk)

Sexual and sexist bullying (anti-bullyingalliance.org.uk)

Cyberbullying Guidance | Childnet

Contextual Safeguarding/ Extra Familial abuse

Contextual Safeguarding/Extra Familial abuse is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers can have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Extra Familial abuse, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For example, online safety, drug use, CCE, CSE, Mental Health issues, knife crime, radicalisation.

Hate Crime

A hate incident is any incident which the victim, or any other person, perceives to be motivated by hostility or prejudice based on a person's:

- Race or ethnicity, Religion or belief, Disability, Sexual orientation, Transgender identity

A hate crime is any criminal offence perceived by the victim or any other person to be motivated by hostility or prejudice towards one or more of these protected characteristics.
Examples may include:

- Name-calling, verbal abuse or threats
- Online abuse or harassment
- Graffiti or hate messages
- Criminal damage to property, vehicles or homes
- Assault, violence or intimidation
- Arson or fire-setting

All incidents will be recorded and investigated appropriately. The school will seek advice from, and involve, the Police where a criminal offence may have been committed.
Hate crime - Wakefield Council

Persistent Absent/ Children Missing Education CME/Elective Home Education

CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school e.g. home schooling.

It is important that this is not confused with ‘children absent’ where the child is on school roll but not attending.

Persistence absence, which includes within the school day, is a potential indicator of abuse and educational neglect, including exploitation, mental health concerns, risk of forced marriage, Fabricated and Induced Illness etc. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children are absent on repeated occasions.

We will do all we reasonably can to achieve the highest level of possible attendance focusing on persistent absence. We have weekly meetings to discuss attendance with a focus on our most vulnerable children. We also use the DfE ABIER reports to support school leaders in making decisions on how best to improve attendance.

Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk)

We take attendance registers at the start of every day/lesson.

We will collect, where possible, more than one emergency contact number for each pupil. Professional curiosity is key and if appropriate we will contact sibling’s schools to share/gather info.

All pupils will be placed and removed from admission and attendance registers as required by law. If parents choose to electively home educate their child we will ensure we follow the policy outlined below.

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.

At Ash Grove Primary Academy, we carry out a clear first-day response for any pupil absence that remains unexplained after registration. Parents and carers are required to notify the school by 9:00 am on each day of an unavoidable absence; if no reason has been provided, designated school staff promptly initiate contact to establish the child's whereabouts and safety. This immediate follow-up forms an essential part of our daily attendance and safeguarding procedures, ensuring that potential missing education risks are quickly identified and addressed in partnership with parents, the Inspire Partnership Multi-Academy Trust, and the Education Welfare Service.

Please see Attendance Policy

Educational Neglect 7 Point briefing; Neglect - Wakefield Safeguarding Children (wakefieldscp.org.uk)

Child not attending school; One Minute guide; **One Minute Guides • Wakefield Safeguarding Children (wakefieldscp.org.uk)**

Elective Home Education/CME

We will ensure we follow all local and national policies and guidance.

Elective home education - Wakefield Council

Children missing education - Wakefield Council

National guidance;

Working together to improve school attendance - GOV.UK (www.gov.uk)

Child Sexual Exploitation CSE

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator of facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur using technology. CSE can affect 16- and 17-year-olds who can legally consent to have sex. It includes contact and non-contact sexual activity e.g., copying images and posting on social media. It can affect both male and females and can include children who have been moved/trafficked for exploitation.

This is a serious crime and is never the victim's fault even if there is some form of exchange. Staff will be careful to use appropriate language that does not victim blame.
Child Exploitation Language Guide | The Children's Society (childrenssociety.org.uk)

Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)
The police and social care will be contacted for referral, extra support and information.

Child Criminal Exploitation CCE / County Lines

In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity, this can include drug running, working in cannabis factories, stealing/pickpocketing, vehicle crime, threatening other young people, etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common. Where

gangs/organised groups often manipulate children and create situations where the child owes them money – debt bonding. Staff will be careful to not use language that blames the victim – see above guidance.

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

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

Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)

Local exploitation resources.

Child Exploitation • Wakefield Safeguarding Children (wakefieldscp.org.uk)

In both CSE and CCE children’s vulnerability as victims will be recognised by school staff.

Modern Slavery/ National Referral Mechanism NRM

Includes exploitation CSE, CCE and financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour.

First responders (police, social care and some charities) will complete the NRM to gain access to further support. Education settings are not first responders, so we will follow usual procedures of referring concerns to the above agencies who may then complete an NRM referral.

Serious Violence

Staff will look out for signs that indicate that a student may be at risk of or involved in serious crime, including criminal networks or gangs and follow the appropriate referral

pathways for help and support. We understand that children who are likely to be involved in violence may have previously suffered trauma and abuse.

Peak times, for serious violence involving school children, can be just before or just after school hours. If we become aware of any places of risk near or around our school we will work together with partner agencies to share information and if required, complete a risk assessment.

It is illegal to bring a blade or pointed item article onto school premises. Other articles considered as weapons are;

• a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns; • knives, including all variations of bladed or pointed objects i.e., zombie knives. pocketknives, craft knives, scissors etc; • explosives, including fireworks, aerosol sprays, lighters, matches; • a corrosive substance; • laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e., the purpose of keeping or carrying the object is for use, or threat of use, as a weapon; • num chukkas, death stars and other martial arts objects; • screwdrivers, hammers, chisels, bridles and any tool that could be offensively used; • razor, razor blades or chains.

If a weapon is brought into school staff will immediately report to the DSL who will investigate the circumstances for this using a child centred and trauma informed approach. The DSL team will judge whether to search the pupil, see guidance below. If a knife is found in most circumstances the police will be involved i.e. if it is deliberate and intentional however, for example, if it is a very young child and is a genuine mistake, bringing a pocket knife in bag from fishing with dad the day before, the headteacher will take a professional judgement on involvement of other agencies, knowing the child and circumstances best. We will record all incidents, circumstances. actions and decision making.

If a knife is found we will wrap it with bubble wrap, cardboard etc and secure it with tape until the police can collect.

We will follow the police guidance ;

when-to-call-the-police--guidance-for-schools-and-colleges.pdf

Where an immediate police response is required - dial 999. For example where a young person has a weapon and there is: A danger to life; Use of immediate or the threat of immediate use of violence; Serious injury caused to a person; Serious damage to property. In these circumstances it may be necessary for the police to attend school.

Otherwise we will report through 101 and follow the advice given.

It is likely a multi agency meeting/assessment will then be required including school, police, social care and youth justice services.

We as a school follow the guidance Searching, screening and confiscation in schools - GOV.UK
Ensuring we communicate well with both pupils and parents regarding this.

Search wands
There are several brands of wands available. Most operate by emitting a sound when they detect metal. Some can be used silently and will vibrate rather than making a sound. If we as a school have cause to use search wands we will ensure this is communicated well to parents and there is appropriate information on our school website which clearly sets out when these items might be used and their use is referenced in our behaviour policy. The wands are a good means of confirming suspicion and they do so in a manner that avoids physical contact between the designated member of staff and pupil.

We are working towards to YEF 5 recommendations Education Guidance poster final 2

Education Practice Insight Creator | Youth Endowment Fund

Domestic Abuse

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

Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. Children are victims in their own right of this type of abuse, i.e., if they are seeing or hearing this abuse it can have a detrimental long-term impact on their health, development and ability to learn. **Ending the relationship can be the most risky time for the victim if a clear plan of support is not in place.**

We are mindful that staff may be victims or perpetrators and we signpost to local and national services. We display posters in staffrooms.

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

Home : Operation Encompass

Domestic abuse - Wakefield Council

National Service - Injunctions etc;
Domestic Violence & Abuse · Emergency Injunction Service (ncdv.org.uk)

Resources for children
The Hideout | Safeguarding Resource Hub

Parental Conflict advice website.
Home - Relationship Matters (relationshipsmatter.org.uk)

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

Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their mandatory legal duty to report ***known*** *cases* on under 18's to the police. How school staff will know is probably through intimate care or the child making a direct disclosure.

Multi agency guidelines.

Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)

PDF FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk)

Forced Marriage

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

It is illegal for a child under 18 to marry in the UK.

Multi agency guidelines.

Handling cases of forced marriage: multi-agency practice guidelines (English) - GOV.UK (www.gov.uk)

National Charity – Karma Nirvana;

Karma Nirvana

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

Preventing Radicalisation

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

We are aware extremism spans many topics including misogynistic e.g., Incel. However, in Wakefield right wing extremism is most common.

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

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

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

Radicalisation – refers to the process of a legitimising support for, or use of, terrorist violence.

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

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

The DSL team is appropriately trained and be able to offer advice, support, and information to other staff. We will work with other partners including the Prevent Police officer and Channel Panel – a voluntary confidential support program for those who are considered vulnerable to being drawn into terrorism.

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

Resources to educate pupils**;** **Educate Against Hate - Prevent Radicalisation & Extremism**

Prevent in Wakefield - Wakefield Council

Our Prevent Lead is Kate Gawthorp

Private Fostering

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

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

Private Fostering • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Homelessness

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

Accommodation for homeless 16/17-year-olds - Wakefield Council

Temporary accommodation notification duty

This is where local housing authorities will notify schools when a child is placed in temporary accommodation, when consent is given from the parent. School will then

support the child and family to improve outcomes. This does not replace existing reporting procedures if there are any concerns.

Drug Use

Local service – Turning Point Inspiring Recovery

Turning Point | Health & Wellbeing (turning-point.co.uk)

National Drug website

Honest information about drugs | FRANK (talktofrank.com)

Dealing with issues relating to Parental Responsibility – Dispute Resolution

Parental responsibility: guide for schools and local authorities - GOV.UK (www.gov.uk)

Perplexing Presentations and Fabricated Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Perplexing Presentations sits under this where we have concerns but do not have evidence the child is a risk of significant harm. In all these cases we will follow local protocols and seek advice from health colleagues. See protocol below (includes signs and indicators).

Local procedures.

Perplexing Presentations (PP) and Fabricated or Induced...

Safe Sleeping/Coping with Crying – for early years

Safeguarding Babies & Infants • Wakefield Safeguarding Children (wakefieldscp.org.uk)

9.0 Online safety incl filtering and monitoring

Many of our pupils will use mobile phones, tablets, and computers daily. They are a source of fun, entertainment, communication, and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school's online safety policy explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. The DSL team are responsible for acting on online safety issues - cyberbullying and sharing nudes and semi nudes by pupils. These incidents 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 behaviour procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Navigating the risks of advancing technologies such as Virtual Reality and AI is considered, and information sent to parents as to how they can help protect their children whilst online and using new technology. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/RSHE. Parents are encouraged to consider measures to keep their children safe when using social media. We advise parents by sending regular information on our communication app which promotes online safety.

Use of AI in school

We have considered this very carefully and follow all current guidance;

Generative artificial intelligence (AI) in education - GOV.UK

Using AI in education: support for school and college leaders - GOV.UK

Using AI in education settings: support materials - GOV.UK

Generative AI: product safety standards - GOV.UK

Before using any AI platform we consider the advice given in the above and will turn off training, however we recognise this does not make the platform Data Protection law compliant therefore we consult with our Data Protection Officer and IT person/team and complete a DPIA before use.

Staff will not input any personal or sensitive information into AI tools.

We will ensure filters are configured and regularly monitored/ and will educate students and staff on AI literacy and responsible use. Staff sign a policy.

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

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual or physical violence misinformation, disinformation (including fake news) and conspiracy theories.

- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example, child to child pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom and exploit them for financial, criminal, sexual or other purposes.
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images including those generated using AI (consensual and non-consensual sharing of nudes and semi nudes and 'or pornography, or online bullying.
- **Commerce**. Risks such as online gambling, inappropriate advertising, phishing, or other financial scams.

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

If required, we will seek advice from local sources and national helplines.

Professionals Online Safety Helpline (POSH)

Professionals Online Safety Helpline - UK Safer Internet Centre

Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations. This can be found on Every

We have self-assessed our school's online safety provision using **Online Safety Self-Review Tool for Schools | 360safe | 360safe**

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

Using External Visitors to Support Online Safety Education: Guidance for Educational Settings - GOV.UK (www.gov.uk)

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

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

To protect students from mobile technology accessing 4G and 5G we will have a ban on mobile phones, smart watches, **airtags** and any other comparable device whilst in school.

See above section for Sharing Nudes and Semi Nudes.

Risk managing our photos of pupils on websites and social media etc.

We will follow the guidance issued in Managing student image and video content - UK Safer Internet Centre by;

regularly reviewing online content/apply ‘name no image’ or ‘image no name’ policy/limit public visibility of student images/ensure image metadata is removed/use lower resolution images/strengthen privacy setting on school managed platforms/follow policies and raise awareness in training.

Report harmful content.

Report Harmful Content - We Help You Remove Content

Teaching Online Safety in Schools

Teaching online safety in schools - GOV.UK (www.gov.uk)

Education for a Connected World - GOV.UK (www.gov.uk)

ProjectEVOLVE - Education for a Connected World Resources

Filtering and monitoring; limiting students’ exposure to risk. **We understand we cannot eliminate all risk and that a managed system in school is preferable to a completely locked down system. We guide students to manage online risk through our online safety teaching.**

The school will follow the standards laid out in the below:

Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK (www.gov.uk)

Including:

- Identify and assign roles.
- Review at least annually and record.
- Block harmful and inappropriate content (including community languages in your school community) without over blocking for teaching and learning.
- We have effective monitoring strategies to meet the needs of our school/college.

  Our provider is Alamo and we also use Securus.

We have checked them against the UKSIC checklist and tested the filtering ourselves. See Filtering and Monitoring | SWGfL

Our SLT member is Kate Gawthorp and has responsibility for;

- procuring filtering and monitoring systems.
- documenting decisions on what is blocked or allowed and why.
- reviewing the effectiveness of your provision.
- overseeing reports and ensure staff understand their role and are appropriately trained.
- follow policies, processes and procedures.
- act on reports and concerns.

Our governor is; Matthew Holland and will support the school by meeting Kate Gawthorp and asking for evidence that checks and filtering is in place and what then happens to the information

Questions for Governors and Trustees (d1xsi6mgo67kia.cloudfront.net)

The DSL team and IT staff members are linked in, and all staff have an awareness to be alert and report, including teaching topics that could see a spike in reports of drugs / sex Ed lessons.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will work closely together with IT service providers to meet the needs of our setting. We will ask filtering or monitoring providers for system specific training and support if required.

The DSL role includes overseeing and acting on;

- filtering and monitoring reports.
- safeguarding concerns **– Phone number is provided so they can be contactable outside of school hours.**
- checks to filtering and monitoring systems, including mobile devices and guest log in.

Appropriate Filtering and Monitoring - UK Safer Internet Centre

Cybersecurity

Staff are aware of the importance of cybersecurity in school and all staff who access the schools IT systems complete cybersecurity training every year. Cyber Security for Schools | National Cyber Security Centre

10.0 Helping children to keep themselves safe / RHSE

Children are taught to understand relationships, respect, and promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Relationships and Sex Education and Health Education (RSHE) lessons and in all aspects of school life. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused, and that victim blaming is always wrong.

Our approach is designed to help children to think about risks they may encounter both on and offline and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about consent, online safety, including sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children mental health week, internet safety day etc. and respond to local issues such as delivering Water Safety/Road safety messages to all our students.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and offline. This is promoted in their toilets Childline is regularly promoted especially over school holidays.

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.

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

Please see our RSE Policy

We capture children’s voice on RSE through questionnaires which are led by the learning mentor.

Pol-Ed

We as a school use these Police and Education resources to compliment our RSHE program.

A positive force in education | Pol-Ed - A positive force in education

We will follow the guidance on RSHE education.
Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

We use Wakefield Resilience framework to build resilience in our students.
The Wakefield Resilience Framework (riskandresilience.org.uk)

Primary schools NSPCC PANTs program
PANTS resources for schools and teachers | NSPCC Learning

Childline | Childline

11.0 Support for those involved in child protection issue

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

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

- taking all suspicions and disclosures/ reports of abuse seriously.
- nominating a link person *(DSL)* who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest.
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- maintaining and storing records securely.
- offering details of helplines, counselling, or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures.
- cooperating fully with relevant statutory agencies.

12.0 Complaints procedure

Our complaints procedure will be followed where a complaint is raised that does not include sect 13 and 14 below. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaint's procedure is included and can be found on the website.

All complaints and concerns will be recorded.

13.0 If you have concerns about a colleague or safeguarding practice

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

All staff must remember that the welfare of the child is paramount, and staff should feel able to report all concerns, no matter how small, about a colleague or the safeguarding practice within the school.

All concerns of poor practice or possible child abuse by colleagues should be reported immediately to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors. Concerns about trust team - to CEO, concerns about CEO – to chair of trustee etc

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

All concerns will be recorded.

14.0 Allegations against staff

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed. See Keeping Children Safe in Education Part 4. It is vitally important to have a culture of openness and transparency and a consultation with the **LADO** by the case manager will happen if staff have.

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

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes behaviour that may have happened outside of work – transferable risk)

Case Managers

Allegations and low-level concerns against staff should be immediately reported, in any event within 24hrs of becoming aware, to the Headteacher. Allegations and concerns against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action.

The head teacher should do an initial consideration/fact find to establish if there is substance to the allegation or concern. Any agency for supply staff/contractors etc should also be informed.

In the event of the headteacher being absent the deputy is Helen Bartle.

In cases of allegations hitting the above LADO criteria

The headteacher should NOT carry out any investigation, other than the initial basic fact find, until consultation with the LADO. Full and accurate records will be made at every stage alongside HR processes.

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

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

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

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

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

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

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

In cases of low-level concerns

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

These records will be kept in a central low level concerns file kept in SLT folder including the details of the concern, the context and the action taken. These records will be reviewed by the headteacher termly so that patterns can be identified, and a record of these reviews will be made. Records will be kept until the person leaves our employment.

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

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

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

We will use the reporting form – see appendix E (Farrer toolkit) **Developing and implementing a low-level concerns policy: a guide for organisations which work with children (farrer.co.uk)**

15.0 Staff training and induction

It is important that all operational staff, including temporary and volunteers, have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including dealing with Sexual Violence and Sexual harassment, Early/Family Help responsibilities and whistleblowing.

All staff, including site staff, volunteers and the Headteacher, will be inducted in and then regularly trained in Safeguarding, including sexual violence and harassment and online safety**,** and be given regular updates by the DSL team in the form of face to face weekly meetings. There is a Safeguarding Training Planner in place and goggle slides have been developed for consistency.
WSCP advice is that all school staff receive Education specific basic safeguarding refresher training once every 2 years with DSL team top ups in between. Alongside Safer Working Practice Training also every 2 years with the headteacher issuing regular code of conduct reminders to all staff in between.
All of our staff are aware of and trained in the following; Safer Working Practices in Education Guidance 2022 **Home (saferrecruitmentconsortium.org)**

All staff accessing the IT network and at least one governor will undertake cybersecurity training for Education staff.

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, appropriate parts of KCSIE, details of the DSL's and their role, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct, CME/absent students and behaviour policy and the whistleblowing policy. **Staff will sign to say they have received this and understood and will be tested to ensure comprehension.**

Staff are trained to seek and record the voice of the child and take this into consideration when making decisions. However, there may be circumstances where we override the students wishes and feelings to act in their best interests e.g. in case of CSE/CCE where, as a result of perpetrator grooming, the student states they do not want any intervention.

Our staff are trained in ACEs Adverse Childhood Experiences, and are aware of the impact of trauma on behaviour etc, they understand and aim to work towards trauma informed practice.

DSL's will receive face to face training updated every two years. They must also do Prevent training. All DSLs are strongly recommended to attend the half termly DSL forums.

DSL's will be supported and encouraged to attend additional training to keep up to

date, including DSL forums, sign up to WSCP E-bulletin and other multi-agency training offered by WSCP and the Safeguarding Advisor. Specifically they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training.
For further info on multi agency free face to face or recorded courses see **Schools, Colleges, Learning & Development • Wakefield Safeguarding Children (wakefieldscp.org.uk)**

All governors will receive ***strategic level*** safeguarding training every 2 years. The DSL team may invite governors to any staff operational training/ include them in staff safeguarding newsletters etc, whilst acknowledging this just for interest/understanding and is in addition to the strategic level training they require.
The DSL team also provides governors with regular strategic reports and action plans from audits.

Headteacher and Chair of Governors are encouraged to undertake managing allegations against staff training/ or to have read and understood Part 4 of KCSIE. Any member of staff involved in recruitment of staff/interview panels etc is encouraged to read part 3 of KCSIE and undertake the Safer Recruitment training – at least one member of interview panel must be trained.

All training will be noted in the training file, including sign in sheets, certificates and test/quiz results, and monitored to flag in advance when updates are required. Any training done by third party or independent providers MUST reflect local protocols and training minimum standards; a checklist is available.

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One & Annex A of Keeping Children Safe in Education is available on Every. Relevant parts of KCSIE are issued and understanding checked at the start of every academic year.

Supply staff and other visitors in contact with students will be given the school's Visitor leaflet with a summary of key safeguarding information pertinent to the school.

We will check staff have understood the training received by:

Running a half termly quiz and collating the results following up any identified misunderstandings if they arise.
Staff will have a safeguarding quiz question as part of every staff meeting. We will also do spot checks as part of school monitoring activities.

16.0 Safer recruitment

Our school endeavours to ensure that we do our utmost to employ suitable staff by following the guidance in Keeping Children Safe in Education, together with WSCP and the school's individual procedures.
At least one person on every interview panel will have undertaken Safer Recruitment

training run by The Safer Recruitment Consortium which is provided locally and recommended by WSCP.

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

- Recruitment and selection process.
- Pre-appointment and vetting checks, regulated activity and recording information.
- Other checks that may be necessary for staff volunteers and others including the responsibilities of schools and colleges for children in other settings.
- How to ensure ongoing safeguarding of children and the legal reporting duties on employers

CV's will not be accepted as part of the application process.

Self-disclosure information on applicants obtained prior to shortlisting will not be used as part of the shortlisting process.

Online searches of publicly available information will be carried out as part of the school's due diligence on shortlisted candidates and the candidate will be made aware of this.

References will be sought before the interview so any concerns can be explored with the applicant at interview along with any gaps or inconsistencies from their application form. We will always seek at least 2 references.

All offers of employment will be conditional upon satisfactory completion of the pre-employment checks applicable for the role.

To comply with the DBS code of practice and Under Data Protection Laws we will not keep the original or copies of DBS certificates.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education Part 3. *template available fr*om **Disclosure & Barring Service | Wakefield Education Services**

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

Volunteers
Volunteers will be checked in accordance with KCSIE

Contractors

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

Visitors
If they work in regulated activity, we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

Supply staff and other visiting staff will be given the school's visitor leaflet.

Academy – Ask to see letter from employer and copy of DBS cert
Maintained schools – letter from employer.

17.0 Site security

Visitors to the school are asked to sign in, if necessary, show ID, and are given a badge, which confirms they have permission to be on site. All visitors will be issued with a leaflet informing them of who the DSL's are, the code of conduct expected and what to do if they have a safeguarding concern. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. All staff are expected to clearly display their ID badges whilst on site.

At Ash Grove Primary Academy, robust emergency plans are established for both invacuation (lockdown) and evacuation procedures to ensure the absolute safety of all pupils, staff, and visitors. These protocols clearly outline immediate actions, designated safe spaces, communication channels, and assembly points tailored to various potential emergency scenarios. To guarantee that procedures run smoothly and that all members of the school community remain confident in their roles, both invacuation and evacuation drills are formally practiced on a termly basis. Detailed records of each practice drill are maintained and reviewed by school leadership to evaluate response times, refine procedures, and continuously strengthen our overall site security and safety measures.

18.0 Extended school and off-site arrangements

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

communication channels to ensure the DSL is kept appropriately informed. This will form part of our hiring arrangements. Any organisation using our site will be signposted to the below document by the school.

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

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 to be kept appropriately informed. If external staff have regular contact with our pupils, they will be asked to sign up to the school's code of conduct to ensure clarity of expectations e.g. mobile phone use and social media restrictions**.**

Alternative Provision

We recognise we are fully responsible for any students placed in AP's. Therefore will obtain written confirmation that all relevant checks have been carried out as we would with our own staff and will review at least **every half term**– how? In accordance with Alternative provision - GOV.UK

Non-school alternative provision: voluntary national standards - GOV.UK

We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students and record this. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed including of any staffing changes. We will know where our pupils are during school hours by keeping addresses and contacts of all AP and satellite provisions. If safeguarding concerns occur, the placement will be immediately reviewed and ended if necessary

State here how you link in, sharing Operation Encompass notifications/risk assessments etc.

19.0 Photography and images

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

To protect pupils, we will:

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

Follow guidance below;
Image guidance for education settings - UK Safer Internet Centre
Image guidance for education settings - UK Safer Internet Centre

20.0 Physical intervention and the use of force

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

Use of reasonable force in schools - GOV.UK (www.gov.uk)

21.0 Intimate care

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

22.0 First aid and supporting children at school with medical conditions

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

Section 100 of the Children and Families Act 2014 places a duty on schools to plan 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.

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

23.0 Changing rooms and other sports issues

We will follow safeguarding advice on Children using changing rooms, playing single sex sports etc as outlined in KCSIE.

Spaces such as changing areas, toilets and overnight accommodation on trips will remain single sex. If any student is uncomfortable with using the area of their biological sex they should discuss with a member of staff and alternative arrangements can be made.

Safeguarding considerations for getting changed at school | NSPCC Learning

24.0 Special circumstances (to be included as appropriate to your school)

Looked after Children LAC/Children in Care CiC and Previously in Care

Children in care and previously looked after children start school with the disadvantage of their pre-care experiences and often have special educational needs. Most commonly, the reason for children becoming looked after is because of abuse or neglect. The school must ensure that appropriate staff have information about a child's looked after status and care arrangements, including contact. The Designated Teacher for Children in Care and Previously Looked After and the DSL team have details of the child's social worker / carer, parent or guardian. As well as the name and contact details of the local authority's Virtual School Head. The Designated Teacher will work within the Wakefield Pupil Premium Plus policy guidelines to support the academic progress of CiC / PCiC through appropriate target setting in their termly PEP (Personal Education Plan)
Promoting the education of looked-after and previously looked-after children - GOV.UK

Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)

Wakefield Virtual School –Wakefield Virtual School | Wakefield Education Services

Work Experience

The school has procedures to safeguard pupils undertaking work experience, including

arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*. The headteacher is responsible for making sure students have had safeguarding induction. Forms are completed for all placements.

Children staying with Host Families

The school may plan for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the school follows the guidance in *Keeping Children Safe in Education* to ensure that hosting arrangements are as safe as possible.
Some overseas pupils may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

25.0 Remote learning safeguarding considerations

During lockdowns we follow government and local arrangements for safeguarding by providing support for vulnerable children in school and support for others via remote learning and home visits if necessary.

During Covid a safeguarding tracker was completed and returned to the Local Authority to allow coordinated support for children and families. We will complete this if required for any further lockdowns.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health, and care (EHC) plans. Those who have a social worker include children on Child Protection CP, those who are Child in Need CIN and those who are Looked After Children LAC or Children in Care CIC in West Yorkshire. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home. Vulnerable also includes any other child the DSL deem to need to be in school for any reason.

Attendance will be monitored in accordance with government guidance, with links made to local arrangements.

The basics of this policy will remain unchanged e.g., reporting and recording, DSL availability and safer recruitment arrangements.

Remote education is provided through Google Classrooms.

Safeguarding considerations will include using local WSCP checklists and government guidance.

[Providing remote education: guidance for schools - GOV.UK (www.gov.uk)]

PART B - Child Protection Procedures

Categories and Definitions

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

Abuse - A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. Children may also cause harm to other family members, often referred to as child to parent or caregiver abuse.

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

For further information on
Certain Safeguarding issues please see- Earlier Current Issues section.

Voice of the Child
We will always seek and record the voice of the child and take this into consideration when making decisions. We have a reminder on our recording system to alert staff to collate this. However, there may be circumstances where we override the students’ wishes and feelings to act in their best interests e.g., in case of exploitation where, because of perpetrator grooming, the student does not want any intervention. We promote support for any alleged victim, including child on child abuse, and will never victim blame.

Extra Familial Harm

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families. While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and/or other children. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, child-on-child (nonfamilial) sexual abuse and other forms of harmful sexual behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect. Plus Exploitation.

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

Emotional Abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may

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

Sexual Abuse
Involves forcing, causing or inciting a child 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, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

<u>Position of Trust</u>
The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.
See abuse of position of trust in earlier sections.

Neglect
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 caregivers)
• ensure access to appropriate medical care or treatment
• provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Wakefield Neglect Toolkit – will be consulted to assess level of neglect in all cases and certainly before any referral is made regarding Neglect.
Neglect Toolkit Archive - Wakefield Safeguarding Knowledge Hub

Child criminal/sexual exploitation

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal/ sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally/sexually exploited even if the activity appears consensual. Child criminal/sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Financial exploitation - Financial exploitation can take many forms. In this context, we use the term to describe exploitation which takes place for the purpose of money laundering. This is when criminals target children and adults and take advantage of an imbalance of power to coerce, control, manipulate or deceive them into facilitating the movement of illicit funds. This can include physical cash and/or payments through financial products, such as bank and cryptocurrency accounts.

Definitions taken from *Working Together to Safeguard Children*

Financially Motivated Sexual Extortion/ Sextortion
A type of online blackmail often referred to as 'sextortion' where young people and adults being forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release sexual/indecent images of them.

Grooming
Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a

family member, friend, or school staff. Groomers may be male or female. They can be any age.
Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, because they are ashamed or embarrassed, or their abuser has threatened them, or they don't want the abuser to get into trouble. It is also difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

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

A child who is being abused or neglected may: (not designed to be a checklist)

- have bruises, burns, fractures or other injuries which do not have a plausible explanation. e.g., bruises on babies who are not yet mobile, bruises on cheeks, ears, neck, forearms – defensive injury, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns
- challenge authority, have outbursts of anger, poor behaviour – trauma response.
- be reckless about their own or other's safety
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or 'attention seeking' (may be attachment seeking) behaviour
- regularly flinch to sudden but harmless actions e.g., raising a hand
- look unkempt and uncared for
- change their eating habits.
- have difficulty in making or sustaining friendships
- appear fearful
- self-harm incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- display violence/sexualised behaviour towards animals, toys, peers
- regress to younger child behaviour
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- have unexplained gifts/money/mobile phones or are over secretive online
- have low self esteem
- steal or scavenging compulsively
- overly affectional to strangers or people they haven't known for very long
- traumatic mutism

Responses from parents that may cause concern.

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

Disabled children: other signs to consider.

- Force feeding
- Over medication
- Bruising if non mobile
- Poor toileting arrangements
- Lack of stimulation
- Unjustified use of restraint
- Rough handling
- Unwilling to learn child's means of communication
- Ill-fitting equipment
- Misappropriation of child's finances
- Invasive procedures
- Non consideration of a child's dignity.

See poster in staffroom 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 team to decide how to proceed.

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

acting.

Impact of abuse

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

Adult Survivor helpline -see appendix.

Taking Action

It is the responsibility of staff to report and record their concerns ***immediately/as soon as possible***. A DSL will be always available, within the school day, for staff to speak to.

We actively encourage a 'never do nothing' attitude if staff have a concern about a child, and promote discussion with a DSL if in any doubt. Abuse of a child is never acceptable. We will ensure we do not have a culture where low standards are considered acceptable or viewed as 'normal for' a family or community.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here" and remain professionally curious.

Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999 or seek medical attention
- **REPORT your concern to a DSL immediately/as soon as possible.**
- **Complete a RECORD of your concern, using a professional tone and language, (CPOMS) and immediately pass onto to a DSL if you need assistance with this please speak to a member of the DSL team.**
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends, or family.
- Seek support for yourself if you are distressed, see helplines in the contact's section.
- Ask for feedback and if there are no improvements push for reconsideration. See

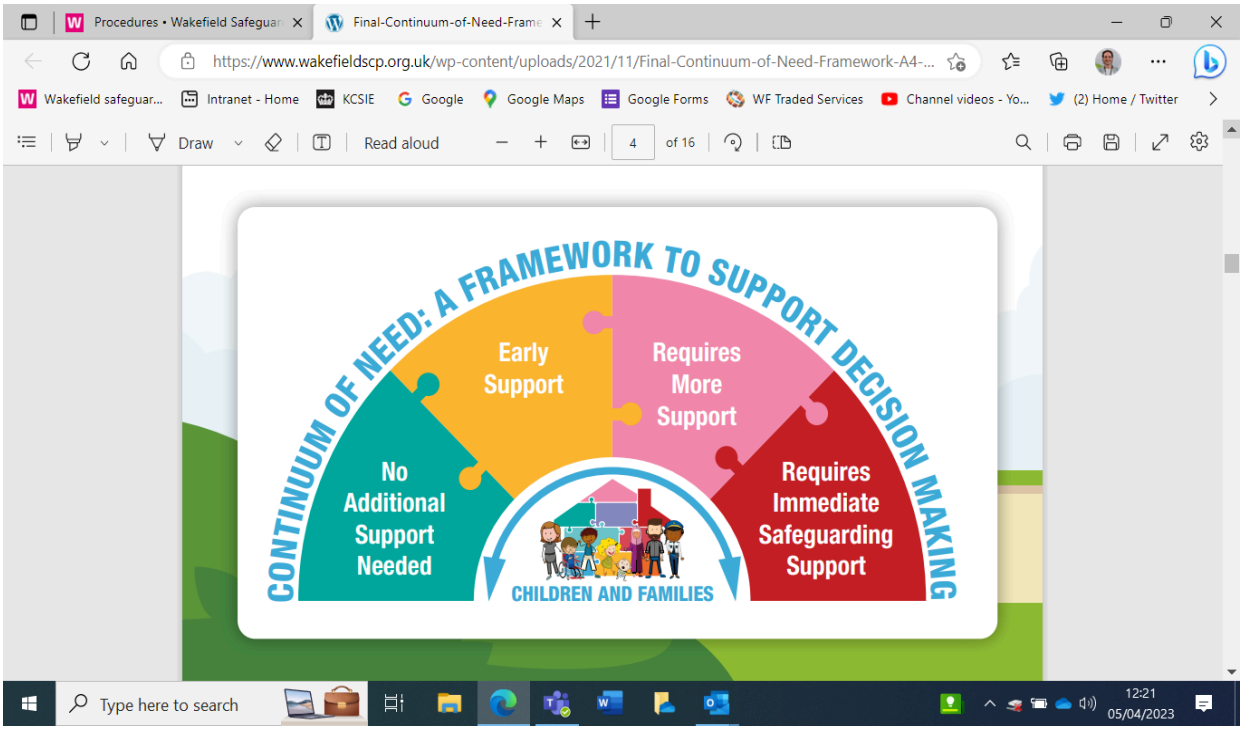
escalation section.

All staff will be regularly reminded of best practice on recording (using CPOMS training videos) at induction and once a year in staff inset days.

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

See flowchart in Keeping Children Safe in Education Part 1.

Levels of Need **NB CoN is due for update in the academic year so this section will likely remain in draft until then.**
New version? Universal then Family Help 1. At community level (schools EIP, Hubs) then 2. At Family Help Lead Practitioner level (old TEH and S17 combined) then up into Social care/Police? Help and Harm model where social care only involved when it hits harm.



Wakefield has a Continuum of Need for children and families who need support, this ranges from No Additional Support Needed, to Requires Immediate Safeguarding Support. It is worth noting that a cause for concern does not always require a top-level response, it may be the family need a lower level of support to help the situation.

Wakefield Families Together website provides lots of advice and support. **Wakefield Families Together – Wakefield Families Together.** We have added this to our school website for parents' information and self-referral.

The Early Intervention Prevention Service and Team Around the School (TAS) arrangements / school link workers are able to signpost DSL's and offer support.

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

Local procedures for specific issues.

Welcome to the West Yorkshire Consortium Inter Agency...

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, for example their artwork could be bizarre, they may write stories or poetry that reveal confusion, distress or mental health issues or their behaviour may have changed. In these circumstances, staff will give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, or a grandparent is very ill.

Staff are encouraged to be professionally curious in these situations asking the pupil if they are OK, if they are worried about anything or ask what life is like at home.

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

Following an initial conversation with the pupil, if the member of staff remains concerned, they should record and pass on their concerns to a DSL.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents, with consideration of including fathers as well as mothers. This must be handled sensitively therefore staff will not discuss safeguarding issues with parents until they have consulted with the DSL. In most cases the DSL will be in the most informed position to make contact with the parents in the event of a concern, suspicion or disclosure.

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 school link workers

/Social Care MASH. Best practice for all agencies is to work alongside and openly with parents in any concerns about their children; however consent is not required to refer to social care if informing the parents puts the child at more risk. e.g., in cases of forced marriage.

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

If parents have any queries regarding safeguarding, they are encouraged to contact a DSL.

If the concern is low level and can be dealt with through the pastoral support in school a DSL will initiate family help at a community level.

- Use a restorative approach and engage with the parents/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student (e.g., breakfast club, additional in school support, signposting to Family or Youth hubs) and create a plan of action.
- At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates, and times, including phone calls/letters.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

If necessary, the school will assess using the Signs of Safety framework – What are we worried about? What's working well? What needs to happen? and then scaling.

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

Risk assessments may be required in certain circumstances e.g., HSB. Templates are available on WSCP website, and we may wish to consult with other agencies for additional support and input.

The Wakefield Neglect toolkit will be considered in any cases of Neglect and referred to in our records/referrals
Neglect • Wakefield Safeguarding Children (wakefieldscp.org.uk)

It is important to continually reassess concerns if there are no improvements and follow the escalation process if required.

Families are likely to be involved at all levels of need, if it is safe to do so. This will be known as Family Networking or Family Group Decision Making.

Dealing with Disclosures/ Reports of Abuse

It takes a lot of courage for a child to disclose that they or their peers are being abused. There are many reasons why they may be blocked from telling including -they may think it is normal, 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, they may want to protect the abuser; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.
Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw truthful disclosures later in the process if they feel things have gotten out of their control. Effective communication and relationship building with children will help in these situations.

If a student is reluctant to say what is wrong, offer reassurances, suggest other staff members to speak to and/or signpost to other external helplines e.g. childline.

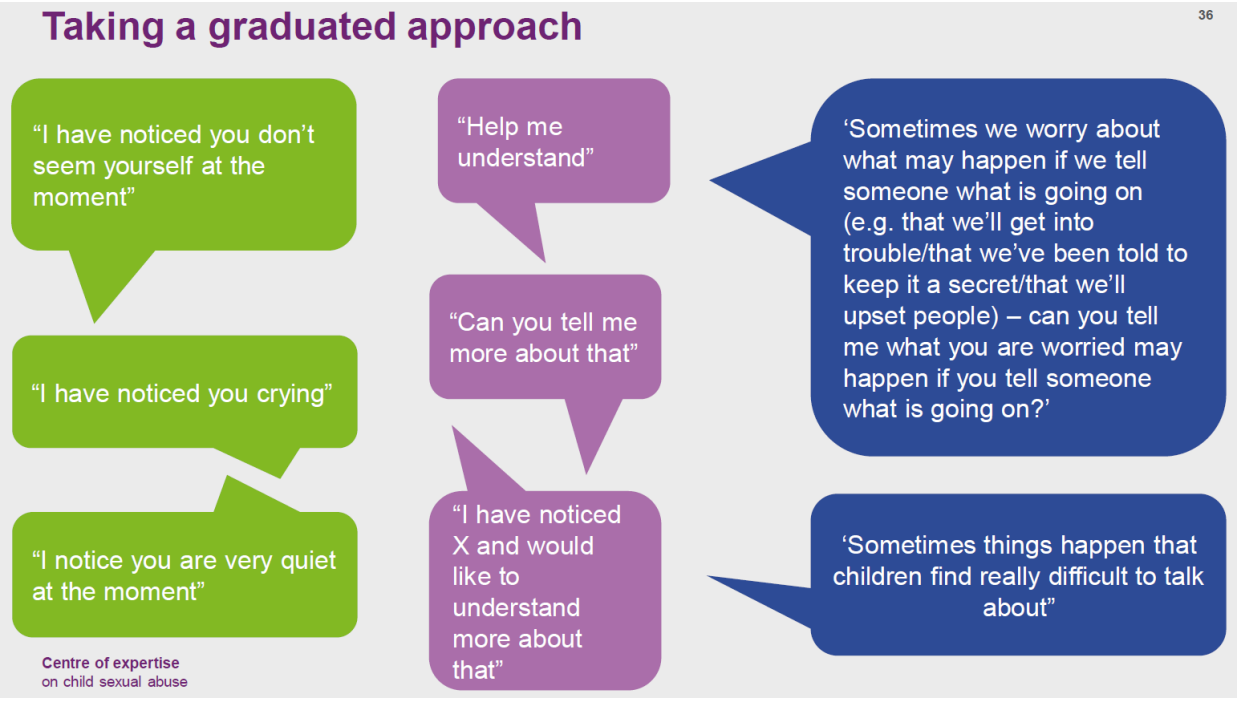
During their conversations with the pupils, it is best practice for staff to:

- Focus on listening rather than giving advice
- Allow pupils to speak freely, try to move away from others to a quiet space
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I want to help', 'This isn't your fault', 'You are doing the right thing talking to me'
- Not be afraid of silences, and allow space and time for pupils to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and *will not* ask direct or leading questions – such as, whether it happens to siblings too.
- Use open questions such as Tell me what happened…..? Is there anything else you

want to tell me?

- Avoid taking photographs or videos of any injuries etc.
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer physical touch as comfort. It may be anything but comforting to a child who has been abused. However, this will be case and age specific. If it is appropriate and, in the child's best interest, the member of staff will use safe touch following advice given in Safer Working Practice guidelines and in training.
- Remember professional boundaries and do not share personal experiences or information such as 'that happened to me'
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I wish you had told me about this when it started' or 'I can't believe what I'm hearing' is not helpful and may be interpreted by the child to mean that they have done something wrong.
- Not pass judgement on the perpetrator.
- Tell the pupil what will happen next. Let them know that you will be consulting the DSL and why. (To get them the help and support they need)
- Write up their conversation as soon as possible, using the child's words, and submit to the designated lead, do not discuss with other staff. Discuss how the DSL will keep the child informed
- Seek support if they feel distressed – From DSL team / helplines in contact's section.

Also see and issue all staff with disclosure handout



Staff should be aware that SEND students may face additional

safeguarding challenges and if possible, we should remove any barriers to disclosure.

Records and Monitoring

Why recording is important.

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

Any concerns about a child will be recorded in a professional manner and passed to a DSL immediately/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. The DSL team will then analyse this information.

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

We will give feedback to the staff member on any actions, however this will be on a need-to-know basis. It may not be appropriate for staff members to know full details.

The Safeguarding File

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

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

This file will be kept separately from the main pupil file and will be held securely only to be accessed by appropriately trained DSL's.
All staff will be made aware of children who have a safeguarding file or who are open to social care due to safeguarding concerns, DSL team will judge how much detail needs to be shared, if any, with all staff.

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

We will keep detailed, accurate, secure written records of concerns and include our rationale for any decision making including any toolkits consulted in decision making.

All incidents/episodes will be recorded e.g., phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL team in analysis and action, which may include no further action, monitoring, whether a Family help assessment should be undertaken, or whether a referral should be made to other agencies - Social Care MASH/TAS in line with the Continuum of Need document.

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

In some cases, files will be made available for external scrutiny for example by a regulatory agency or because of a case review or audit.

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

The file can be non-active in terms of monitoring i.e., a child is no longer CiC, subject to a child protection plan. If future concerns arise, then it can be re-activated as new information arises.

If the child moves to another school, the file will be securely sent or taken to a DSL at the new establishment/school **within 5 days** and a **written receipt will be obtained.** There will be a timely liaison between each school's DSL, and if necessary, a face-to-face meeting, to ensure a smooth and safe transition for the child. Any risks or relevant safeguarding information will be shared with the next school. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance**. Child protection records retention and storage guidance | NSPCC Learning**

Child protection records may be exempt from the disclosure which means that children and parents do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher/senior DSL, who will consult with information governance/legal team.

Referral to Social Care MASH/IFD

A DSL will make a referral to Social Care MASH if it is believed that a pupil is **suffering or is at risk of suffering significant harm – top level on the Continuum of Need**. In DSL absence, or if there is disagreement, anyone can make a referral. If in doubt if thresholds are met the schools link social worker can be contacted, however if this causes any delay we will refer directly.
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.

A phone call must be made initially before a referral form is filled out. There is a DSL referral checklist and referral form available on WSCP webpage. If the DSL is in disagreement with the call handler they will escalate, there and then, on the phone by asking to speak to a manager. Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required.
If there is already a social worker assigned to this case, for safeguarding reasons, the social worker should be contacted directly.

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

The referral may then proceed to MACPT Multi Agency Child Protection Team.

The DSL will then be expected to take part in assessments, strategy meetings, case conferences etc. as and when required. These will be led by the Lead Child Protection Practitioner within social care.
Reports for meetings will be shared with parents beforehand, unless there is good reason not to and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

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

Escalation / Professional Disagreement

This can be done at the time e.g. while on the phone to police or social care by asking to speak to a manager.
If the situation does not appear to be improving or there is any professional disagreement with the outcome the school will press for reconsideration and follow WSCP professional disagreement procedure.

Resolving Multi Agency Professional Disagreements and...

Referral to Police

If a criminal offence has occurred, (e.g. sexual or physical assault, injury due to

neglect) it will be necessary to contact the police 101 or 999 as appropriate. It may be useful to state which department we require e.g., child safeguarding unit / Child Exploitation Team CET / indecent images team.
If we believe a child is being radicalised, we will refer to the Prevent police officer using the referral form on the WSCP education page.

When to Report to Police guidance.
when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) – link also in KCSIE

We understand that if police are interviewing any students, as they suspect them of a crime, that an appropriate adult must be present e.g., parent.
If police come to school to speak to a pupil, for any reason, this will be arranged in advance and appropriate support for the pupil will be put in place.

Local partnership intelligence portal PIP – to report any intelligence -does not replace usual procedures if child is at risk.
Partnership Intelligence Portal | West Yorkshire Police

Home Visits
When our staff are required to do home visits, we will follow best practice and consult the checklist.
Schools & Colleges Key Links & Resources • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Confidentiality and Information Sharing

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

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

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

Data protection: toolkit for schools - GOV.UK (www.gov.uk)

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

Child protection records may be exempt from the disclosure provisions of Data Protection, which means that children and parents do not have an automatic right to see them in certain circumstances. However, it will be usual practice for parents to have been informed of any concerns at the time. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher/senior DSL who will consult with the information governance/legal team.

Any personal safeguarding information shared with external agencies will be done so securely e.g., by secure email, password protected or recorded delivery.

Local & National Contact Details

Wakefield Social Care MASH

Phone: 0345 8503 503 consultations via phone call is necessary before submitting a referral form
Minicom: 01924 303450 (type talk welcome)
Email: social_care_direct_children@wakefield.gov.uk

Wakefield Continuum of Need document.
Key Safeguarding Forms, Tools, Standards & Frameworks • Wakefield Safeguarding Children (wakefieldscp.org.uk)

West Yorkshire Procedures for specific issues. Welcome to the West Yorkshire Consortium Inter Agency...

Wakefield Families Together website Wakefield Families Together – Wakefield Families Together

Local Family Hub Family Hubs – Wakefield Families Together
Cedars family Hub, Hemsworth, WF94PU - 01977 722215

Local Youth Hub [Youth Hubs – Wakefield Families Together]
Platform One, Hemsworth, WF94AB

School's Social Care Link Worker (social worker)
Name: Social Care direct
Email: social_care_direct@wakefield.gov.uk
Phone: 03458503503

School's Early Intervention and Prevention EIP (was hub worker)
Name: Samantha Sowerby
Email: samsowerby@wakefield.gov.uk
Phone: 07464 907644

Other Cluster /TAS contacts
Services manager etc
PCSO linked to the school - Jill Oxley - Jill.oxley@westyorkshire.police.uk (also see Pol Ed resources)

Police

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

Child Safeguarding Unit Wakefield.sguchild@westyorkshire.police.uk

CET Child Exploitation Team cveteam@wakefield.gov.uk

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

Pol-Ed Police and education designed lesson plans on range of police/safety topics.

[A positive force in education | Pol-Ed - A positive force in education]

Wakefield Safeguarding Children Partnership WSCP

Home page • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Local Authority Designated Officer (LADO) – for allegations against staff
lado.referrals@wakefield.gov.uk

01977 727032

Mobile – 07711 797847

Safeguarding Advisor for Education SAE

Vicki Maybin

vmaybin@wakefield.gov.uk

07788743527

SAE for maintained schools only;

Marie Clayton

marieclayton@wakefield.gov.uk

07391 862147

Usual working pattern is Monday to Thursday, term time

Safeguarding training page specific to schools/colleges;

Wakefield Safeguarding Children Partnership | Wakefield Education Services

Safeguarding Information webpage for Wakefield Schools.

Multi agency training offer and education specific webinars etc, templates, audit information, resources and managing allegations information.

Schools & Colleges • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Mental Health

Future in Mind - Mental health practitioner

Primary practitioner: Rachel Mcguigan

Email; rachel.Mcguigan@swyt.nhs.uk

Phone;01977 735901

Mental Health support Team contact -

CAMHS Single point of access SPA

01924 316200.

Child and adolescent mental health service (CAMHS) in Wakefield - South West Yorkshire Partnership NHS Foundation Trust

Compass Mental health support

Wakefield Children and Young People's emotional health and wellbeing service - Compass (compass-uk.org)

Wakefield Resilience Framework.

The Wakefield Resilience Framework (riskandresilience.org.uk)

Wakefield School nursing/ Health visiting service.

Wakefield 0-19 Service - Harrogate and District NHS Foundation Trust (hdft.nhs.uk)

Wakefield Spectrum

RSE - Spectrum Community Health CIC (spectrum-cic.org.uk)

Raising Awareness of Child Sexual Exploitation - Spectrum (spectrumat10.org.uk)

Wakefield Domestic Abuse Support Service WDASS

Wakefield Domestic Abuse Service | Cranstoun

Prevent Contacts

Prevent in Wakefield - Wakefield Council

Wakefield Education Welfare service.

Education welfare service - Wakefield Council includes Elective Home Education EHE and Children Missing Education CME

Virtual School for CiC

Wakefield Virtual School | Wakefield Education Services virtualschool@wakefield.gov.uk

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

Wakefield SEND Local Offer | Wakefield SEND Local Offer

NSPCC Speak out Stay safe service for Primary schools.

Speak out Stay safe programme | NSPCC Learning

School coordinator Ellie Kirk

ellie.kirk@nspcc.org.uk

Mob: 07710143419

Wakefield Young Carers.

Young carers - Wakefield Council

Drug support for young people

Turning Point | Health & Wellbeing (turning-point.co.uk)

Wakefield voluntary sector Young Lives Consortium

Home » Young Lives Consortium Wakefield Safeguarding Children (ylc.org.uk)

Wakefield Adult Services

Adults and older people services - Wakefield Council

Vico Homes (previously Wakefield District Housing WDH)

Welcome to Vico Homes | Vico Homes

Other useful services;
School nurse - 01924 310130
Education welfare officer: 01924 307451 ews@wakefield.gov.uk
Education psychologist 01924 307403
SEN team worker 07880 203670 - info@wakefieldparentcarers.co.uk
Spectrum RSE - 0800 121 4860 - Wakefield.SH@spectrum-cic.nhd.uk

NSPCC Helpline – for advice public/professionals

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

NSPCC Report Abuse in Education

0800 136 663

NSPCC dedicated helplines | NSPCC – FGM/ Gangs/ Radicalisation/ Talk Relationships

Counter Terrorism helpline

0800 789 321

Forced Marriage Unit

020 7008 0151

fmu@fco.gov.uk

Karma Nirvana – charity working to end honour based abuse in UK

Karma Nirvana

National Association People Abused in Childhood NAPAC

0808 801 0331

NAPAC – Supporting Recovery From Childhood Abuse

Child sexual abuse support services national

Get support | CSA Centre

Stop It Now

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

0808 1000 900

Stop It Now! UK and Ireland | Preventing child sexual abuse

Professional Online Safety Helpline

Professionals Online Safety Helpline - UK Safer Internet Centre 0844 3814772

National Services – Domestic Abuse

Domestic Violence & Abuse · Emergency Injunction Service (ncdv.org.uk)

CPOMs training videos;

Home (site.com)

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Created By	Headteacher
Applies to	
Next Review date	September 2027