Jerry Clay Academy

Safeguarding & Child Protection Policy 2019-2020

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Contents:

Reviewed by:

Designated Safeguarding Lead – Tracy Swinburne

Date:1st September 2019

Deputy Designated Safeguarding Lead –Tony Palin

Date: 1st September 2019

Headteacher Tracy Swinburne

Date: 1st September 2019

Nominated Safeguarding Governor: Andrew Carter

1st September 2019

1. Policy Statement and Principals

This policy is one of a series in the academy's integrated safeguarding portfolios and approach *and is linked to the following academy policies & procedures:*

staff code of conduct, safe recruitment, whistle blowing, missing from education, allegations against staff, bullying, student behaviour, e-safety, IT acceptable use, lone working, use of reasonable force, complaints, first aid, disciplinary, risk assessments for educational visits, single central record, pupil attendance records, bullying logs and analysis, CPOMS, visitors safeguarding information. It should be considered alongside Health and Safety legislative requirements. https://www.gov.uk/government/publications/health-and-safety-advice-for-

The academy's safeguarding arrangements are inspected by Ofsted under the judgement - Safeguarding – Is it effective?

Our core safeguarding principles are:

- the academy's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the academy 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 academy will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

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

Policy principles
- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of 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 academy's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the academy's safeguarding portfolio

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

Wakefield District Safeguarding Children Board WDSCB/ West Yorkshire Consortium Procedures. http://westyorkscb.proceduresonline.com/index.htm

Equality Act 2010 https://www.gov.uk/government/publications/equality-act-2010-advice-for-academys

Research suggests that between 6-19% of academy aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, academy staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in academy when they are in distress or at risk. It is vital that academy staff are alert to the signs of abuse, both inside and outside the academy and understand the procedures for

reporting their concerns. The academy will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

Terminology

Child/Children include everyone under the age of 18.

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

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

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

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

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

Designated Officer – new term for LADO – a post in the local authority, to coordinate and manage allegations against staff.

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

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

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

DSL - Designated Safeguarding Lead.

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2. Safeguarding Legislation and Guidance

Education Act 2002
Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained academy's and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

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

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

Statutory Guidance

Working Together to Safeguarding Children (2015) covers the legislative requirements and expectations on individual services (including academy's and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in academy's.
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education (2016) is issued under Section 175 of the Education Act 2002, the Education (Independent Academy Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Academy's) (England) Regulations 2011. Academies and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
Unless otherwise stated, 'academy' in this guidance means all academy's, whether maintained, non-maintained or independent, including academies and free academies, alternative provision academies, pupil referral units and maintained nursery schools
College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

All staff should read Part One of this guidance and staff can find a copy on *the safeguarding notice board in the staff room.*

Prevent Duty Guidance – England and Wales
Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.
https://www.gov.uk/government/publications/prevent-duty-guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Teaching Standards
The Teacher Standards 2012 state that teachers, including head teachers should safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on all services working with children (including schools and colleges) to safeguard and promote the welfare of Children. The safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education (2019)
Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

3. Roles and Responsibilities

Key personnel

The designated safeguarding lead (DSL) for child protection (member of senior management) is Tracy Swinburne – Executive Headteacher

Contact details: email: tracy.swinburne@jerryclayacademy.wakefield.sch.uk tel: 07817491265

The deputy DSL is Tony Palin – Head of School

Contact details: email: Tony.palin@jerryclayacademy.wakefield.sch.uk

The nominated child protection governor is Andrew Carter

Contact details: email: Andrew.Carter@jerryclayacademy.wakefield.sch.uk

The Executive Headteacher is Mrs Tracy Swinburne

Contact details: email: tracy.swinburne@jerryclayacademy.wakefield.sch.uk tel: 07817491265

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2019.

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

<u>DSL responsibilities</u>:

Manage referrals

The designated safeguarding lead is expected to:
• Refer cases of suspected abuse to the local authority children's social care as required;

• Support staff who make referrals to local authority children's social care;

• Refer cases to the Channel programme where there is a radicalisation concern as required;

• Support staff who make referrals to the Channel programme;

• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• Refer cases where a crime may have been committed to the Police as required.

Work with others

• Liaise with others to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

• Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

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

• Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

• Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

• Ensure each member of staff has access to and understands the academy's child protection policy and procedures, especially new and part time staff;

• Are alert to the specific needs of children in need, those with special educational needs and young carers;[80]

• Are able to keep detailed, accurate, secure written records of concerns and referrals;

[80] Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

• Understand and support the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• Obtain access to resources and attend any relevant or refresher training courses; and

• Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

• Understand relevant data protection legislation and regulations- GDPR

Raise Awareness

• The designated safeguarding lead will ensure the academy child protection policies are known, understood and used appropriately;

• Ensure the academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

• Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy or college in this; and

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

Child protection file

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

Availability

• During term time the designated safeguarding lead (or a deputy) will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person. The designated safeguarding lead can be contacted via telephone during all other hours or out of term time.

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

The board of trustees ensures that the academy:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account WDSCB procedures.
- Has a nominated governor (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the head teacher.
- Has an effective safeguarding policy (updated annually and on website) as well as

staff behaviour policy and both are provided to and followed by all staff in a timely manner.

- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child voice and that there are systems in place for feedback and pupils views.
- **Appoints a designated Looked After Children LAC teacher** and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Headteacher, receive information about the academy's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- Ensure appropriate **online filter and monitoring systems** are in place and ensure online safety is included in lessons.

The Executive Headteacher & Head of School:

- ensures that the child protection policy and code of conduct are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Designated Officer where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4. Good Practice Guidelines and Staff Code of Conduct

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

- treating all pupils with respect
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- setting a good example by conducting ourselves appropriately, including online.
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils including challenging

inappropriate or discriminatory language or behaviour.

- avoiding behaviour or language which could be seen as favouring pupils.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- reading and understanding the academy's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when pupils 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 academy procedures
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- following the academy's rules with regard to communication with pupils and use of social media and online networking
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

Safer Working Practices in Education guidance 2019
https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf

5. Abuse of Position of Trust

All academy staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

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 academy staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

6. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Some groups such as SEN can be disproportionally impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further

exploration.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including; female genital mutilation (FGM) and forced marriage.

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

SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities and can be disproportionally impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as 'part of the disability'. Additional time and communication means will be in place to allow children to communicate effectively with staff and extra consideration will be given if using restraint.
https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance

How Wakefield supports SEND students is outlined below.

http://wakefield.mylocaloffer.org/Home

2. Emotional Health and Wellbeing

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

We recognise the importance of emotional health and wellbeing for all our students and we support all emotional health and wellbeing, including self-harm and eating disorders through pastoral support, a trained mentor who works in school full time and organised counselling

with external agencies if needed.

We use Wakefield Resilience framework to build resilience in our students.
https://www.riskandresilience.org.uk/

As well as embedding the following into our curriculum:

https://www.pshe-association.org.uk/curriculum-and-resources/resources

https://youngminds.org.uk/youngminds-professionals/

https://www.gov.uk/childcare-parenting/mental-health-of-children-and-young-people

Suicide
We recognise that suicide is one of the biggest killers of children and young people in the UK. We have are working towards the national guidance document 'Building a Suicide Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.
https://papyrus-uk.org/wp-content/uploads/2018/10/400734-Schools-guide-PAPYRUS.pdf
We have issued all of our staff with Wakefield Public Health 'Supporting a young person with suicidal thoughts'. Which provides staff with practical tips on how to talk to young people about suicide.
http://www.wakefield.gov.uk/health-care-and-advice/public-health/mental-health-wellbeing/childrens-mental-health
Samaritans step by step guide responding to a suicide;
https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/
Wakefield suicide prevention strategy
http://www.wakefield.gov.uk/Documents/health-care-advice/public-health/suicide-prevention-strategy.pdf

7. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. For a guidance list see annex A in Keeping Children Safe in Education. The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally https://www.wakefieldlscb.org.uk/education/
We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.
Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. See later section.

Peer on Peer Abuse – sexting/bullying/sexual assaults/physical assault/hazing or initiating Child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school's pastoral system.

Sexual Violence and Harassment we will;
.never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up;
• not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing

up", "just having a laugh" or "boys being boys";

• challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.

• understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach described below in part 9. is important.

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

• communication barriers and difficulties overcoming these barriers.

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

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

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
Local sexual assault centre;
https://www.hazlehurstcentre.org/

Upskirting

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

Sexting/Youth Produced Sexual Imagery

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

School will follow the below guidance;
All Staff;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf
http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx
DSL;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Bullying

Is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

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

https://www.gov.uk/government/publications/preventing-and-tackling-bullying
All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL's will consider implementing child protection procedures.
https://www.childnet.com/resources/cyberbullying-guidance-for-schools
Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed.

Children with Harmful Sexual Behaviour

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

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements.

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

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

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.
Contextual Safeguarding Network
https://contextualsafeguarding.org.uk/

Hate Crime

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

Children Missing Education CME
A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

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

We will collect, where possible, more than one emergency contact number for each pupil. We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures. Missing Officer – details in appendix.
http://www.wakefield.gov.uk/schools-and-children/supporting-families/education-welfare-service/children-missing-education

Child Sexual Exploitation CSE
CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator of facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.

This is a serious crime and is never the victim's fault even if there is some form of exchange.

The police team can be contacted for extra support and information. (details in appendix) NB they do not take the place of your usual reporting procedures.
For local CSE procedures in Wakefield including MACE panel;
https://www.wakefieldlscb.org.uk/professionals-and-practitioners/child-sexual-exploitation/

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

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

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

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

Serious Violence

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

Practical advice for schools/colleges;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Domestic Abuse

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

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

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

This school is taking part in Operation Encompass. Where we receive information if police have been called out to a domestic abuse incident and any of our pupils were present.http://www.operationencompass.org/

http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/domestic-abuse
Resources for children http://thehideout.org.uk/

Honour Based Violence HBV – e.g. FGM/Forced Marriage/Breast Ironing.
Female Genital Mutilation FGM
This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report *known cases* on under 18's to the police.
Reporting form is available on the wscp website – education- templates.
Multi agency guidelines;
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf

Forced Marriage
Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence treats or coercion is used.
Multi agency guidelines;
https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english
National Charity;
https://karmanirvana.org.uk/
Breast ironing, also known as **breast** flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

Preventing Radicalisation

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

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

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities

are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

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

We will work with other partners including the Channel Panel.

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

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

Prevent police officer in Wakefield – details in appendix.
Prevent duty – link in legislation section.
Prevent referral form – wscp website- education - templates
http://educateagainsthate.com/

Private Fostering
A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
The school will follow the legal requirements of reporting as set out by WSCP.
http://www.wakefield.gov.uk/Documents/schools-children/fostering/private-fostering.pdf

Homelessness
Wakefield procedure for 16 and 17 year olds;
http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/homelessness/provision-of-accommodation-to-homeless-16-and-17-year-old-young-people

Drug Use
Local service - CGL
https://www.changegrowlive.org/young-people/young-peoples-services
National website
https://www.talktofrank.com/

Dealing with issues relating to Parental Responsibility – Dispute Resolution
https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility
https://helpwithchildarrangements.service.justice.gov.uk/

Fabricated Illness
Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child
https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced
https://www.nhs.uk/conditions/fabricated-or-induced-illness/

8. Helping Children to Keep Themselves Safe

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of academy life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences.

The academy 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.

However all our pupils are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.
PSHE association https://www.pshe-association.org.uk/

9.   Online Safety

Many of our pupils will use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school's **online safety policy** explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media and **Parent Info website link is on our website for parents to access. We use the Safer Schools app to update staff and parents regularly.**

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

• **content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

• **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

• **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

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

Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations. **To protect students from mobile technology accessing 3G and 4G we will have a ban on mobile phones whilst in school.**

Teaching Online Safety in Schools
https://www.gov.uk/government/publications/teaching-online-safety-in-schools
Education for a Connected World
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF
Online Safety for SEND
https://www.childnet.com/resources/star-sen-toolkit
https://www.thinkuknow.co.uk/professionals/resources/
Gaming Advice
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/
Professionals online safety helpline
https://www.saferinternet.org.uk/professionals-online-safety-helpline

10. Support for those involved in a child protection issue

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

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

- taking all suspicions and disclosures 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, separate link people 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.

11. Complaints Procedure

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

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

12. 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 academy are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the academy. The academy's **whistleblowing code** which can be found in the safeguarding policy folder in the staffroom or the website enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

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

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

13. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Designated Officer 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.**

Allegations against staff should be reported to the Executive Headteacher or Head of School. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or Designated Officer or Nspcc Whistle blowing helpline if they believe direct reporting is necessary to secure action

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

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

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by

law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

14.   Staff Training and Induction

It is important that all staff, including temporary and volunteers, have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including Early Help and whistleblowing. All staff, including site staff and the Headteacher, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.

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

Our staff are trained in ACEs Adverse Childhood Experiences and understand trauma informed practice.

All of our staff are aware of the following;
Safer Working Practices in Education guidance 2019
https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf

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

DSL's will be supported and encouraged to attend additional training to keep up to date, including DSL forums and other multi-agency training offered by WSCP and the Safeguarding Advisor. Specifically they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training.
For further info on free face to face or online courses see
https://www.wakefieldlscb.org.uk/education/training-schools-colleges/

Governors will receive strategic governor safeguarding training.

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

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

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One & Annex A of Keeping Children Safe in Education (is available on the staff notice board under safeguarding.)

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

Supply staff and other visitors in contact with students will be given the school's (Visitor Leaflet) with a brief summary of the above.

15.   Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education together with WSPB and the school's individual procedures.

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

Verifying identity
Enhanced DBS (disclosure and barring service) with barred list check for those in regulated activity
Prohibition from teaching check/directions/sanctions/restrictions – teacher services system – for all teaching posts
EEA restrictions.
Verification on mental and physical fitness
Right to work in UK
Professional qualifications.

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

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

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

The Single Central Record is maintained in accordance with Keeping Children Safe in Education. *(templates available on wscp website under resources)*

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

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

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

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

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

16. Site security

Visitors to the academy are asked to sign in using the electronic system in the entrance, if necessary show ID, and are given a print off badge, which confirms they have permission to be on site. 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 academy's safeguarding and health and safety regulations to ensure children in academy are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

17. Extended academy and off-site arrangements

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

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify who's procedures are to be followed, with the DSL kept appropriately informed.

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

18. Photography and images

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

To protect pupils we will:
- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use pupils 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 academy equipment, i.e. not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

19. Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.
https://www.gov.uk/government/publications/use-of-reasonable-force-in-academys
All restraints used must be recorded in the numbered book as well as being recorded in CPOMS.

20. Intimate Care

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

21. Online Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The academy's **e-safety policy** explains how we aim to keep pupils safe in academy which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in academy. Some pupils will undoubtedly be 'chatting' outside academy and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media.

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

http://www.saferinternet.org.uk/

22. First aid and managing medical conditions.

Staff will be trained appropriately in first aid.

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

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

Looked after Children LAC/Children in Care CiC

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements, including contact. The designated teacher for Looked After Children and the DSL team have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC/CiC and meet the needs in their PEP (Personal Education Plan)

https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children
https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children
Wakefield CiC education team http://care4us.co.uk/?idno=1024

Work Experience

The school has detailed 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*.

23.   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.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

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

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning.

or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Position of Trust
The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

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

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss academy or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their academy 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.

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

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

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. Survivor helpline - see appendix.

Taking Action

It is the responsibility of staff to report and record their concerns as soon as possible.

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

It is not their responsibility to investigate or decide whether a child has been abused.

Any child, in any family in any academy could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Wakefield has a Continuum of Need for children and families who need support, this ranges from universal level to level 4. It is worth noting that a cause for concern does not always require a level 4 response, it may be the family need so lower level of support to help the situation.

Key points for staff to remember for taking action are:

- if an emergency take the action necessary to help the child, for example, call 999
- **REPORT your concern to the DSL as soon as possible and certainly by the end of the day**
- **Complete a RECORD of concern which can be found in the staffroom on the safeguarding notice board and in the school office and immediately pass onto to the DSL**
- 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.

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, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns. If the pupil does begin to reveal that they are

being harmed, staff should follow the disclosure advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Early intervention

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

- Engage with the parents/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into academy 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 academy support)
- At this meeting we will discuss the plan of next action should the situation not improve.
- We will record all contacts with the family, dates and times, including phonecalls/letters and place on CPOMS (our electronic encrypted database)
- 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 a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a 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.

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

- allow pupils to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort –'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and *will not* ask direct or leading questions – such as.. whether it happens to siblings too, or what does the pupil's mother thinks about it.
- use questions such as Tell me…..? Is there anything else?
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries and not share personal experiences such as 'that happened to me'
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish

you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong

- tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on the record of concern form and hand it to the designated lead
- seek support if they feel distressed

Notifying parents

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

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

The DSL team will discuss the concern and agree a course of action.
See flowchart in Keeping Children Safe in Education Part 1.

Wakefield has a Continuum of Need for children and families who need support, this ranges from Level 1 to level 4. It is worth noting that a cause for concern does not always require a Level 4 response, it may be the family need a lower level of support to help the situation. The Children First hubs are able to signpost school staff and support at Level 3.
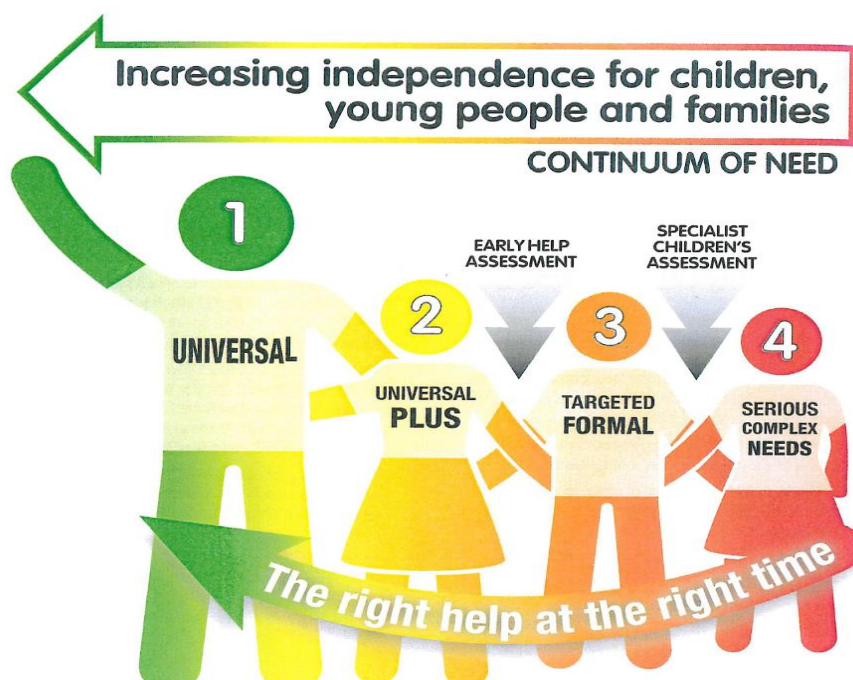
Level 1 – Universal services are meeting the needs – no extra intervention needed.
Level 2 – For example a universal service is providing extra support, or have referred to one other single agency. Schools can use Signs of Safety to assess at this level.
Level 3 – Multi agency approach to support. Multi agency early help/ SoS assessment. Children First Hub may be able to support.
Level 4 – Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess and lead at this level.

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

Records and Monitoring

Why recording is important

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

Cause for concerns recording

Any concerns about a child will be recorded and given to the DSL ASAP. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. This then will need to be recorded on our CPOMs system.

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

It may be appropriate for the DSL to follow up with actions on the CPOMs system. This will help in building patterns and decision making.

We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

The safeguarding file- CPOMS

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

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

This file will be kept separately from the main pupil file and **will held securely in CPOMS only to be accessed by appropriately trained people. The main file, open to staff, will have a marker to signify that a separate safeguarding file exists for that child so that all staff coming into contact with that child are aware that an additional vulnerability exists.**

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

All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include **no further action, monitoring, whether a CAF (level 3) should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Early Help Hubs in line with the Continuum of Need document (see link in appendix) and reflecting the Signs Of Safety approach.**

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

Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

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

The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another academy, the file will be securely sent or taken, to the DSL at the new establishment/academy and a **written receipt will be obtained.** There will be a timely liaison between each academy's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

Referral to Social Care Direct (Level 4)

The DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. This is best done in Wakefield with reference to the Continuum of Need (see link in appendix) and using the Signs of Safety approach.

If there is already a social worker assigned to this case -for safeguarding reasons, the social worker should be contacted.

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.

If the situation does not appear to be improving the academy will press for reconsideration and if necessary follow WDSCB professional disagreement procedure.
http://westyorkscb.proceduresonline.com/chapters/p_res_profdisag.html?zoom_highlight=professional+disagreement

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.

Confidentiality and sharing information

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

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

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

The Seven Golden Rules for Safeguarding Information Sharing 2015

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

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

The Data Protection Act does not prevent academy 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 academy requesting information reception staff will take a message and inform the DSL** *immediately,* the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher.

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

20. Special Circumstances (to be included as appropriate for your academy)

Looked after Children LAC
The most common reason for children becoming looked after is as a result of abuse or

neglect. The academy ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. they will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan) https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children
https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

Work Experience
The academy has detailed 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*.

Children staying with host families
The academy may make arrangements 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 academy follows the guidance in *Keeping Children Safe in Education* (annex E) to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during academy terms and we will work with the local authority to check that such arrangements are safe and suitable

Related safeguarding portfolio policies:

- Student Behaviour incl acceptable IT use
- Staff code of conduct incl Acceptable IT use
- Tackling bullying
- SEND
- Esafety
- Missing Children
- Lone working
- Physical intervention and the use of reasonable force
- First Aid
- Personal and intimate care
- Complaints procedure
- Whistleblowing
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

Local & National Contact Details

Wakefield Social Care Direct

Phone; 0345 8503 503   consultation line available
Minicom: 01924 303450 (type talk welcome)
Email; social_care_direct_children@wakefield.gov.uk

Local Children First Hub **(fill in your local Children First hub details)**

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

Early help Directory

http://earlyhelp.wakefield.gov.uk/

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

Child Safeguarding Unit

wakefield.sguchild@westyorkshire.pnn.police.uk

CVE Police Team

cveteam@wakefield.gov.uk
01924 303570

Local Authority Designated Officer (LADO)

Marie Pettman
lado.referrals@wakefield.gcsx.gov.uk
01977 727032
Safeguarding Advisor for Education

Vicki Maybin
vmaybin@wakefield.gov.uk
07788743527
Safeguarding Information webpage for Wakefield Schools;

TRAINING OFFER, TEMPLATES, AUDIT, RESOURCES & local and national agencies,
MANAGING ALLEGATIONS, EDUCATION BOARD REPS.
https://www.wakefieldlscb.org.uk/education/

NSPCC Speak out Stay safe service for Primary schools
Michelle Poucher. Area Coordinator
07834 498 354 mpoucher@nspcc.org.uk
https://www.nspcc.org.uk/services-and-resources/working-with-schools/speak-out-stay-safe-service/

Wakefield District Domestic Abuse Service WDDAS

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

services/domestic-abuse

0800 915 1561

Prevent Contacts – referral form see templates on WSCP website.

Prevent Team Wakefield Community Cohesion
wakefield_prevent@wakefield.gov.uk
01924 306645 / 01924 305352
Or
07468 700810 / 07825 281312

Prevent Police Officer Gary Blezard

Child Missing Education Officers

Marina Oldreive,
Educational Welfare Officer
01924 307467

Virtual Head for CiC

Jackie Roper
jroper@wakefield.gov.uk
Reach Team
thereachteam@wakefield.gov.uk

Personal Advisor Care Leaver **(fill in your contact)**

Future in Mind **(fill in your contact)**
Primary practitioner -
Email;
Phone;
CAMHS Single point of access
01977 735865
Wakefield Local Offer – for children with SEND and their families
http://wakefield.mylocaloffer.org/Home
Drug support for young people

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

Wakefield voluntary sector Young Lives Consortium

http://www.ylc.org.uk/

Wakefield Adult Services

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

Wakefield Well Women Centre

http://www.wellwomenwakefield.org.uk/

Wakefield District Housing WDH
https://www.wdh.co.uk/ContactUs/
OneCALL 0345 8 507 507

Wakefield Continuum of Need document;
https://www.wakefieldlscb.org.uk/professionals-and-practitioners/early-help-strategy/

Wakefield Signs of Safety webpage;
https://www.wakefieldlscb.org.uk/professionals-and-practitioners/signs-of-safety/

Wakefield Youth Work Team (including Young Carers)
http://wfyouth.co.uk/

NSPCC Helpline
0808 800 5000

NSPCC Whistleblowing Helpline
0800 028 0285

Counter Terrorism helpline
0800 789 321

Forced Marriage Unit
020 7008 0151 fmu@fco.gov.uk

National Association People Abused in Childhood NAPAC
0808 801 0331
https://napac.org.uk/

Stop It Now
Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children.
0808 1000 900
http://www.stopitnow.org.uk/

Professional Online Safety helpline
0844 3814772