Northern Ambition Academies Trust

SAFEGUARDING AND CHILD PROTECTION POLICY

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Owner	Chief Executive
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PART A – GENERAL POLICY
1. Policy Statement and Principles
This policy is one of a series in the Trust's integrated safeguarding portfolio and approaches. Related safeguarding portfolio policies/procedures:

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

Our core safeguarding principles:
- The Trust and the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Representatives of the school community will be involved in policy development and review
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our pupils.
- Actions will be taken in the best interests of the child.

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

The Trust recognises that Safeguarding is:
- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Acting to enable all children to have the best outcomes.

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

1.3. 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 Trust's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the Trust's safeguarding portfolio

The procedures contained in this policy apply to all staff, Academy Council members and Trustees and are consistent with those of the:
- Current Safeguarding Legislation and Guidance detailed in Section 3.0 of this policy.
- Wakefield Safeguarding Children Partnership/ West Yorkshire Consortium Procedures.
- Equality Act 2010. We will ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We recognise, welcome and respect diversity.
- Sexual violence and sexual harassment between children in schools and colleges September 2021
- WSCP Wakefield Safeguarding Children Partnership https://www.wakefieldscp.org.uk/

We will engage locally with Wakefield Safeguarding Children Partnership including taking part in the annual safeguarding audit and training offer.

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three to four times more likely to be abused. Five children in an average classroom have a diagnosable mental health condition. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse and mental health concerns. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse, both inside (e.g. bullying or staff grooming behaviours) and outside the school and understand the procedures for reporting their concerns. We will create an open transparent culture and environment where staff and students feel safe and can raise any issues. Staff will be supported to be professionally curious with regards to safeguarding matters and to use a restorative approach when working with children, families and other agencies. The school will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

2. Safeguarding Terminology
Child/Children includes everyone under the age of 18.

Safeguarding Protecting children from maltreatment. Preventing the impairment of their mental and physical health or development. Ensuring that they grow up in circumstances consistent with the provision of safe and effective care, and acting to enable the best outcomes.

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

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

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

CAF Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example. Any Early help assessment can be used in Wakefield.

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

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

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

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

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

CAMHS Child and Adolescent Mental Health service

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

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

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

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

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

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

MARF – Multi Agency Referral Form used in Wakefield District

MACE panel Multi Agency Child Exploitation panel.

ACES Adverse Childhood Experiences

CiC Child In Care

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

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

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

Serious Crime Act 2015
Includes the mandatory reporting of FGM.

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

Keeping Children Safe in Education (2021)
Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Sexual Violence and Sexual Harassment between children in schools and colleges;
Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)

Prevent Duty Guidance – England and Wales
Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.
https://www.gov.uk/government/publications/prevent-duty-guidance
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

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

4. Roles and Responsibilities
Key safeguarding personnel are identified in each school across the Trust, including link Academy Council members and a Safeguarding trustee.

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Keeping Children Safe in Education 2021 of which appropriate sections are issued to all staff.

4.1. Voice of the child

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

4.1.1. Equality and Diversity

All members of the school staff, Academy Council and Trust Board will uphold the ethos of the Equality Act and any prejudicial related incidents will be recorded and actioned immediately.

4.2. DSL responsibilities

The Trust will ensure that an appropriate senior member of staff, from each school leadership team, is appointed to the role of Designated Safeguarding Lead (DSL). The Trust's Chief Executive will also be appointed as a DSL on behalf of the central Trust.

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

The responsibilities of the DSL are to:
- refer cases of suspected abuse to the local authority children's social care as required/ support staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern as required/support staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- refer cases where a crime may have been committed to the Police as required. [2491596 C&YP schools guides.indd (npcc.police.uk)](https://www.npcc.police.uk)
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" (as per Part four) and the LADO Local Authority Designated Officer(s) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so the needs are considered holistically.
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and support teaching staff to provide additional academic support or

reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
•   a clear and comprehensive summary of the concern
•   details of how the concern was followed up and resolved;
•   a note of any action taken, decisions reached and the outcome.
They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 2021.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within **the first 5 days** of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

The DSL should:
●   ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
●   ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
●   ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
●   link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
●   help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
The designated safeguarding lead (and any deputies) should 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 should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:
●   understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- 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 school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KSCIE, and therefore the designated safeguarding lead should be equipped to:
- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

The Academy Councils and Headteachers ensure that the school complies by addressing all aspects of Part 2 of KCSIE 2021.

4.2.1. Deputy designated safeguarding leads
Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

4.2.2. Managing referrals
The DSL will refer all cases of suspected abuse to the local authority children's social care and
- Support staff who make referrals to local authority children's social care;
- The Designated Officer for all cases which concern a staff member (this will be with the Headteacher who is the case manager in these cases)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a crime may have been committed to the Police as required. 2491596 C&YP schools guides.indd (npcc.police.uk)
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

4.2.3. Work with others
- Liaise with the Headteacher/Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the LADO/designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Act as a point of contact with the three safeguarding partners
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

4.2.4. Training
DSL (and any deputies) should attend appropriate training to provide them with the knowledge and skills required to carry out the role carried out every two years. The designated safeguarding lead will undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase

the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

They will also:
- Understand the assessment process for providing early help and statutory intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- understand relevant data protection legislation and regulations- GDPR
- understand the importance of information sharing, both within the school/college and with the three safeguarding partners, other agencies, organisations and practitioners.
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this. (see Wakefield Neglect toolkit)
- Link with the local safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

In addition to the formal training set out in this document, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

This includes specifically to:
- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KSCIE, and therefore the designated safeguarding lead should be equipped to:
- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

4.2.5. Raising Awareness
The designated safeguarding lead should ensure the school's policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually 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 on the website and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

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

4.2.6. Child protection file
The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 21

Where children leave the school or college (including in year transfers) ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt will be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

4.2.7. Availability
During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally we would hope that the DSL was available in person, on occasion phone or skype etc may be appropriate.

We will arrange adequate and appropriate DSL cover for any out of hours/out of term activities.

4.3. The Trust Board
The Trust Board ensures that each school within the Trust:
- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Has a nominated Academy Council member (usually the chair) who liaises with the Designated Officer/LADO in the event of an allegation being made against the Headteacher.
- Complies with their duties under legislation - including the Prevent Duty 2015. Including SEND students and use of reasonable force guidance.
- Contributes to interagency working and plans.
- Takes into account WDSCB procedures.
- Has an effective safeguarding policy (updated annually and on website) as well as the NAAT Staff Code of Conduct and both are provided to and followed by all staff.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required. Ensure where possible the school holds more than one emergency contact number for students.
- Appoints a DSL who is a member of the senior leadership team, trained every two 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. The DSL regularly meets with the safeguarding governor and provides reports.
- 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 Children in Care (CiC) 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, CEO and the Headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- Ensure appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.

4.4. The Headteacher/Principal

The Headteacher or Principal of each school:
- ensures that the safeguarding and child protection policy and staff 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 students and attendance at strategy discussions and other necessary meetings;
- Works closely with the DSL and ensure job descriptions reflect the role.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Trust whistle blowing procedures and raising low level concerns policy;
- ensures that students 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.
- Ensures induction and training of all staff

5. Code of Conduct for Employees
To meet and maintain our responsibilities towards pupils all employees of Northern Ambition Academies Trust follow the standards of conduct set out in the NAAT Staff Code of Conduct. Underpinning this, employees should conduct themselves in a manner which includes:
- treating all pupils with respect;
- being alert to changes in pupils' behaviour and to signs of abuse and neglect;
- recognising that challenging behaviour may be an indicator of abuse;
- setting a good example by conducting ourselves appropriately, including online;
- involving pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour;
- avoiding behaviour or language which could be seen as favouring pupils;
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils;
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use;
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke;
- being clear on professional boundaries and conduct with other staff when pupils present;
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- applying the use of reasonable force only as a last resort and in compliance with school procedures;
- dealing with pupil 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 pupil;
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care;
- following the school's rules with regard to communication with pupils and use of social media and online networking;
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working;
- avoiding sharing excessive personal information with pupils.

Safer Working Practices in Education guidance 2020
https://www.saferrecruitmentconsortium.org/

5.1. Abuse of position of trust

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

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

5.2. Transporting Pupils

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

5.3. Children Who May Be Particularly Vulnerable

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

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:
- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children/ those recently returned to family from care
- Children who need a social worker
- 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, CCE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence/Abuse (HBV/A) including; female genital mutilation (FGM), forced marriage and breast ironing

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

5.4. 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

Wakefield SEND local offer;
http://wakefield.mylocaloffer.org/Home

6.   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.

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

In an average classroom five pupils will be suffering from a diagnosable mental health condition.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify behaviour that may suggest an issue.

If staff have concerns about the mental health of a pupil they will speak to relevant staff within the school including, if necessary, the DSL. If a pupil presents with a medical emergency then this is actioned immediately. Where a CAMHS referral is necessary then this is managed by the DSL or Deputy DSL.

If individual care plans are required this should be drawn up involving the pupil, the parents and carers and relevant health professionals. This can include:
•   Details of a pupil's condition
•   Special requirements and precautions
•   Medication and any side effects
•   What to do and who to contact in an emergency
•   The role the school can play

We understand the impact that the global pandemic of coronavirus has had on our staff and pupils. Across our Trust, we are committed to promoting positive mental health for every member of our staff and pupil body as well as responding to mental ill health. We will ensure emotional support is provided especially during stressful times e.g. exams.

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

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

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

As well as embedding this into our curriculum.
https://www.gov.uk/childcare-parenting/mental-health-of-children-and-young-people
https://youngminds.org.uk/youngminds-professionals/
https://www.selfharm.co.uk/

https://www.beateatingdisorders.org.uk/types/do-i-have-an-eating-disorder
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

6.1. Suicide
We recognise that suicide is one of the biggest killers of children and young people in the UK. We have followed/are working towards the national guidance document 'Building a Suicide Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

https://www.papyrus-uk.org/repository/documents/editorfiles/toolkitfinal.pdf

Staff will make themselves familiar 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. Supporting a child or young person with stress, depression or suicidal thoughts - Wakefield Council

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

Samaritans step by step guide responding to a suicide;
https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/

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

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

Managing a sudden death in the school community;
https://bereavement.lgfl.org.uk/default.html

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

- **More emphasis on online safety. Be aware that:**
    - ➤ Technology is a significant component in many safeguarding issues
    - ➤ Abuse can happen online, offline, or both
    - ➤ Children can also abuse their peers online. This can include:
      Abusive, harassing or misogynistic messages
      Non-consensual sharing of indecent images (particularly in chat groups)
      Sharing of abusive images and pornography to those who don't want to receive such
      Content
- **Groups likely to need early help have been added:**
    - ➤ Pupils with health conditions
    - ➤ Pupils with mental health needs
    - ➤ Pupils with a family member in prison or who are affected by parental offending
    - ➤ Pupils at risk of honour-based abuse (such as female genital mutilation or forced marriage)
    - ➤ Pupils who are persistently absent from school, including persistent absences for part of the school day
- **Additional forms of peer-on-peer abuse have been added:**
    - ➤ Abuse in intimate personal relationships between peers
    - ➤ Causing someone to engage in sexual activity without their consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

- **Risk factors that increase the likelihood of involvement in serious violence have been added:**
  - ➢ Being male
  - ➢ Being frequently absent or permanently excluded from school
  - ➢ Having experienced child maltreatment
  - ➢ Having been involved in offending such as theft or robbery
- **Child abduction and community safety incidents:**
  - ➢ Child abduction is when children are taken from their parents or carers without permission.
  It can be committed by parents or other family members, by people known but not related to the child (like neighbours, friends and acquaintances), and by strangers
  - ➢ Community safety incidents are things like unknown adults loitering near school or trying to talk to children
  - ➢ Always follow our pick-up procedures to make sure children only go home with their designated adult(s)
  - ➢ If you see anything suspicious or that doesn't feel right, report it immediately

Guidance on Modern Slavery and cybercrime have been added.

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truanting. Drugs advice for schools
https://www.gov.uk/government/publications/drugs-advice-for-schools

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 particularly in light of COVID-19 measures, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils and signposting of resources to support parents. See later section.

7.1. *Peer on Peer Abuse*
Sexting (sharing nudes & semi-nudes) /cyberbullying/sexual assaults, racism, physical assault/hazing or initiating

Peer on Peer or child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school's pastoral system. Any hate crime/incident will be reported through local reporting mechanisms. Victims will be supported through the school's pastoral system.

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

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

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

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

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

Like with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a pupil could be suffering.

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

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

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

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

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.
- ensure this is addressed through our sequential RSHE program.
- ensure all incidents are recorded on CPOMS and acted upon swiftly.
- Recognise that 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;
- understand 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.

We will follow outlined guidance on any cases of sexual violence and harassment between pupils.
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

7.2.1. Part 5 of Keeping Children Safe in Education.
Victim's will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves.
We will seek advice from other agencies such as police or social care if the case is above early help or internal management. Pupils are encouraged to and know how to report any concerns.

Local sexual assault centre;
https://www.hazlehurstcentre.org/

Victim support services in Wakefield (on webpage).

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

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

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Our schools will follow the below guidance to define, assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required.

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

Remove a nude image shared online | Childline

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

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

7.5. 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 the schools' behaviour and tackling-bullying procedures.

The subject of bullying is addressed at regular intervals in PSHE education. All pupils and parents and carers have access to procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education and during assemblies. If the bullying is particularly serious the Headteacher and the DSL will consider implementing child protection procedures.

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

7.6. Children with sexually harmful behaviour
Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards

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 will refer this to the DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community.

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/

7.7. Hate Crime
This Trust is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately under the appropriate policy. Advice will be sought from other agencies if appropriate.

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

7.8. Children Missing Education – CME
CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise that at school e.g. home schooling. A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including exploitation mental health concerns, risk of forced marriage etc. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

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

All pupils will be placed and removed from admission from attendance registers as required by law. 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 of 10 days or more in line with local Wakefield procedures. Details of the Children Missing Education Officers can be found in the appendix.
Local procedures;
http://www.wakefield.gov.uk/residents/schools-and-children/supporting-families/education-welfare-service/children-missing-education

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

Practical advice for schools/colleges;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

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

7.10. 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 (male or female) 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.

CSE can affect 16 and 17 year olds who can legally consent to have sex. It includes contact and non-contact sexual activity e.g. copying images and posting on social media.

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

The police team can be contacted for extra support and information. (details in appendix) NB they do not take the place of your usual reporting procedures.

Local CSE procedures in Wakefield including MAACSE panel.
https://www.wakefieldlscb.org.uk/professionals-and-practitioners/child-sexual-exploitation/

7.11. 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

7.12. 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 even when they are not directly involved in incidents and that our staff may themselves be victims.

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

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

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

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

7.13. Honour Based Abuse (Female Genital Mutilation FGM/Forced Marriage)
7.13.1. Female Genital Mutilation FGM
This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their duty to

report known cases on under 18s to the police. Reporting form is available on the WDSCB 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

7.13.2. 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 – Karma Nirvana;
https://karmanirvana.org.uk/

7.13.3. Breast ironing
Also known as breast flattening, this 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.

7.14.   Preventing Radicalisation
This is part of our wider safeguarding duty. We recognise that our schools play a significant part in the prevention of this type of harm. We will include education through our PSHE curriculum and encourage 'British Values'

We will intervene 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.

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

We will work with other partners including the Channel Panel – a voluntary confidential support program for those who are considered vulnerable to being drawn into terrorism.

The DSL 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 students are educated in online safety.

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

Details of the Prevent police officer in Wakefield are in the appendix.

Prevent referral form – WDSCB website- education - templates
http://educateagainsthate.com/

7.15.   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 and carers; it does not include great-aunts or uncles, great grandparents and carers or cousins. The school will follow requirements of reporting as set out by WDSCB.

The Trust will follow the legal requirements of reporting as set out by WDSCB.
http://www.wakefield.gov.uk/residents/schools-and-children/fostering-and-adoption/what-is-fostering/private-fostering

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

7.16. Homelessness
Wakefield procedures and support, including 16- and 17-year-olds;
Wakefield procedure;
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

7.17. Drug Use
Local service – Turning Point Inspiring Recovery
https://www.wakefieldscp.org.uk/children-and-young-people/drugs-alcohol/

Local service – CGL
https://www.changegrowlive.org/young-people/young-peoples-services

National website
https://www.talktofrank.com/

7.18. Dealing with issues relating to Parental Responsibility
https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility

https://helpwithchildarrangements.service.justice.gov.uk/

7.19. 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/

Safe Sleeping/Coping with Crying – for early years
ICON / Safer Sleep | Wakefield Safeguarding Children Partnership (WSCP) (wakefieldscp.org.uk)

7.20. Modern Slavery
• This includes human trafficking and slavery, servitude and forced or compulsory labour
• The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs.
There is a national referral mechanism for modern slavery

https://www.gov.uk/government/publications/human-trafficking-victims-referral-andassessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-ofmodern-slavery-england-and-wales

7.21. *Cybercrime*

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

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

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

8. Helping Children to Keep Themselves Safe

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

We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

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

Children are also reminded regularly about consent, online safety, including sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children mental health week, internet safety day etc.

Our schools continually promote our Trust value of respect for children and the emotional health and wellbeing of our pupils 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.

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

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

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

We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across school:
https://www.wakefieldlscb.org.uk/children-and-young-people/young-peoples-charter/

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

9. 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 student, 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.

10. Complaints Procedure

Northern Ambition Academies Trust 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 student, belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors. An explanation of the complaints procedure is included on the school website.

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

All complaints and concerns will be recorded.

11. If you have concerns about a colleague or safeguarding practice

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

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The Trust's Managing Allegations and Concerns and whistleblowing policies enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

NSPCC whistleblowing helpline number.) 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 the Academy Council.

Staff may also report their concerns directly to the LADO or the police if they believe direct reporting is necessary to secure action

All concerns will be recorded.

12. Allegations against staff

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed See Keeping Children Safe in Education Part 4 and the Trust's Managing Allegations and Concerns policy.

It is important to have a culture of openness and transparency and a consultation with the LADO will happen if staff have;

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

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.

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

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

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

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

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

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

Staff, parents and carers 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.

Safer Working Practice training is undertaken every 2 years to remind staff of code of conduct and behaviour expectations.

13. Staff Training and Induction
It is important that all staff including temporary and volunteers have 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 non-classroom-based staff and the Headteacher, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletters/staff meetings.

WSCP advice is that all school staff receive Education specific basic refresher training once every 2 years. Alongside Safer working Practice Training every 2 years.

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

Our staff are trained in ACEs Adverse Childhood Experiences, they understand and aim to work towards trauma informed practice.

The DSL will receive training updated at least every two years, including training in inter-agency procedures. They must also do Prevent training. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WDSCB and the Safeguarding Advisor.

DSLs will be supported and encouraged to attend additional training to keep up to date, including DSL forums, sign up to WSCP E-bulletin and other multi-agency training offered by WDSCB 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/

Academy Council members will receive appropriate governor safeguarding training.

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

Headteachers and Chairs of Academy Council are encouraged to undertake managing allegations against staff training.

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

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One of Keeping Children Safe in Education 2020 is available on the staff notice board under safeguarding.

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

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

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

For further info on free face to face or recorded courses see https://www.wakefieldscp.org.uk/education/training-schools-colleges/

14. Safer recruitment
Northern Ambition Academies Trust and our schools endeavour to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2021) together with WSCP and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education 2021– Part 3. Including;
• Verifying identity
• Enhanced DBS (disclosure and barring service) check for those in regulated activity
• Prohibition from teaching check
• Verification on mental and physical fitness
• Right to work in UK
• Professional qualifications.
• Other checks that may be necessary to ensure ongoing safeguarding
• 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. Under GDPR we will not keep DBS certificates.
• The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2021 – Part 3.

14.1. Supply/Agency Staff
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.

14.2. Trustees and Academy Council Members
Academy Council members will have enhanced DBS check- Sect 128 provision. Trustees will have enhanced DBS check.

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

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

14.5. Visitors
If they work in regulated activity we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out.

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

15. Site security
Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site.

All visitors will be issued with a leaflet informing them of who the DSLs are, the Trust code of conduct which must be followed and what to do if they have a safeguarding concern.

Parents and carers who are simply delivering or collecting their children do not need to sign in.

All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

All staff are expected to clearly wear their ID badges whilst on site.

All schools appropriate emergency procedures in place to keep pupils safe while on site.

16. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply and a DSL will be available.

If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

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

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

16.1.   Alternative Provision

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

We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff.

We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our pupils. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed.

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

17. 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 school equipment, i.e. not personal devices.
● encourage pupils to tell us if they are worried about any photographs that are taken of them.

18. Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child.

Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored.

Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be taken into account when restraint is used on SEND students.

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

Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)

19. 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 and carers will be informed and incidents recorded

20. 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 school aims to keep students safe in school which includes reasonable filters and monitoring.

Cyberbullying and sharing nudes and semi nudes, 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

Pupils 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 and carers are also informed of expectations.

To protect pupils from mobile technology accessing 3G and 4G we ban the use of mobile phones whilst in school.

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

https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

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

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

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

Teaching Online Safety in Schools
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

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

Online Safety for SEND
https://www.kelsi.org.uk/__data/assets/pdf_file/0011/74576/Online-Safety-for-SEND-September-2017.pdf

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

21. First aid and supporting children at school with medical conditions.
Staff will be trained appropriately in first aid and follow best practice of 'saying before touching'.

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

Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.

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

22. Changing rooms and other sports issues
We will take advice from the local WDSCB as well as national advice from the NSPCC Sports unit.
https://thecpsu.org.uk/

23. Special Circumstances

23.1.   Children in Care (CiC)
The school ensures that appropriate staff have information about Children in Care and their care arrangements including contacts.

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

https://www.gov.uk/government/publications/promoting-the-education-of-looked-after- children

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

23.2. Children with a social worker
We will promote educational outcomes of this group by DSL's appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and school and college leadership staff.

DSL's will ensure staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

23.3. Children staying with Host Families
If the school ever needs to make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour, we recognise this may amount to Private Fostering and the school follows the guidance in Keeping Children Safe in Education to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families in the UK. These parents and carers, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

23.4. Work Experience
Each school where pupils undertake work experience 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.

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

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

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

Out DSLs will follow local checklists when undertaking any home visits to children who are not accessing provision.
Resources & Agencies | Wakefield Safeguarding Children Partnership (WSCP) (wakefieldscp.org.uk)

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

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

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

Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)

PART B – CHILD PROTECTION PROCEDURES

1. Categories and definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse

Children may be abused by an adult or adults; however, it is important that we recognise that students can also be abused by another child or children.

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

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. It is important to remember that children can be abused outside their family home.

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.

Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. For example online safety, CSE,CCE, drug use, mental health issues.

https://contextualsafeguarding.org.uk/

1.1. Voice of the Child

We will always seek the voice of the child and take this into consideration, however there may be circumstances where we override the pupils wishes and feelings to act in their best interests e.g. in case of CSE where, as a result of perpetrator grooming, the pupil does not want any intervention.

We promote support for any alleged victim, including child on child abuse, and will never victim blame.

1.2. Categories of abuse

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).

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

Grooming

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

Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse

2. 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' or they don't want the abuser to get into trouble. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

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

A child who is being abused or neglected may:
- have bruises, bleeding, burns, fractures or other injuries which do not have a plausible explanation. E.g. bruises on babies who are not yet mobile, bruises on cheeks, ears, palms, arms, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns.
- 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 others' safety
- self-harm incl. head banging, eating disorders
- frequently miss school 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 school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- challenge authority, have outbursts of anger, poor behaviour – trauma response.
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or attention seeking behaviour
- regularly flinch to sudden but harmless actions e.g. raising a hand
- change their eating habits
- regress to younger child behaviour
- have unexplained gifts/money/mobile phones or are over secretive online
- have low self esteem
- steal or scavenging compulsively
- overly affectional to strangers or people they haven't known for very long
- traumatic mutism

Responses from parents and carers that may cause concern;
- Unexpected delay in seeking treatment – medical, dental which is obviously needed
- Denial of any injury
- Explanations that differs from that of the child e.g. for bruising
- Claims of falls/fits etc. that never happen in school

- Unrealistic expectations or constant complaints about the child
- Uninterested in child
- Alcohol /drug misuse
- Mental health issues which affect parenting
- Requesting removal of child
- Domestic abuse.

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

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL 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.

2.1. 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.

Trust staff is trained in ACEs Adverse Childhood Experiences, they understand and work towards trauma informed practice.

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

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

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

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.

Wakefield Families Together website provides lots of advice and support – Early help;
Wakefield Families Together – Wakefield Families Together

The Children First hubs and Team Around the School (TAS) arrangements/school link workers are able to signpost school staff and offer support.

Level 1 – Universal services are meeting the needs – no extra intervention needed.

Level 2 – For example a universal service is providing extra support, or have referred to one   other single agency. Schools can use Signs of Safety to assess at this level.

Level 3 – Multi agency approach to support. Multi agency early help assessment. Children First Hub may be able to support and TAS arrangements may be able to support. Multi agency Early Help.

3.1. 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 mental health issues 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 advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

3.2. Early intervention
If the concern is low level and does not require other agency involvement the DSL will initiate early intervention to;
● Engage with the parents and carers/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 and carers/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership. At this meeting we will discuss the plan of next action should the situation not improve.
● We will record all contacts with the family, dates and times, including phone calls/letters.
● We will then monitor the student closely - behaviour/concerns/interaction with peers and parents and carers/academic progress etc.

3.3. If a pupil discloses to a member of staff
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 student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupil 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 the pupil to continue; staff will recognise the barriers the pupil may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as... 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 student 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

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

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

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

If parents and carers have any queries regarding safeguarding please contact a DSL.

4. Recording and Monitoring
4.1. 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 are recorded using CPOMs

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

Any concerns about a child will be recorded in a professional manner and passed to a DSL ASAP and definitely within 24 hours. 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.

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 open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

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

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

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the 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 issue etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DSLs.

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

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

All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether Early help assessment 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 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 CIC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the file will be securely sent or taken to the DSL at the new establishment/school within 5 days and a written receipt will be obtained. There will be a timely liaison

between each school's DSL 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.

We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance. https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance

Child protection records may be exempt from the disclosure provisions of the Data Protection Act, which means that children and parents and carers do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher, who will consult information governance.

4.3. Referral to Social Care Direct

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.

This is best done in Wakefield with reference to the Continuum of Need and using the Signs of Safety approach. In DSL absence anyone can make a referral. This is done in Wakefield with reference to the Continuum of Need (see link in appendix) and using the Signs of Safety approach and MARF Multi Agency Referral Form, sent securely. There is a DSL checklist and referral form available on WDSCB safeguarding for schools webpage. Social care should inform the DSL of the outcome within one working day.

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 and carers 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 school will press for reconsideration and if necessary follow WDSCB professional disagreement procedure.

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.

The DSL will then be expected to take part in assessments, strategy meetings, case conferences etc. as and if required.

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

4.4. Referral to Social Care MASH (Level 4)

Wakefield offer a consultation service before referral is taken. It is important to ring for a discussion before filling in a MARF.

A DSL will make a referral to Social Care MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need.

In DSL absence anyone can make a referral. This is done in Wakefield with reference to the Continuum of Need (see link in appendix) and MARF Multi Agency Referral Form, sent securely. There is a DSL checklist and referral form available on WSCP safeguarding for schools webpage. Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required.

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

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

The DSL will then be expected to take part in assessments, strategy meetings, case conferences etc. as and if required.

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

The Wakefield Neglect toolkit will be considered in any cases of Neglect before referrals are made to other agencies.
https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/

4.5. Escalation / Professional Disagreement
If the situation does not appear to be improving or there is any professional disagreement with the outcome, the school will press for reconsideration and follow WSCP professional disagreement procedure.

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.

Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

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

If we believe a child is being radicalised we will refer to the Prevent police officer using the referral form on the LSCB education page.

When to Report to Police guidance;

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

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

4.7. Home Visits
When our staff are required to do home visits we will follow best practice and consult the checklist
https://www.wakefieldscp.org.uk/education/templates/

5. Confidentiality and sharing information
Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher, chair of academy council (depending on who is the subject of the concern) or CEO. 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 and carers. This must be handled sensitively and the DSL will be in the most informed position to contact the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents and carers 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

https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

The Data Protection legislation GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow.

In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the school requesting information reception staff will take a message and inform 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 and carers do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a student 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.

6. Local & National Contact Details

Wakefield Social Care MASH

Phone; 0345 8503 503   consultation is necessary before referral
Minicom: 01924 303450 (type talk welcome)
Email; **social_care_direct_children@wakefield.gov.uk**

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

Wakefield Families Together website
Wakefield Families Together – Wakefield Families Together

Local Children First Hub
Email; cfhnortheast@wakefield.gov.uk

Phone; 01977 724350
http://www.wakefield.gov.uk/schools-and-children/early-help/children-first-hubs

School's Social Care Link Worker (social worker)
Name Fiona Southby
email fsouthby@wakefield.gov.uk

School's Early Help Link Worker (Children first hub practitioner)
Name Julie Johnson
email ujohnson@wakefield.gov.uk

Other Cluster /TAS contacts

PCSO linked to the school PC Dave Vollens

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

Wakefield Safeguarding Children Partnership WSCP/ 3 Safeguarding Partners
https://www.wakefieldscp.org.uk/

Local Authority Designated Officer (LADO) – for allegations against staff
Marie Pettman
lado.referrals@wakefield.gov.uk
01977 727032

Safeguarding Advisor for Education
Vicki Maybin
vmaybin@wakefield.gov.uk
07788743527

Safeguarding Information webpage for Wakefield Schools;
TRAINING OFFER, TEMPLATES, AUDIT, RESOURCES & local and national agencies, MANAGING ALLEGATIONS,
https://www.wakefieldscp.org.uk/education/

Future in Mind - Mental health practitioner (fill in your contact)
Primary practitioner - Kathryn Thomas
Email; Kathryn.Thomas@swyt.nhs.uk
Phone; 01977 735865

CAMHS Single point of access SPA
01977 735865

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

Wakefield Resilience Framework;
https://www.riskandresilience.org.uk/

Wakefield School nursing/ Health visiting service;
https://www.bdct.nhs.uk/services/school-nursing-teams-wakefield/
https://www.bdct.nhs.uk/services/health-visiting-wakefield/

Wakefield District Domestic Abuse Service WDDAS

http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/domestic-abuse
0800 915 1561
domesticabuse@wakefield.gov.uk

Prevent Contacts – referral form see templates on WSCP website.
Prevent – Wakefield Community Safety Team communitysafety@wakefield.gov.uk
01924 306645 / 01924 306776 Or 07468 700810 / 07827 955425
Prevent Police Officers
wd.prevent@westyorkshire.pnn.police.uk or 07789753634 / 07590357469

Child Missing Education Officers
Marina Oldreive,
Educational Welfare Officer
01924 307467 educationcme@wakefield.gov.uk

Wakefield Education Welfare service;
http://www.wakefield.gov.uk/schools-and-children/supporting-families/education-welfare-service/about-education-welfare-service
Elective Home Education - Wakefield Council

Virtual Head for CiC
Jackie Roper
jroper@wakefield.gov.uk

Wakefield Local Offer – for children with SEND and their families
http://wakefield.mylocaloffer.org/Home

NSPCC Speak out Stay safe service for Primary schools
https://learning.nspcc.org.uk/services/speak-out-stay-safe

Drug support for young people
https://www.turning-point.co.uk/

Wakefield voluntary sector Young Lives Consortium
http://www.ylc.org.uk/

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

Wakefield Well Women Centre
http://www.wellwomenwakefield.org.uk/

Wakefield District Housing WDH

https://www.wdh.co.uk/ContactUs/
OneCALL 0345 8 507 507

Other useful services;

Education welfare officer – Suzanne Parker

Education psychologist – Laura Griffiths

Spectrum RSE – Andi Cope

Wakefield Youth Work Team
http://wfyouth.co.uk/