SAFEGUARDING AND CHILD PROTECTION POLICY

PART A
Safeguarding and Child Protection Policy

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Approvals			
Name	**Position**	**Signature**	**Date**
J Leam	Chair of Trustees	J Leam	6 December 2021
A Warboys	CEO	A Warboys	6 December 2021

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7	December 2021	Board of Trustees	Updated to reflect new guidance from Wakefield Safeguarding Children Partnership and KCSIE Sept 2021

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Introduction
This policy is designed to be read alongside any Covid addendum or additional policies or risk assessments relating to the safety for pupils and staff within the context of Covid.

The Accord Multi Academy Trust is a single legal entity, therefore references to "the Trust" in this policy should be considered as inclusive of its Academies.

1. Policy Statement and Principles

    1.1. The Accord Multi Academy Trust (the Trust) is committed to ensuring the actions we take to keep children safe and protect them from harm in all aspects of their school life. The Trust is committed to safeguarding and promoting the welfare of all our pupils/pupils. The actions that we take to prevent harm, to promote well-being, to create safe environments, to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the Trust. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk, believe that they are being listened to and feel respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

    1.2. This policy works in conjunction with other relevant policies all which safeguard the interests and welfare of children. The safeguarding policy is reviewed annually or updated if national guidance requires it during the course of the year, other relevant policies are reviewed every two years. Relevant policies can be found on each Academy's website. These include**:**

- *Anti-Bullying Policy*
- *Attendance Policy (including CME)*
- *Behaviour and Inclusion Policy*
- *Complaints Policy*
- *Data Protection Policy*
- *Dealing with allegations against staff*
- *Equality Policy*
- *Fire Safety Policy*
- *Health & Safety Policy*
- *Educational Visits Policy*
- *Emergency Planning (this includes Lockdown and Invacuation)*
- *Lone Working Policy*
- *Managing Medicines Policy*
- *Online Safety Policy*
- *Reasonable Restraint Policy*
- *Keeping Children Safe in Education 2021*
- *Safer Recruitment Policy*
- *Sex & Relationship Policy*
- *Special Educational Needs Policy (including intimate care).*
- *Staff Code of Conduct*
- *Substance Misuse Policy*
- *Whistleblowing policy*

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1.3. The policy is considered alongside Health and Safety legislative requirements. https://www.gov.uk/government/publications/health-and-safety-advice-for-schools and Covid-19 addendum in place.

1.4. Each Academy's safeguarding arrangements are inspected by Ofsted Inspecting Safeguarding in early years, education and skills settings.

1.5. Our core safeguarding principles are:

- The responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Children and staff involved in child protection issues will receive appropriate support.
- Safer children make more successful learners.
- Representatives of the Academy community will be involved in policy development and review.
- The Safeguarding policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- Other policies will be reviewed every two years unless an incident or new legislation or guidance suggests the need for an interim review.
- We 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.

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

1.7. The procedures contained in this policy apply to all staff, governors and Trustees and are consistent with those of the:

- West Yorkshire Consortium Procedures.
  https://westyorkscb.proceduresonline.com/index.htm

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- [WSCP](https://www.wakefieldscp.org.uk/?s=education) Wakefield Safeguarding Children Partnership
https://www.wakefieldscp.org.uk/?s=education

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

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

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

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

1.8. We will engage locally with Wakefield Safeguarding Children Partnership including taking part in the annual safeguarding audit and training offer and respect the Equality Act 2010.
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

1.9. Policy Context

Coronavirus
We recognise that the global Covid 19 pandemic has had a significant impact on some of our pupils and increased pressure on our safeguarding staff. It is recognised that the Coronavirus lockdown was, and may continue to be, a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma. The Academy outlines the continued support offered in this policy.

https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19

Due to Coronavirus we have implemented Covid Safety plans that take into account the most recent government guidance.

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

1.10. Explanation of key terms used in this policy

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- **Child/Children/Pupil/Pupil** includes everyone under the age of 18.
- **Principal** – the person with overall accountability for the Academy to the Local Governing Body and the Trust. This could mean Primary Executive Principal, Headteacher and Head of Academy.
- **School** –relates to an individual Academy
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- **Early Help** providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems
- **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 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.
- **TAC/F/S** Team Around Child/Family/School
- **Staff** refers to all those working for or on behalf of the Academy / Trust, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Parent** refers to birth parents and other adults who are in a parenting/carer role, for example stepparents, foster carers and adoptive parents.
- **LADO – Local Authority Designated Officer/Designated Officer** a post in the local authority, to coordinate and manage allegations against staff.
- **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.
- **Social Care MASH** – Wakefield's children social care/Family services/Front Door / Multi-agency Safeguarding Hub.
- **CAMHS** Child and adolescent mental health service
- **ACEs –** Adverse Childhood Experiences
- **CiC –** Child in Care
- **WSCP-** Wakefield Safeguarding Children Partnership. This had replaced WDSCB Wakefield District Safeguarding Children Board.
- **Safeguarding Partners** – Health, Police and Local Authority
- **Signs of Safety** – an approach to family intervention work in Wakefield district, used across the Continuum of Need. This has been incorporated into **Wakefield**

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- **Families Together – Connecting Practice Approach** now used in Wakefield.
- **Continuum of Need –** outlines the difference levels of support for children and families in Wakefield District.
- **DSL -** Designated Safeguarding Lead. Each Academy will have a team or at least two DSLs.
- **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
- **MASH** – Multi Agency Safeguarding Hub – who gather information following referral to Social Care Direct
- **MACE panel** – Multi Agency Child Exploitation Panel

2. Safeguarding Legislation and Guidance

The Trust ensures that policies, procedures and training reference the following legislation and statutory guidance**.**

2.1. Education Act 2002

- Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including Academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the Academy.

2.2. Counter Terrorism and Security Act 2015

- Section 26 Applies to schools and other providers;
- To have due regard to the need to prevent people being drawn into terrorism.

2.3. Serious Crime Act 2015

- Includes the mandatory reporting of FGM.

2.4. Statutory Guidance

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

- **Keeping Children Safe in Education (2021)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

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

Unless otherwise specified:

- *'school' means: all schools whether maintained, non-maintained or independent schools (including Academies, free schools and alternative provision Academies), maintained nursery schools1 and pupil referral units.*
- *'college' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector.2 It relates to their responsibilities towards children who are receiving education or training at the college. It excludes 16-19 Academies and free schools (which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).*

All staff should read Part One and Annex B and staff can find a copy on [safeguarding notice board].This is recorded and monitored at each Academy.

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-fromradicalisation-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.

Safeguarding Guidance for Schools during Coronavirus;

Guidance for schools Coronavirus;
https://www.gov.uk/government/collections/guidance-for-schools-coronaviruscovid-19

Supporting pupils' wellbeing
https://www.gov.uk/guidance/supporting-pupils-wellbeing

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Parental Advice supporting wellbeing
https://www.gov.uk/government/publications/covid-19-guidance-on-supportingchildren-and-young-peoples-mental-health-and-wellbeing

Safeguarding and remote education
https://www.gov.uk/guidance/safeguarding-and-remote-education-duringcoronavirus-covid-19

Implementing protective measures in educational settings
https://www.gov.uk/government/publications/coronavirus-covid-19implementing-protective-measures-in-education-and-childcare-settings

3. Roles and Responsibilities

3.1. The Board of Trustees

- The Board of Trustees is responsible for ensuring safeguarding policies and procedures are in place and adhered to across the Trust.

- It ensures that the Trust creates a culture where the welfare of pupils is paramount and staff feel confident to challenge over any concerns. The Board of Trustees through the Scheme of Delegation, delegated the day to day management and implementation of Safeguarding to the LGBs and Principals of each Academy within the Trust.

- The Board of Trustees Audit Committee will conduct reviews of Safeguarding on a regular basis, in line with the agreed internal audit programme.

3.2. Chief Executive Officer (CEO)

- The CEO will ensure that procedures are in place to monitor that safeguarding policies and procedures are in place and adhered to across the Trust.

3.3. The Academy Education Committee (AEC)

In line with Trust Scheme of Delegation, the AEC ensures that the Academy:

- Creates a culture where the welfare of pupils is paramount and staff feel confident to challenge over any concerns.
- Nominates a Safeguarding Governor
- Complies with their duties under legislation - including the Prevent Duty 2015, SEND pupils and use of reasonable force guidance.
- Contributes to interagency working and plans.
- Takes into account WSCP / local procedures.
- Has a nominated governor (usually the Chair) who liaises with the Designated Officer/LADO in the event of an allegation being made against the Principal.
- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner. Staff expertise within the Academy is used to shape these.

- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Ensures where possible, the Academy holds more than one emergency contact number for pupils.
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description.
- Ensures that the DSLs are given time, funding and training to support their role.
- Ensures that there should always be cover for this role within the Academy
- Ensures that the DSL regularly meets with the safeguarding governor and provides reports.
- Has ensured the Academy has clear systems and processes for mental health concerns.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child's voice and that there are systems in place for feedback and pupils' views.
- Appoints a designated Children in Care (CIC) teacher and ensures appropriate training. Ensures staff have awareness of this group and their needs including contact arrangements.
- Ensures the Academy is linked with Care Leaver personal advisors.
- Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal and allegations against other children – peer on peer abuse. Procedures are in place for referral to the DBS disclosure and barring service. (Ch4 Keeping Children safe in Education)
- 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. (Ch3 Keeping Children Safe in Education)
  - Develops a training strategy that ensures all staff, including site staff and the Principal receive information about the Academy's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the Safeguarding Partnership.
- Ensures appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.

3.4. The Principal:

- Ensures that the child protection policy and code of conduct are implemented and followed by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- 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 whistle blowing procedures
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online

- Liaises with the Designated Officer/LADO where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- Ensures induction and training of all staff.
- Works closely with the Central Trust team and CEO as required.

3.5. Designated Safeguarding Lead:

- The Academy has appointed a **senior member** of staff to the role of designated safeguarding lead.
- The designated safeguarding lead will take **lead responsibility** for safeguarding and child protection (including online safety). This is explicit in the role holder's job description.
- This person will have the appropriate status and authority within the Academy 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.

3.6. 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.

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3.7. Key Personnel

Key personnel
This information is on display around key areas in the Academy, for example, reception.
- **The designated safeguarding lead (DSL) for child protection (member of senior management) is**:

Name	Email:	Tel:
Mrs G Rowe	growe@ossett.accordmat.org	01924 232820

- **The Deputy DSLs are:**

Name	Email:	Tel:
Ms S Gibbs	sgibbs@ossett.accordmat.org	01924 232820
Miss D Crossley	DCrossley@ossett.accordmat.org	01924 232820
Mr R Spink	rspink@ossett.accordmat.org	01924 232820
Mrs E Pinder	epinder@ossett.accordmat.org	01924 232820
Ms R Walker	rwalker@ossett.accordmat.org	01924 232820
Ms G Sedgwick	gsedgwick@ossett.accordmat.org	01924 232820

(In the absence of the Designated Safeguarding Lead, is the senior Deputy Designated Safeguarding Lead)

- **The Nominated Child Protection Governor is:**

Name	Email:	Tel:
Mrs B Riley	enquiries@ossett.accordmat.org	01924 232820

- **Chair of Governors is:**

Name	Email:	Tel:
Mrs S Strafford	enquiries@ossett.accordmat.org	01924 232820

- **The Principal is:**

Name	Email:	Tel:
Mrs S Broome	sbroome@ossett.accordmat.org	01924 232820

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All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2021 which have been issued to all staff. Further details can also be found in Safeguarding and Child Protection Procedures.

3.8 DSL responsibilities

3.8.1 The DSL has specific responsibility 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)

- 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.

- 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 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;

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• 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.

3.8.2 DSL Training requirements:

- 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.

3.9   All Staff

- All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2020 which has been issued to all staff.
- All staff have a responsibility to be aware of the following - Safer Working Practices in Education guidance 2019. [Professional and Personnel Relationships (cimpress.io)](#)
- All staff must sign to say they have read and understood this using the Annual Staff Declaration Form.
- All staff must complete Safeguarding Training at least annually.

3.10 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) 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.

3.11 Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during Academy or college hours) for staff in the Academy or college to discuss any safeguarding concerns. In some cases, available may mean via phone or Skype / Teams.
- The DSL must arrange adequate and appropriate cover arrangements for any out of hours/out of term activities and Academy holidays.

4   Good Practice Guidelines and Staff Code of Conduct

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

- Treating all pupils with respect
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect
- **Recognising that challenging behaviour may be an indicator of abuse**
- Setting a good example by conducting ourselves appropriately, including online.
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate, sexual 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, missing education and appropriate IT/social media use.
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when pupils are present.
- Being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Applying the use of reasonable force only as a last resort and in compliance with school procedures
- Dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- Referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary directly to police or children's social care
- Following the school's rules with regard to communication with pupils and use of social media and online networking
- Avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with pupils.

4.2   Transporting Pupils

- In general, staff will not transport pupils in their own vehicles.

- If it is absolutely necessary, i.e. an emergency situation, staff must have business insurance, ensure pupil is in the back seat wearing a seatbelt and that the Principal or DSL is informed of the situation and parents are informed and agree to the situation, including of departure and estimated arrival times. Where possible a second member of staff should also be in attendance.

5 Abuse of Position of Trust

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

5.2 In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the Academy staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. In this context, this should be read as a pupil who is still in education at the Accord Sixth Form until 31 August of Year 13 even if they have turned 18.

6 Children Who May Be Particularly Vulnerable

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

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

- Disabled or have special educational needs (SEND)
- Young Carers
- Children who need a social worker
- Children in Care/ those recently returned to family from care
- Children Missing Education CME and children missing from school.
- privately fostered
- LGBT (lesbian gay bisexual trans)
- Asylum seekers
- Living transient lifestyles
- Do not have English as a first language
- Affected by domestic abuse/substance misuse/drug use/parental mental health issues
- 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.
- Living away from home

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- Vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- 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
- 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.

6.3 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-childrenpractice-guidance

How Wakefield supports SEND pupils is outlined below:
http://wakefield.mylocaloffer.org/Home

7. Emotional Health and Wellbeing

"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 Organization)

In an average classroom 3 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 the Academy 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 Academy 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 mental health support worker.

Our Mental Health Support Officer is Mrs Eliza Greenaway.

If individual care plans are required this should be drawn up involving the pupil, the parents and relevant health professionals. This can include:
- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects

- What to do and who to contact in an emergency
- The role the Academy can play

Our Healthcare Assistant is Mrs Jessica Taylor.

7.1 We understand the impact that the global pandemic of coronavirus will have on our staff and pupils. At our Academy, we aim to promote positive mental health for every member of our staff and pupil body as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful time e.g. exams.

Possible warning signs of mental health issues can include:
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of Academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretively
- Lateness to or absence from the Academy
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

We understand that taking a listening and empathetic approach is important when talking to pupils about their mental health issues. This can sometimes be what is initially needed by the pupil rather than advice or direction. If there are any safeguarding concerns discussion with the DSL will take place.

7.2 We do this by;

- A range of enrichment opportunities to support a holistic education.
- Key staff identified to pupils who will support emotional health and wellbeing, for example the Mental Health Support Officers, Pastoral Year Leads, DSLs and Youth Mental Health First Aiders.
- Counselling from the Mental Health Support Officer.
- Developing understanding of mental health and associated key themes though assemblies, the curriculum and a focus on key events e.g. World Mental Health Day.
- Signposting to Kooth or WF-I-Can website
- Providing group sessions to address key themes e.g. anxiety, support with exams, transition and developing resilience.
- Work with professional organisations, for example Future in Minds, CAMHS,
- Spectrum, Turning Point, the Well Women's Clinic and the Children's First Hub.
- Healthy Young Peoples drop ins delivered by the school nursing team.
- Referrals to professional agencies where appropriate, for example CAMHS.
- Professional development and training for staff, for example Future in Minds.

- A safe place in which pupils can express their feelings to professionals.
- We use Wakefield Resilience framework to build resilience in our pupils. https://www.riskandresilience.org.uk/
- Resources provided by the PSHE Association have also been incorporated into the Life Curriculum and Form Learning Programme https://www.pshe-association.org.uk/curriculum-andresources/resources
- Mental Health Support Officers also refer to a range of resources when supporting pupils, for example;

Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

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

7.3 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, this includes advice on policy, prevention and postvention. We ensure that a member of Trust staff has attended Suicide ASSIST training and that best practice is shared across Trust Academies, as well as following local procedures and ensuring involvement of CAMHS.

https://www.papyrus-uk.org/wp-content/uploads/2018/08/toolkitfinal.pdf

Local support can be found;

We have issued all of our staff with Wakefield Public Health 'Supporting a young person with suicidal thoughts'. Which provides staff with practical tips on how to talk to young people about suicide. Supporting a child or young person with stress, depression or suicidal thoughts - Wakefield Council

https://www.wakefield.gov.uk/health-care-and-advice/public-health/mental-healthwellbeing/childrens-mental-health

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

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

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

Further guidance regarding the can be found at Child Bereavement UK:

www.childbereavementuk.org
Managing Bereavement – A Guide For Schools
https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb

Managing a sudden death in the school community; Rebuilding Lives Together (lgfl.org.uk)

8. Sexual Violence and Sexual Harassment (SVSH) and Current Issues

There are many issues of concern affecting children today and not all can be listed here. For a guidance list, (including children and the court system and children with family in prison) see annex A in Keeping Children Safe in Education. The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally. https://www.wakefieldscp.org.uk/education/

We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

When to report to police the following guidance will be followed:
https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20college s.pdf

8.1 The Trust has a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

8.1.1 **Peer on Peer Abuse** – sexting / bullying / sexual assaults / physical assault / hazing or initiating, child on child abuse, will always be taken seriously and acted upon, under the appropriate policy, e.g. safeguarding, bullying, not dismissed as 'banter' or 'part of growing up'.

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

Victims will be supported through the school's pastoral system and external agencies if required.

These are addressed through the Life curriculum, form learning and the assembly programme. Victims will be supported through the Academy's pastoral system and consultation with external organisations where appropriate.

8.1.2 **Sexual Violence and Harassment** can occur between children of any age and sex.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below and includes rape, assault by penetration and sexual assault. :

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

- When we reference sexual harassment, we mean 'unwanted conduct of a sexual nature'. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment'. Sexual harassment can include, but is not limited to:

- Verbal behaviour: sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names, sexual "jokes" or taunting;

- Physical behaviour: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature or upskirting.

- Online sexual harassment: non-consensual sharing of sexual images and videos, sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

   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 Academy and college, such as everyday sexist stereotypes and everyday sexist language.

- • Ensure this is addressed through our sequential RSHE program.
- • Ensure all incidents are recorded and acted upon swiftly.

Further guidance can be found at:

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

8.1.3 Consent is about having the freedom and capacity to choose. Consent can be withdrawn at anytime. Students will be taught about consent at an age appropriate level.

8.1.3 We must recognise that girls are more likely to experience sexual violence and harassment, but other vulnerable pupils may also be targeted.

8.1.4 We recognise children with **Special Educational Needs and Disabilities (SEND)** are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
- • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- • the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- • communication barriers and difficulties overcoming these barriers.

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

8.1.5 Children who are lesbian, gay, bi, or trans **(LGBT)** can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
https://www.gov.uk/government/publications/sexual-violence-and-sexualharassment-between-children-in-schools-and-colleges

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

and 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.

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

Any incidents of sexual violence will be reported to police.

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.

8.1.6 It is also important to recognise that staff within schools can be the target of sexual harassment and violence.

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

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

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

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

The Academy will follow the below guidance to define (aggravated or experimental), risk assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required.

- The incident will be referred to DSL asap
- DSL team will hold an initial review meeting
- Children involved will be spoken to
- Parents will be informed to support child (unless this places the child at risk)
- Referral made to other agencies if necessary.

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

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

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

8.1.9 Children with Harmful Sexual Behaviour HSB/Wakefield HSB panel

- Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.
- 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
- 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. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements.

Wakefield HSB panel

The support offered by this panel will be accessed via MASH if necessary. This will ensure a coordinated response for perpetrator as well as victim.

Panel members include;
- Police
- Social care
- Forensic CAMHS

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

The Trust Academies will seek to prevent incidents of Peer on Peer Abuse (Harmful Sexual Behaviours) through:

- The Behaviour policy, which reflects the values of the academy and the emphasis on respectful behaviour and communication.
- The RSE and PSHE curriculum (incorporating the Life, form learning and the assembly programme) which educates students and provides a basis for discussion around body confidence, respectful behaviour, healthy relationships, consent, gender roles, stereotyping and sexual harassment & violence.
- Sexual violence and harassment are part of the academy's wider commitment to safeguarding and child protection and involves students and their families, staff (including volunteers) and governors. We understand that safeguarding incidents and behaviours can

be complex and involve a range of environmental factors that may compromise their safety and wellbeing (contextual safeguarding).
- Safeguarding training and development are a regular feature of the academy's commitment to the safeguarding of students and their wellbeing.
- Staff are familiar with Keeping Children Safe in Education (Part One).
- The DSL and team of Deputy DSLs are available for students, staff and their families to seek advice and support. Posters are placed throughout the academy which identify the team. The team involves key member of the pastoral staff who have built relationships with students and their families.

Support

Lucy Faithful Foundation UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline. 0808 1000 900 Confidential helpline, live chat and secure messaging service are here for anyone with concerns about child sexual abuse and its prevention.

NSPCC Young people and adults can contact Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

Rape Crisis National charity and the umbrella body for their network of independent member Rape Crisis Centres https://rapecrisis.org.uk/get-help

The Survivors Trust Free helpline: 08088 010818 The Survivors Trust has 120 member organisations based in the UK & Ireland which provide specialist support for women, men and children who have survived rape, sexual violence or childhood sexual abuse.

Victim Support - Helpline: 0845 30 30 900 Services are confidential, free and available to anyone who's been raped or sexually assaulted, now or in the past.

Victims of sexual violence can also be supported at the local sexual assault centre (SARC); https://www.hazlehurstcentre.org/

8.1.10 **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.

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

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All parents are made aware of the Academy anti-bullying policy on our website and pupils received education about the procedures and support when joining the Academy and at regular intervals. The subject of bullying is also addressed at regular intervals in Life curriculum. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSLs 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.

For further information please refer to the Anti-Bullying Policy that can be found on the Academy website.

https://www.childnet.com/resources/cyberbullying-guidance-for-schools

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

For info on sexual and sexist bullying; Sexual and sexist bullying (anti-bullyingalliance.org.uk)

8.1.11 Contextual Safeguarding / Extra Familial Abuse

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, Academies and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Contextual Safeguarding Network: https://contextualsafeguarding.org.uk/

8.1.12 Hate Crime

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

8.1.11   **Prejudice Related Incidents**
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.

8.1.12   **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. However, at any stage any child going missing from the Academy, which includes within the Academy 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.

• Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.
• All pupils will be placed and removed from admission and attendance registers as required by law.
• We will collect, where possible, more than one emergency contact number for each pupil.
• We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures. Missing Officer.

https://www.wakefield.gov.uk/schools-and-children/supportingfamilies/education-welfare-service/children-missing-education

8.1.13 **Child Sexual Exploitation CSE**

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator of facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur 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. Staff will be careful to use appropriate language that does not victim blame; Appropriate language: Child sexual and/or criminal exploitation guidance for professionals - Tackling Child Exploitation (researchinpractice.org.uk)

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.

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

8.1.14 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 to describe gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move 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-ofchildren-and-vulnerable-adults-county-lines

8.1.15 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

8.1.16 Domestic Abuse

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

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

- psychological
- physical
- sexual
- financial
- emotional

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

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

https://www.operationencompass.org/
https://www.wakefield.gov.uk/health-care-and-advice/adults-andolder-people-services/domestic-abuse

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

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

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

• Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs.

Staff will be aware of the signs and indicators of this and their legal duty to report **known** cases on under 18's to the police. Reporting form is available on the WSCP website – education- templates.

Multi agency guidelines: https://www.gov.uk/government/publications/multi-agency-statutoryguidance-on-female-genital-mutilation

http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGMSchools-Guidance-National-FGM-Centre.pdf

• Forced Marriage

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

Multi agency guidelines: https://www.gov.uk/government/publications/handling-cases-offorced-marriage-multi-agency-practice-guidelines-english

National Charity: https://karmanirvana.org.uk/

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

8.1.18 **Preventing Radicalisation**

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

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

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

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

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

Radicalisation – refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

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

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

Prevent police officer in Wakefield – details in appendix.

Prevent duty – link in legislation section.

Prevent referral form – wscp website- education - templates

Resources to educate pupils; **http://educateagainsthate.com/**

8.1.19 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 stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)

Trust Academies will follow the legal requirements of reporting as set out by WSCP. https://www.wakefield.gov.uk/Documents/schools-children/fostering/privatefostering.pdf

8.1.20 Homelessness

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

Trust Academies will follow the Wakefield procedure: https://www.wakefield.gov.uk/health-care-and-advice/adults-and-olderpeople-services/homelessness

8.1.21 Drug Use

Local service – Turning Point Inspiring Recovery https://www.wakefieldscp.org.uk/children-and-young-people/drugs-alcohol/ National website https://www.talktofrank.com/

8.1.22 Dealing with issues relating to Parental Responsibility – Dispute Resolution

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

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

8.1.23 Fabricated Illness

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

https://www.nhs.uk/conditions/fabricated-or-induced-illness/

8.1.24   Safe Sleeping/Coping with Crying – for early years

ICON / Safer Sleep | Wakefield Safeguarding Children Partnership (WSCP) (wakefieldscp.org.uk)

9 Online Safety

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

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

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

• **content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism or radical and extremist views;
• **Contact:** being subjected to harmful online interaction with other users; for example, peer on peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom and exploit them for financial, criminal, sexual or other purposes.
• **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi nudes and 'or pornography), or online bullying and
• **Commerce:** Risks such as online gambling, inappropriate advertising, phishing or other financial scams.

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

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

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9.6   To protect pupils from mobile technology accessing 3G, 4G and 5G we will have a ban on mobile phones whilst in Academy. This applies to all pupils in year 7-11. Post 16 pupils will be allowed to use their phone in a respectful and responsible manner.

9.7   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-supportonline-safety-education-guidance-for-educational-settings

9.8   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.

9.9   We have self-assessed our schools online safety provision using Online Safety Self-Review Tool for Schools | 360safe | 360safe

9.9   Online Safety Support & Guidance

Report harmful content;

Report Harmful Content - We Help You Remove Content

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

Education for a Connected World
https://www.gov.uk/government/publications/education-for-a-connected-world

Safeguarding and remote education;
https://www.gov.uk/guidance/safeguarding-and-remote-education-duringcoronavirus-covid-19

Online Safety for SEND https://www.childnet.com/resources/star-sen-toolkit
https://www.thinkuknow.co.uk/professionals/resources/

Gaming Advice
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/ Professionals online safety helpline
https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline

10.   Helping Children to Keep Themselves Safe

10.1 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 Academy life.

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

10.3 The Academy continually promotes an ethos 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.

10.4 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.

10.5 The Academy RSE policy can be found on the Academy website.

10.6 Additional support & guidance

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

PSHE association https://www.pshe-association.org.uk/
http://www.healthy-relationships.co.uk/

We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across the Academy. https://www.wakefieldscp.org.uk/children-and-young-people/young-peoplescharter/

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

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

11. Support for Those Involved in a Child Protection Issue

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

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

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact

- where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

12. Complaints Procedure

12.1 The Accord MAT Complaints Policy will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors. The Complaints Policy can be found on the Academy website.

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

13. If you have Concerns about a Colleague or Safeguarding Practice

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

13.2 All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the Academy. The Academy's whistleblowing code, available on the Academy website, enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

13.3 All concerns of poor practice or possible child abuse by colleagues should be reported immediately to the Principal. Complaints about the Principal or the Central Trust Team should be reported to the CEO. Complaints about the CEO should be reported to the Chair of Trustees.

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

14. Allegations and Low-Level Concerns Against Staff

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

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

14.2 Case Managers

Allegations and low-level concerns against staff should be reported to the Principal within 24 hours of becoming aware. Allegations against the Principal should be reported to the CEO. Allegations about the Principal or the Central Trust Team should be reported to the CEO. Allegations about the CEO should be reported to the Chair of Trustees. 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.

In the event of the absence of the Principal, the Vice Principal will fulfil this role.

14.3 The Principal 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.

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

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

14.6 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.

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

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

14.9 Staff, parents, governors and Trustees are reminded that publication of material that may lead to the identification of a member of staff who is the subject of an allegation is

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

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

14.11 <u>**In cases of low-level concerns**</u>

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

These records will be kept in a central low level concerns file by Human Resources, including the details of the concern, the context and the action taken. These records will be reviewed by the HR Manager so that patterns can be identified, and a record of these reviews will be made.

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

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

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

We will use the reporting form – see appendix E (farrer toolkit)

15. Staff Training and Induction

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

15.2 WSCP advice is that all Academy staff receive face-to-face training once every 2 years.

15.3 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.

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

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

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

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

15.8 Trustees and Governors will receive strategic governor safeguarding training.

15.9 Principal, CEO and Chair of Governors and Chair of Trustees are encouraged to undertake managing allegations against staff training.

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

15.11 The booklet 'What to do if you're worried a child is being abused' 2015 and Part One & Annex B of Keeping Children Safe in Education is available for staff to read via the Safeguarding Notice Board, next to the staff room.

15.12 New staff, Governors and Trustees will receive an induction in safeguarding which includes the Academy's/Trust's child protection policy, details of the DSLs, reporting and recording arrangements specific to the Academy, dates of their last training, the Staff Code of Conduct, CME procedures, Behaviour and Exclusions Policy and the Whistleblowing Policy. **Staff will sign to say they have received this and understood.**

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

16. Safer Recruitment

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

16.2 Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education - flowchart in Chapter 3 including:

- Recruitment and selection process
- Pre-appointment and vetting checks
- Other checks that may be necessary
- How to ensure ongoing safeguarding
- At least one member of each recruitment panel will have attended safer recruitment training.
- References will be sought before interview so any concerns can be explored. Under GDPR we will not keep DBS certificates.

16.3 The Single Central Record is maintained in accordance with Keeping Children Safe in Education.

16.4 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 the Academy.

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

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

16.7 All visitors to the Academy will sign in at reception where they will be provided with a lanyard.

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

16.9 Red lanyards will be provided to visitors without a DBS and green lanyards will be provided to professionals where the Academy has the knowledge that a DBS has been secured (see above). Visitors who wear a red lanyard must not be left unsupervised. Should a visitor leave the Academy after reception has closed, it is the responsibility to escort the visitor to the exit and return the lanyard once reception has been reopened.

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

17. Site Security

17.1 Visitors to the Academy are asked to sign in, if necessary, show ID, and are given a badge, which confirms they have permission to be on site, they will not be asked for DBS at reception. All visitors will be issued with a leaflet informing them of who the DSLs are, the code of conduct expected and what to do if they have a safeguarding concern. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the Academy's Safeguarding and Health and Safety

Regulations to ensure children in the Academy are kept safe. All staff and visitors are expected to clearly wear their ID badges whilst on site.

The Academy has a procedure for emergency arrangements including fire, lock down and evacuation, which is communicated to all pupils, staff and visitors to the Academy site.

18. Extended School and Off-Site Arrangements

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

18.2 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.

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

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

(N.B. During the period of Covid-19 restrictions, off-site arrangements will only be in place if they meet Covid-19 guidelines).

19. Alternative Provision

19.1 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.

20. Photography and Images

20.1 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 in line with the Trust privacy policy (for example, on our website or in newspapers or publications)
- seek parental consent

- not use pupil's full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use Academy equipment, i.e. not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

21. Physical Intervention and Use of Reasonable Force

21.1 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 pupils. Please refer to the Academy Behaviour policy for further information (available on the Academy website).

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)

The Accord Reasonable Restraint Policy can be found on the Academy website.
22 Intimate Care

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

23 First Aid and Managing Medical Conditions.

23.1 Staff will be trained appropriately in first aid and follow best practice of 'saying before touching'.

23.2 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 multiagency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014. https://www.gov.uk/government/publications/supporting-pupils-at-school-
with-medical-conditions--3

24 Changing Rooms and Other Sports Issues

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24.1 We will take advice from the local WDSCB as well as national advice from the NSPCC Sports unit. https://thecpsu.org.uk/

25 Special Circumstances

25.1 Children in Care CIC

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Children in Care and the DSL team have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of CIC and meet the needs in their PEP (Personal Education Plan). https://www.gov.uk/government/publications/promoting-the-education-of-lookedafter-children https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

25.2 Children with a social worker

We will promote educational outcomes of this group by DSLs appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and Academy and college leadership staff. DSLs 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.

25.3 Work Experience

The Academy has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*.

26.0 Remote Learning Safeguarding Considerations/Future lockdowns

26.1

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.

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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 DSL 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.

Remote education is provided via Teams and communicated to parents should a lockdown occur.

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

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

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PART B
Definitions and Procedures

1. **Categories and Definitions**

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

2. **Allegations against Staff**

2.1. Please refer to Part A, Section 14.

3. **Abuse**

3.1. 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.

3.2. Children may be abused by an adult or adults. However, it is important that we recognise that pupils can also be abused by another child or children.

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

For further information on:

- Mental health issues
- Suicide
- Peer on Peer abuse including sexual violence and harassment
- Drug use
- Sharing nudes and semi nudes.
- Homelessness
- Domestic Abuse
- HBV/A
- CSE
- CCE/County Lines
- Bullying
- Online safety
- Radicalisation
- Serious violence   Please see- Current Issues.

3.3. 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 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.

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

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:

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 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 nonpenetrative 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 Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4. **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. (See Part A, Section 5).
5. **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.

Wakefield Neglect Toolkit: https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/

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

6. Grooming

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

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

7. Indicators of abuse

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

7.2. 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.

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

- have bruises, burns, fractures or other injuries which do not have a plausible explanation.
- challenge authority, have outbursts of anger
- be reckless with regard to their own or other's safety
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or attention seeking behaviour
- regularly flinch to sudden but harmless actions e.g. raising a hand
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- self-harm incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- display violence/sexualised behaviour towards animals, toys, peers
- regress to younger child behaviour
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- have unexplained gifts or are over secretive online
- have low self esteem
- steal or scavenging compulsively
- traumatic mutism

7.4. Responses from parents that may cause concern:

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

- Domestic abuse

7.5. 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

A signs and indicators of abuse information page is available from the Safeguarding noticeboard.

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

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

8. Impact of abuse

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

8.2. Our staff are trained in ACE's – Adverse Childhood Experiences, they understand and work towards trauma informed practice.

8.3. Adult Survivor Helpline – See appendix.

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9. Taking Action

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

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

9.3. 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".

9.4. Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999 or seek medical attention
- **REPORT your concern to a DSL as soon as possible.**
- **Complete a 'Cause for Concern' form (which can be found in all key office spaces and in staff handbook) and immediately pass onto to a DSL OR use CPOMS. If you need assistance with this please speak to a member of the safeguarding team.**
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- Seek support for yourself if you are distressed.
- Ask for feedback and if there are no improvements push for reconsideration. See escalation section.

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

Wakefield has a Continuum of Need for children and families who need support, this ranges from Level 1 to level 4. It is worth noting that a cause for concern does not always require a Level 4 response, it may be the family need a lower level of support to help the situation.

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.

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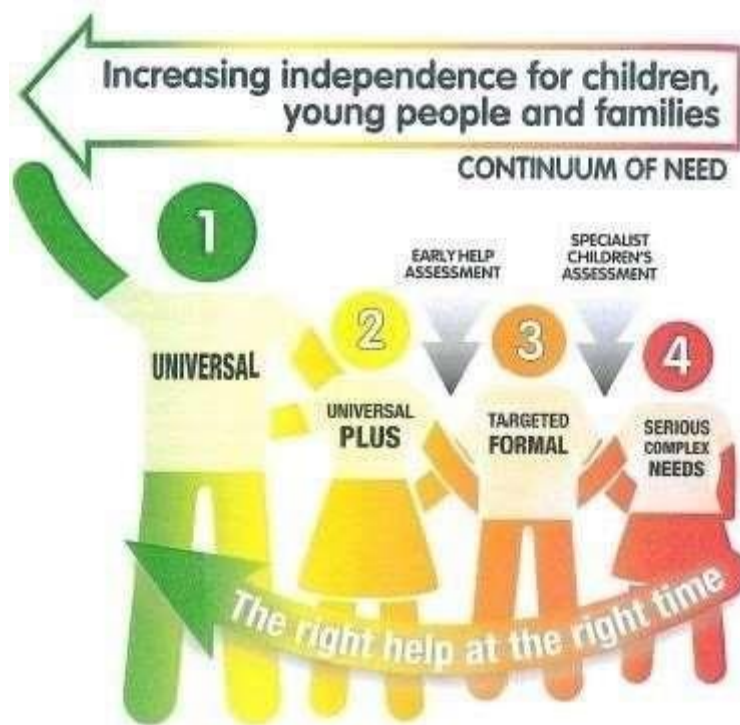
Level 1 – Universal services are meeting the needs – no extra intervention needed.
Level 2 – For example a universal service is providing extra support, or have referred to one other single agency. Early Help Single Agency
Level 3 – Multi agency approach to support. Multi agency early help/ SoS assessment. Children First Hub and TAS arrangements may be able to support. Multi agency Early Help
Level 4 – Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess, investigate and lead at this level.

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

10. If you are concerned about a pupil's welfare

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

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10.2. It is fine for staff to ask the pupil if they are OK, if they are worried about anything or if they want to talk.

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

10.4. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with a DSL.

11. Notifying parents

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

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

11.3. We will be alert if parents 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.

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

12. Early Intervention

12.1. Wakefield Early Help https://www.wakefield.gov.uk/schools-and-children/early-help

12.2. Early help directory
http://earlyhelp.wakefield.gov.uk/

12.3. Any Early intervention work will be registered on Wakefield Early Help Register; https://www.wakefield.gov.uk/schools-and-children/early-help

If the concern is low level and can be dealt with through the pastoral support in school (Level 2) a DSL will initiate early intervention to;

- Use a restorative approach and engage with the parents/carers as soon as possible (unless the situation is so serious that would put the pupil at increased risk.) We then can evidence quick action was taken and the length of time of involvement.

- We will invite the parents/carers into the Academy for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the pupil (e.g. breakfast club, additional in Academy support).
- At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates and times, including phone calls/letters.
- We will then monitor the pupil closely - behaviour/concerns/interaction with peers and parents/Academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

12.4. If necessary, the Academy will assess using the Signs of Safety framework – what are we worried about?, what's working well?, what needs to happen? (Including all subsections, e.g. complicating factors) and then scaling.

12.5. If the Academy needs further help (i.e. move to level 3) other agencies will be contacted and if issues escalate or local advice is needed the Children First Hub/ TAS can be contacted and a referral made using the MARF – Multi Agency Referral Form – on webpage under templates.

12.6. Risk assessments may be required in certain circumstances e.g. HSB. Schools can use a general risk assessment template and may wish to consult with other agencies for additional support and input.

12.7. The Wakefield Neglect toolkit will be considered in any cases of Neglect. https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/

12.8. It is important to continually reassess concerns if there are no improvements.

13. Dealing with Disclosures

13.1. It takes a lot of courage for a child to disclose that they are being abused. There are many reasons why they may be blocked from telling including -they may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

13.2. If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

13.3. Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw

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

13.4. During their conversations with the pupils it is best practice for staff to:
- Focus on listening rather than giving advice
- Allow pupils to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I want to help', 'This isn't your fault', 'You are doing the right thing talking to me'
- Not be afraid of silences, and allow space and time for 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.
- Use questions such as Tell me what happened…..? Is there anything else you want to tell me?
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused. This will be case and age specific.
- Remember professional boundaries and not share personal experiences or information such as 'that happened to me'
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Not pass judgement on the perpetrator.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- Write up their conversation as soon as possible and hand it to the designated lead.
- Seek support if they feel distressed – From DSL team / helplines in contacts section.

13.5. Staff should be aware that SEND pupils may face additional safeguarding challenges and any barriers to disclosure etc. should be removed.

14. Records and Monitoring

Why recording is important

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

14.2. Cause for concerns recording forms are available in key office spaces and the Pastoral Year Leader offices. Staff are also encouraged to record concerns using CPOMS.

14.3. Any concerns about a child will be recorded in a professional manner and passed to a DSL as soon as possible. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and timed.

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

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

14.6. It may be appropriate on receipt of a concern for a DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making. (This will be completed and recorded within CPOMS).

14.7. 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 full details.

15. The Safeguarding File

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

15.2. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, 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.

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

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

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

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

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

15.8. Records will be kept up to date and **reviewed regularly (as a minimum each half term) by a DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements. Case supervision will take place through monitoring of CPOMS, DSL Team Meets and Direct supervision.

15.9. 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 reactivated and indicated as such on the front sheet and on the chronology as new information arises.

15.10. If the child moves to another school, the file will be securely sent or taken, to a DSL at the new establishment/school within 5 days and a **written receipt will be obtained** in line with the Trust Data Protection Policy. 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. https://learning.nspcc.org.uk/research-resources/briefings/child-protection-recordsretention-storage-guidance

15.11. Child protection records may be exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal, who will consult with the Trust Data Protection Officer (DPO).

16. Referral to Social Care Direct (Level 4)

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

16.2. A DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. In DSL absence anyone can make a referral. This is done in Wakefield with reference to the

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Continuum of Need (see link in appendix) and using the Signs of Safety approach and MARF Multi Agency Referral Form, sent securely. (The checklist and referral form is available on the 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.

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

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

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

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

16.7. 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/

17. Escalation / Professional Disagreement

17.1. If the situation does not appear to be improving or there is any professional disagreement with the outcome the Academy will press for reconsideration and follow WDSCB professional disagreement procedure. https://westyorkscb.proceduresonline.com/p_res_profdisag.html?zoom_highlight=professional+disagreement

17.2. 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.

18. Referral to Police

18.1. Remember if a criminal offence has occurred it will be necessary to contact the police 101 or 999 as appropriate. It may be useful to state which department we require e.g. child safeguarding unit / CSE team / indecent images team.

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

18.3. 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

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

18.5 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/

19. Confidentiality and Information Sharing

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

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

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

19.4. The Seven Golden Rules for Safeguarding Information Sharing:

- 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

19.5. Data protection legislation (GDPR) does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. **In cases where**

agencies such as MASH (Multi Agency Safeguarding Hub) ring the Academy requesting information reception staff will take a message and inform a DSL *immediately,* the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

19.6. Child protection records may be exempt from the disclosure provisions of the Data Protection, which means that children and parents do not have an automatic right to see them in certain circumstances. However, if will be usual practice for parents to have been informed of any concerns at the time. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal who will consult with the Trust Data Protection Officer (DPO).

19.7. **Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery in line with the Trust Data Protection Policy.**

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APPENDIX 1 Local and National Safeguarding Contacts

Safeguarding and Child Protection Local & National Contact Details (Updated December 2021)

Wakefield Social Care MASH

Consultation is necessary before referral

Phone;   0345 8503 503
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
City Limits, Thornhill Street, Wakefield, WF1 1NL
Email: cfhwakefieldwest@wakefield.gov.uk
Phone: Tel: 01924 303 272
http://earlyhelp.wakefield.gov.uk/children-and-families-zone/children-first-hubs/

School's Social Care Link Worker (social worker)
Name: Deborah Osborne
Email: dosborne@wakefield.gov.uk
Phone: 01924 307878

School's Early Help Link Worker (Children first hub practitioner)
Name: Adrian Carr
Email: acarr@wakefield.gov.uk
Phone: 01924303376

Early Help Directory   http://earlyhelp.wakefield.gov.uk/

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

Child Safeguarding Unit
wakfefield.sguchild@westyorkshire.pnn.police.uk

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CVE Police Team   cveteam@wakefield.gov.uk
Phone: 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)
lado.referrals@wakefield.gcsx.gov.uk
Phone: 01977 727032

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

Safeguarding Information Web Page for Wakefield Schools
TRAINING OFFER, TEMPLATES, AUDIT, RESOURCES & local and national agencies, MANAGING ALLEGATIONS, EDUCATION BOARD REPS.
https://www.wakefieldscb.org.uk/education/

Future in Mind – Mental Health Practitioner
Primary practitioner – Sara Kendrick
Email: Sara.Kendrick@swyt.nhs.uk

CAMHS Single Point of Access
Phone: 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
https://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-peopleservices/domestic-abuse Phone: 0800 915 1561

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domesticabuse@wakefield.gov.uk

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

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

Children Missing Education - Wakefield Council

Virtual Head for CiC Jackie Roper

jroper@wakefield.gov.uk

Personal Advisor Care Leaver **-**
virtualschool@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
https://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services

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

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

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Education Welfare Officer
Emma Pinder – please contact the Academy directly

Education Psychologist
Rachel Jaimeson – Please contact the Academy directly

SENCO
Valerie Smith – Please contact the Academy directly

Spectrum
https://www.spectrum-health.co.uk/

Wakefield Signs of Safety Web Page
https://www.wakefieldscp.org.uk/professionals-and-practitioners/signs-of-safety/

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

Wakefield Young Carers
https://www.wakefield.gov.uk/schools-and-children/early-help/young-carers

NSPCC Helpline
Phone: 0808 800 5000

NSPCC Whistleblowing Helpline
Phone: 0800 028 0285

Counter-Terrorism Helpline
Phone: 0800 789 321

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

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

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

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Professional Online Safety Helpline
Phone: 0844 3814772