



Crofton Infants School

Safeguarding and Child Protection Policy 2022-23

Date	Review Date	Lead	Nominated Governor
September 2022	September 2023	C Holloway	Mrs H Ricks

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Date shared with staff	Date shared with Governors
2022/23	C Holloway	D Lindley	September 2022	October 2022

Policies will be reviewed annually unless an incident, updated legislation or guidance denotes requirement for an interim review.

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

Terminology

ACES Adverse Childhood Experiences

CAMHS Child and adolescent mental health service

CCE - Child Criminal Exploitation

CiC Child In Care

Child/Children includes everyone under the age of 18.

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

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

CSE – Child Sexual Exploitation

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

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. **CAF** – Common Assessment Framework is one form of early help inter-agency assessment. Any Early help assessment can be used in Wakefield.

EIP – Early Intervention and Prevention Service

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

KCSIE – Keeping Children Safe in Education – Statutory Guidance

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

MACE panel Multi Agency Child Exploitation panel.

MARF – Multi Agency Referral Form used in Wakefield District

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

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.

RSE – Relationship and Sex Education

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of their mental and physical 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.

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

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

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

TACF/S/EY Team around Child/Family/School/Early Years

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

Contents

SECTION 1 - INTRODUCTION

- | | | |
|----|--|--------|
| 1. | <u>Policy statement and principles</u> | Page 5 |
| 2. | <u>Safeguarding legislation and guidance</u> | Page 7 |

SECTION 2 - PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

- | | | |
|-----|---|---------|
| 3. | <u>Roles and responsibilities</u> | Page 9 |
| 4. | <u>Emotional health and wellbeing</u> | Page 12 |
| 5. | <u>Some current issues</u> | Page 15 |
| 6. | <u>Child on child abuse</u> | Page 1 |
| 7. | <u>Sexual violence and harassment</u> | Page 16 |
| 8. | <u>Sharing nudes and semi nudes</u> | Page 17 |
| 9. | <u>Bullying</u> | Page 19 |
| 10. | <u>Children with harmful sexual behaviours</u> | Page 18 |
| 11. | <u>Contextual safeguarding</u> | Page 19 |
| 12. | <u>Hate crime</u> | Page 19 |
| 13. | <u>Children missing in education</u> | Page 20 |
| 14. | <u>Child sexual exploitation</u> | Page 21 |
| 15. | <u>Child criminal exploitation</u> | Page 20 |
| 16. | <u>Domestic abuse</u> | Page 21 |
| 17. | <u>Honour based violence</u> | Page 22 |
| 18. | <u>Female Genital Mutilation (FGM)</u> | Page 21 |
| 19. | <u>Preventing radicalisation</u> | Page 23 |
| 20. | <u>Private fostering</u> | Page 23 |
| 21. | <u>Online safety</u> | Page 24 |
| 22. | <u>Helping children to keep themselves safe</u> | Page 26 |
| 23. | <u>Support for those involved in a child protection issue</u> | Page 27 |
| 24. | <u>Partnerships with parents</u> | Page 27 |
| 25. | <u>Partnerships with others</u> | Page 28 |
| 26. | <u>Complaints procedure</u> | Page 28 |
| 27. | <u>Concerns about a colleague or safeguarding practice</u> | Page 28 |
| 28. | <u>Allegations against staff</u> | Page 29 |
| 29. | <u>Staff training and induction</u> | Page 30 |
| 30. | <u>Safer recruitment and selection</u> | Page 31 |
| 31. | <u>Physical intervention and use of reasonable force</u> | Page 34 |
| 32. | <u>Intimate care</u> | Page 34 |
| 33. | <u>First aid and managing medical conditions</u> | Page 34 |
| 34. | <u>Photography and images</u> | Page 33 |

SECTION 3 - IDENTIFYING CHILDREN WHO ARE SUFFERING OR LIKELY TO SUFFER HARM

- | | | |
|-----|--|---------|
| 35. | <u>Children who may be particularly vulnerable</u> | Page 35 |
| 36. | <u>SEND pupils</u> | Page 36 |
| 37. | <u>Categories & definitions</u> | Page 37 |
| 38. | <u>Physical abuse</u> | Page 38 |
| 39. | <u>Emotional abuse</u> | Page 38 |
| 40. | <u>Sexual abuse</u> | Page 38 |
| 41. | <u>Neglect</u> | Page 38 |
| 42. | <u>Grooming</u> | Page 39 |
| 43. | <u>Indicators of abuse</u> | Page 39 |

44. Impact of abuse	Page 40
-------------------------------------	---------

SECTION 4 - [TAKING ACTION TO ENSURE CHILDREN ARE SAFE AT SCHOOL AND AT HOME](#)

46. Taking action	Page 40
47. Recording and monitoring	Page 44
48. Escalation and professional disagreement	Page 43
49. Confidentiality and information sharing	Page 44

APPENDIX 1 – [LOCAL AND NATIONAL CONTACT DETAILS](#) Page 45

INTRODUCTION

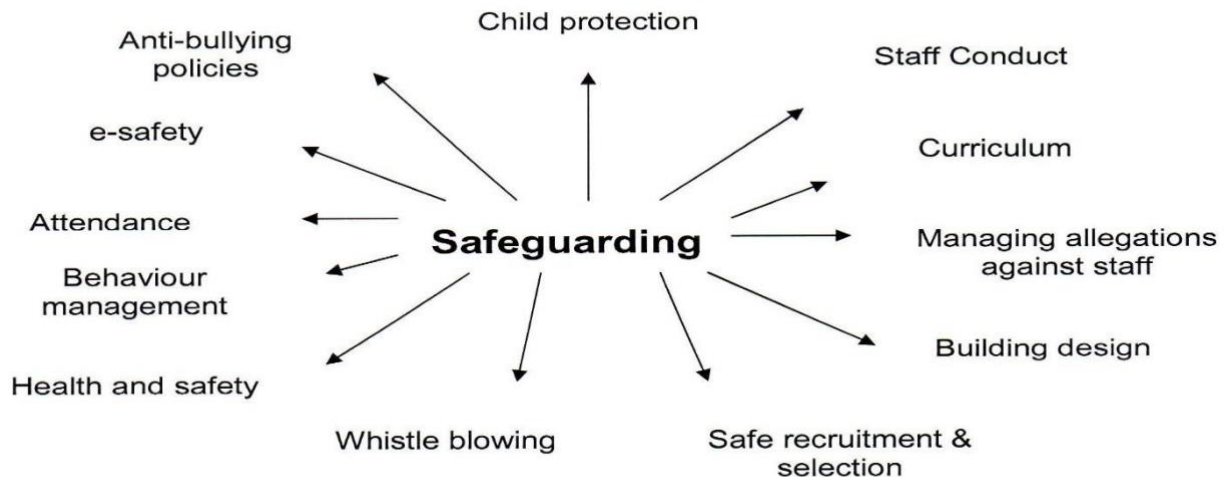
Policy statement and principles

This policy represents a commitment by Crofton Infants School, (Staff, Volunteers and the Academy Standards Committee (ASC)), to the safeguarding and protection of children throughout the school. It applies to all adults, including volunteers and supply teaching staff, working in or on behalf of the school.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

This policy is one of a series in the school's integrated safeguarding portfolio, which includes:

- Acceptable Use Policy
- Allegations Against Staff Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behaviour and Discipline Policy
- Code of Conduct Staff Policy – inc low level concerns
- Complaints Procedure
- Confidentiality Policy
- Death of a child procedure
- Educational Visits Policy
- E-Safety Policy
- Emergency Procedures Policy
- Exclusions Policy
- GDPR
- Grievance and Disciplinary Procedures
- Health, Safety and Welfare Policy
- Intimate Care Policy
- Lock Down /Invacuation Emergency Planning
- Lone Working Policy
- Managing Allegations Procedures
- Medicine and First Aid Policy
- Missing Children Policy
- Personal and Intimate Care Policy
- Positive Handling / Use of Reasonable Force Policy
- Relationships and Sexual Education Policy (RSE)
- Remote Education procedures
- Risk Assessments for Educational Visits
- Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct / acceptable use agreement
- Teaching and Learning Policy
- Uncollected Child Policy
- Whistle Blowing Policy



These should be considered alongside Health and Safety legislative requirements

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools> and Covid 19 addendums.

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

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We endeavour to provide a safe and welcoming environment, maintaining a culture of vigilance, where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

Safeguarding is:

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

Our core safeguarding principles are:

- Ensuring responsibility to safeguard and promote the welfare of children remains of paramount importance.
- That safer children make more successful learners.
- Ensuring the involvement of representatives of the school community in policy development and review.
- Ensuring policies are reviewed annually an incident, updated legislation or guidance denotes requirement for an interim review.
- Collaboration with other agencies and sharing of information appropriately to ensure the safety and wellbeing of children in our care.
- A child centred approach – ensuring all actions are taken in the best interests of the child.

Policy principles

- Welfare of the child is paramount; action will be taken in the child's best interest.
- Everyone 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 allegation that may suggest a child is at risk of harm.
- To uphold a culture of vigilance, transparency, openness and if needed challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

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

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

West Yorkshire Consortium Procedures

<http://westyorkscb.proceduresonline.com/index.htm>

WSCP Wakefield Safeguarding Children Partnership

<https://www.wakefieldscp.org.uk/>

We will engage locally with Wakefield Safeguarding Children Partnership, (which includes the 3 key partners of Police, Local Authority and Health), including taking part in the annual safeguarding audit and training offer.

Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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.

Coronavirus

We recognise that the recent global Covid 19 pandemic and other World events have had a significant and ongoing impact on some of our pupils and placed increased pressure on our safeguarding staff. It is recognised that the Coronavirus lockdowns have been a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma. During the pandemic we implemented the following measures in school **and will do so again if required;**

- home visits and remote support
- liaison with agencies including food banks, CAMHS, FIM
- regular contact with families
- increased support for mental health
- staff training and wellbeing packages

Guidance for Schools Coronavirus – <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

Safeguarding legislation and guidance**The Children Act 1989 and 2004**

Provides the overarching framework for care and protection of children.

Education Act 2002

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

Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school. The same applies through the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009

Counter Terrorism and Security Act 2015,

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

Serious Crime Act 2015

Includes the mandatory reporting of Female Genital Mutilation (FGM).

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of children. The three safeguarding partners of Health, Police and Local Authority (LA) will make arrangements for education to be fully engaged in their local area arrangements.

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Keeping Children Safe in Education (2022)

Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This publication now includes guidance on Sexual Violence and Sexual Harassment between children in schools and colleges.

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

All staff should read Part One of KCSIE guidance and Annex B (or annex A for those not working directly with students). Staff can find a copy of this document on the safeguarding notice board in the staffroom and on the school website.

Prevent duty guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Teaching standards

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

Equality Act 2010

Schools/Colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics)

and within this the Public Sector Equality Duty (PSED) – for state funded schools/colleges.

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**Roles and responsibilities****Key personnel**

Name	Role	E-mail	Telephone
Clare Holloway Headteacher	Designated Safeguarding Lead Designated CiC Lead	cholloway@watertonacademytrust.org	01924 864711
Debbie Lindley Deputy Headteacher	Deputy Designated Safeguarding Lead RSHE Coordinator	dlindley@watertonacademytrust.org	01924 864711
Stacey Warwick Senior Administrator	Deputy Designated Safeguarding Lead Mental Health & Well-being lead	swarwick@watertonacademytrust.org	01924 864711
Rachel Towe Classteacher	Health & Well-Being Leader Mental Health Lead	rtowe@watertonacademytrust.org	01924 864711

The nominated Academy Standards Committee (ASC) member for child protection and safeguarding is Mrs H Ricks

Contact details: email: hricks@watertonacademytrust.org

The Chair of the ASC is Mrs Angela Eggleston

Contact details: email: aeggleston@watertonacademytrust.org

All staff have a responsibility for safeguarding regardless of role. These responsibilities are outlined clearly in Part One of Keeping Children Safe in Education 2022, which will be issued and available to all staff.

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

Voice of the child

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

Equality and diversity

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

Deputy designated safeguarding leads

Any deputies will be trained to the same standard as the designated safeguarding lead and the role and associated responsibilities 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.

DSL responsibilities:

For full description of the role of the DSL please see;

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) - Annex C

Leaders and governors recognise the large and emotionally intense role the DSL is and provide support to the team by;

- Meeting regularly as a team to provide supervision
- Staff wellbeing initiatives

Full responsibilities of governors and senior leaders are set out in Part 2 of KCSIE [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The Governing Body and Headteacher ensures that the school complies by addressing all aspects of KCSIE 2022

Governors will receive a safeguarding report from the DSL team termly. And sign off the full self-assessment safeguarding audit.

Training

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

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

It is important that children feel heard and understood.

Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KSCIE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training.

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

Child protection files

Where children leave the school (including in-year transfers) DSL's will ensure child protection files are transferred to the receiving school/setting as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. Receiving schools

should ensure key staff such as designated safeguarding leads and SENCos or the named person with oversight for SEN in school, are aware as required.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone or other such media is acceptable.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we have agreed shared 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 / mental health issues may be an indicator of abuse.
- Setting a good example by conducting ourselves appropriately, including online.
- Involving pupils in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour.
- Avoiding behaviour or language which could be seen as favouring pupils or being overly familiar.
- Avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Avoiding taking photos of pupils on personal mobile phones.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, children missing in 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 remains 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.

Transporting students

- In general, staff will not transport students in their own vehicles. If it is necessary staff will ensure that this is agreed and recorded and that they have business insurance, ensure children are in the back seat wearing a seatbelt (with car safety seat appropriate to their age) and that other staff and parents/carers are informed of departure and estimated arrival times. Staff will never transport one child alone.

All of our staff are reminded of codes of conduct and safer working practice **through specific 2 yearly training and regular reminders from the headteacher which incorporates** Safer Working Practices in Education guidance **2022**

[Home \(saferrecruitmentconsortium.org\)](http://saferrecruitmentconsortium.org)

Abuse of position of trust

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

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

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

Our mental health lead is Miss Rachel Towe.

We understand the key messages below;

Key Messages

- **B**ehaviour is communication
- **A** significant trusted adult in school is key. Relationships are vital.
- **S**tudents need to feel safe to learn and thrive
- **I**nteraction can be an intervention
- **S**taff wellbeing is essential as a priority to supporting students, parents, carers and colleagues

NHS
South West
Yorkshire Partnership
NHS Foundation Trust



With all of us in mind.

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

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

We understand the impact that the global pandemic of coronavirus and other national and world events, will have on our staff and students. At our school, we aim to promote positive mental health for every member of our staff and school community, as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful times (e.g. transitions).

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

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Unexplained changes in academic achievement
- Discussing or joking about self-harm or suicide
- Substance misuse and/or engaging in risk taking behaviour
- Expressing feelings of failure and/or hopelessness
- Changes in clothing – e.g. long sleeves in warm weather, wearing baggy clothes, looking unkempt or spending a disproportionate amount of time on appearance.
- Secretive behaviour
- Avoiding PE and /or communal changing
- Repeated lateness or absence from school without obvious explanation
- Repeated physical pain, nausea and other physical symptoms with no evident cause

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

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

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

We promote positive mental health by:

- 'Looking after our brains' as well as 'our bodies' – talking about and identifying different feelings and how we can manage them.
- Supporting children to manage their feelings and emotions – by guiding, modelling, verbalising.
- Encouraging participation in physical activities and including regular P.E – which supports good mental health.
- Identifying and ensuring children know who they can talk to in school, (supporting them to build these relationships where needed).
- Working as a staff team to identify any potential concerns around individual children's mental health.
- Talking with parents / carers and sharing our concerns (sign posting to external support where necessary)
- Consulting with the 'Future's in Mind' (FIM) school practitioner each term to discuss groups and individuals (always with parental permission), and planning for class and small group work specific to their needs.
- Working with SEN external partners.
- Ensuring staff have regular training on mental health and specifically DSL training on particular issues that may arise.

We have a dedicated '[Wellbeing](#)' section on our school website.

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

[Homepage - WF-I-Can](#)

We use Wakefield Resilience framework to build resilience in our students.

[The Wakefield Resilience Framework \(riskandresilience.org.uk\)](http://riskandresilience.org.uk)

As well as embedding the following into our curriculum

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Suicide (suspected)

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

Samaritans Step by Step guide responding to a suicide; [Step by Step resources | Samaritans](#)

To request support:

Email stepbystep@samaritans.org

Call 0808 168 2528

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

We are working towards the national guidance document 'Building a Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

[400734-Schools-guide-PAPYRUS.pdf \(papyrus-uk.org\)](#)

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](#)

Local support can be found;

[Children's mental health - Wakefield Council](#)

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

For support managing a sudden death in the school community – [Rebuilding Lives Together](#)
<https://bereavement.lqfl.org.uk/>

Sexual Violence and Sexual Harassment & other 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 Part 1 and annex B in Keeping Children Safe in Education. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#). The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally Please visit the [Schools & Colleges • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

We will adopt a consistent approach of following a robust sequential RSHE program to educate our children about these issues, following our procedures and consulting with other agencies should there be any concerns.

When to report to police the following guidance will be followed;

[2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

We also understand that if police are talking to a student, because they suspect them of a crime, the child must have an appropriate adult present e.g. parent

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

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

Child on Child Abuse

Sharing nudes & semi nudes, sexting, bullying, racism, sexual assault, physical assault, hazing or initiating child on child abuse will always be taken seriously and acted upon under the appropriate policy e.g. safeguarding, behaviour, anti-bullying with risks assessed as required. Students will be encouraged to report any concerns freely. They will be educated to share their concerns with an appropriate adult in school.

It will not be dismissed as 'banter' or 'part of growing up'. All staff are informed how to respond to inappropriate comments etc. These subjects will form part of PSHE lessons and discussions. Victims will be fully supported by members of staff.

Sexual violence and harassment

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

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

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

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

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

we will:

- Never tolerate or normalise sexually violent or sexually harassing behaviour and are very clear that this behaviour is not an inevitable part of growing up.
- Never tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "children being children".
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts or genitalia and lifting up skirts, pulling down trousers.
- Understand that all of the above can be driven by wider societal factors beyond the school, such as sexist stereotypes and/or sexist language.
- Ensure this is addressed through our curriculum.
- Ensure that all incidents are recorded and acted upon swiftly.

Consent is having the freedom and capacity to choose. Consent can be withdrawn at anytime.

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.
- Communication barriers, and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCo.

Children who identify as lesbian, gay, bisexual, transgender or non-binary (LGBTQ+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

We will follow outlined guidance on any cases of sexual violence and harassment between 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.

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

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

Children are encouraged to talk to and share with adults in school if they have any worries or concerns. We record any concerns, pupil voice, allegations on CPOMS.

Any incidents of sexual violence will be reported to police. If police then interview a student we understand the requirement for an Appropriate Adult to be present.

National Harmful Sexual Behaviour Support Service

[Harmful Sexual Behaviour Support Service | SWGfL](#)

Sexual Assault Referral Centre SARC:

[Visiting Our SARC - THE HAZLEHURST CENTRE](#)

See victim support services in Wakefield (on webpage).

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

Upskirting

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

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

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

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

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

The incident will be referred to DSL asap. The 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). Referrals will be made to other agencies if necessary.

Sharing nudes and semi nudes guidance for school/college

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Remove a nude image online

[Remove a nude image shared online | Childline](https://www.childline.gov.uk/information-for-schools/online-safety/online-image-removal/)

Searching screening and confiscation guidance for schools;

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

Children with Harmful Sexual Behaviour HSB

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.

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

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

[Forensic child and adolescent mental health services \(CAMHS\) - South West Yorkshire Partnership NHS Foundation Trust](https://www.camhs.org.uk/)

Bullying

Is defined as behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.
- Where there is an imbalance of power
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

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

Guidance for schools on preventing and responding to bullying:

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

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour procedures. The school [anti-bullying policy](#) is available on our school website or in paper format on request from the school office (free of charge). Should the bullying incident be considered particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head teacher and the DSL Team will consider implementing necessary child protection procedures.

At Crofton Infants School incidents of bullying are reported to the headteacher and recorded as part of the school behaviour log system.

[Preventing bullying - GOV.UK \(www.gov.uk\)](#)

[Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](#)

[Cyberbullying Guidance | Childnet](#)

See school [anti-bullying policy](#)

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 i.e. extra familial abuse. 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. For example online safety, drug use, CCE, CSE, Mental Health issues, knife crime, radicalisation.

Contextual Safeguarding Network

<https://contextualsafeguarding.org.uk/>

Hate crime

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

[Hate crime - Wakefield Council](#)

Prejudice related incidents

Crofton Infants School is opposed to all forms of prejudice and any instances or incidents of prejudice will be addressed immediately under the appropriate policy. Advice will be sought from other agencies if and where appropriate.

Children Missing in Education (CME)

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

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

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

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

We will inform the local authority of any child removed from our admission register.

We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures.

Missing Officer – details in appendix.

Local procedures;

[Children Missing Education - Wakefield Council](#)

Child not attending school; One Minute guide

[One Minute Guides • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or 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 old individuals who can legally consent to sexual activity. It includes contact and non-contact sexual activity e.g. copying images and posting on social media. It can affect both male and females and can include children who have been moved/trafficked for exploitation.

This is a serious crime and is never the victim's fault even if there is some form of exchange. Staff will be careful to use appropriate language that does not victim blame;

[Appropriate language: Child sexual and/or criminal exploitation guidance for professionals - Tackling Child Exploitation \(researchinpractice.org.uk\)](#)

[Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](#)

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>

Child Criminal Exploitation (CCE) / county lines

In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity, this can include drug running, working in cannabis factories, stealing/pickpocketing, vehicle crime, threatening other young people, etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common. Where gangs/organised groups often manipulate children and create situations where the child owes them money – debt bonding. Staff will be careful to not use language that blames the victim – see above guidance.

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

County lines is a major, cross-cutting issue involving drugs, violence, gangs, 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.

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)

Local exploitation resources;

[Child Exploitation • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://www.wakefieldscp.org.uk/child-exploitation)

Serious violence

Staff will look out for signs that indicate that a student may be at risk of or involved in serious crime, including criminal networks or gangs **and follow the appropriate referral pathways for help and support. We understand that children who are likely to be involved in violence may have previously suffered trauma and abuse and that peak times, for serious violence involving school children, can be just before or just after school hours.**

Practical advice for schools/colleges;

[Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

Searching screening and confiscation guidance for schools

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

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, personally connected. The abuse can encompass, but is not limited to:

- Coercive/controlling
- physical

- sexual
- economic
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. Children are victims in their own right of this type of abuse, i.e. if they are seeing or hearing this abuse it can have a detrimental long term impact on their health, development and ability to learn.

We are mindful that staff may be victims or perpetrators and we signpost to local and national services by displaying posters in our communal areas.

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

[Home : Operation Encompass](#)
[Domestic abuse - here to help - Wakefield Council](#)

[National Service - Injunctions etc:](#)
[Domestic Violence & Abuse - Emergency Injunction Service \(ncdv.org.uk\)](#)

Resources for children
[The Hide Out](#)

Parental Conflict advice website;
[Home - Relationship Matters](#)

Honour Based Violence/Abuse HBV/A – e.g. FGM, forced marriage, breast ironing.

Female Genital Mutilation FGM

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

Multi agency guidelines;
[Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](#)
[PDF FGM Schools Guidance 18.06.2019 \(nationalfgmcentre.org.uk\)](#)

Forced Marriage

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

Multi agency guidelines;
[Handling cases of forced marriage: multi-agency practice guidelines \(English\) - GOV.UK \(www.gov.uk\)](#)
 National Charity – Karma Nirvana;
[Karma Nirvana](#)

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

Preventing Radicalisation

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

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

An incel, an abbreviation of "involuntary celibate", is a member of an online subculture of people who define themselves as unable to find a romantic or sexual partner despite desiring one. Discussions in incel forums are often characterised by resentment and hatred, misogyny, 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 includes 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 causes serious violence to a person/people; causes serious damage to property ;or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

Resources to educate pupils;

[Educate Against Hate - Prevent Radicalisation & Extremism](#)
[Prevent in Wakefield - Wakefield Council](#)

Private fostering

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

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

[Private Fostering • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

Homelessness

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

[Being homeless - Wakefield Council](#)

Drug Use

Local service – Turning Point Inspiring Recovery

[Turning Point | Health & Wellbeing \(turning-point.co.uk\)](#)

National Drug website

[Honest information about drugs | FRANK \(talktofrank.com\)](#)

Dealing with issues relating to Parental Responsibility – Dispute Resolution

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

[Get help with child arrangements - Get help with child arrangements \(justice.gov.uk\)](#)

Perplexing Presentations and Fabricated Illness

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

Local procedures;

[1.4.22 Perplexing Presentations \(PP\) and Fabricated or Induced Illness \(FII\) in Children \(proceduresonline.com\)](#)

Safe Sleeping/Coping with Crying – for early years

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

Online safety

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

Chatrooms and some social networking sites are considered the more obvious sources of inappropriate and harmful behaviour and pupils are not permitted to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through age appropriate PSHE/RSHE lessons. Parents and carers are encouraged to consider measures to keep their children safe when using social media and reminded of the legal and recommended age guidelines for children who can access such sites.

Information for parents is also available on the online gaming and e-safety section of our [school website](#).

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

- **Content:** being exposed to illegal, inappropriate or harmful material; for example: pornography, fake news, racist, radical and/or extremist views.
- **Contact:** being subjected to harmful online interaction with other users; for example: commercial advertising as well as adults posing as children or young adults.
- **Conduct:** personal online behaviour that causes or increases the likelihood of harm; for example: making, sending and receiving explicit images, or online bullying.
- **Commerce.** Risks such as online gambling, inappropriate advertising, phishing or other financial scams.

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

Rules for children on usage of online technologies whilst in school are:

'Think then Click'

- We only use the internet when an adult is with us.
- We only use websites our adult has chosen.
- We can click the buttons and links only when we know what they do.
- We must ask for help from an adult if we get lost on the internet.
- We never give out a home address, phone number or email address.
- We tell an adult if we see anything we are unhappy or feel uncomfortable with.

Staff also receive advice on 'acceptable use' relating to the use of social networking and electronic communication with pupils and parents/carers, as well as the safe and appropriate use of cameras and mobile phones when on school property. This forms part of the Acceptable Use Policy for staff.

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.

We have self-assessed our schools online safety provision using [Online Safety Self-Review Tool for Schools | 360safe | 360safe](#)

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

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

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

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

To protect students from mobile technology accessing 3G, 4G and 5G we will have a ban on mobile phones whilst in school.

See above section for Sharing Nudes and Semi Nudes.

Report harmful content;

[Report Harmful Content - We Help You Remove Content](#)

Teaching Online Safety in Schools

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)

Education for a Connected World

[Education for a Connected World - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Professionals Online Safety Helpline POSH

[Professionals Online Safety Helpline - UK Safer Internet Centre](#)

Filtering and monitoring;

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

Helping children to keep themselves safe

We inform pupils of whom they can share worries with, both in and out of school, their right to be listened to and be heard and what steps can be taken to protect them from harm. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff about any worries they may have. We ensure that 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.

Our school's arrangements for consulting with and listening to students are through PSHCE Circle Time sessions, class feelings boxes, worry boxes, charts, school council meetings and playground friendship schemes.

Children are taught to understand relationships and manage risk through our Relationships, Sex and Health Education (RSHE) SCARF lessons and in all aspects of school life. Our approach is designed to help children to think about risks they may encounter both on and off line and have help to work out how those risks might be overcome and the support available to them. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

We recognise that 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 and parents/carers are also reminded regularly about areas such as online safety and bullying.

The issue of bullying and the zero tolerance approach adopted by our school is covered in assemblies and class discussions. This issue is also addressed through RSHE and SCARF curriculum in all year groups. All classes hold circle times weekly where any problems, including feelings of being bullied are addressed immediately. Issues are followed up directly with individuals and when necessary the curriculum is revisited with the class as a whole.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and off line.

However all our pupils are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

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

[Link your RSHE policy here](#)

We will follow the guidance on RSHE education.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

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

[Home page • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)

We use Wakefield Resilience framework to build resilience in our students.

[The Wakefield Resilience Framework \(riskandresilience.org.uk\)](http://riskandresilience.org.uk)

Primary schools NSPCC PANTS program

[PANTS resources for schools and teachers | NSPCC Learning](#)

[Childline | Childline](#)

Support for those involved in a child protection issue

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

We recognise that child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved in Child Protection cases. We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person (DSL or deputy DSL) who will keep all parties informed and be the central point of contact.
- Nominating separate link people, to avoid any conflict of interest, where a member of staff is the subject of an allegation made by a pupil.
- 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.

Partnership with parents

Our school shares a purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted.

If a parent/carer is worried that a child is at risk of harm they are offered support from the Executive Headteacher (Miss Gordon) and the Head of School (Miss Kilkenny) as appropriate. They are also directed to the guidance from the following websites:

West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures.

<https://westyorkscb.proceduresonline.com/index.htm>

NSPCC

www.nspcc.org.uk

CEOP's Child Protection Advisors

www.ceop.gov.uk

or to [Social Care Direct](#) on 0345 8503 503

Crofton Infants School recognises that the child's welfare is paramount. However, good child protection practice and outcome relies on a positive, open and honest working partnership with parents/carers. We ensure that all parents/carers are treated with respect, dignity, and courtesy. We respect parents' (and carers) right to privacy and confidentiality and will not share sensitive information unless we have a permission to do so or it is necessary to do so in order to protect a child. There may be exceptional circumstances when the school will discuss concerns with children's social care and/or the police without parental/carer knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents/carers.

Crofton Infants School will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm. Children will be given transparent explanation appropriate to age and understanding of what action is being taken on their behalf and why.

The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

We make parents and carers aware of our policy in our school prospectus, on our website and in newsletters, and parents/carers are made aware they can view this policy on request.

Partnership with others

Our school recognises it is essential to establish positive and effective working relationships with other agencies who are partners of the Wakefield and District Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. We acknowledge support and sign up to Wakefield's Young Peoples Charter and actively promote this across school.

<https://www.wakefieldscb.org.uk/children-and-young-people/young-peoples-charter/>

Complaints procedure

Our complaints procedure will be followed where a pupil or parent/carer 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 the Head teacher, ASC Committee (and on occasion members of Waterton Academy Trust). The [complaints policy and procedure](#) can be found on the school website. A paper copy is available on request from the school office free of charge.

Complaints from staff are dealt with under the school's complaints policy and procedure, which can be found on the school website. Paper copies are available on request from the school office free of charge.

If you have concerns about a colleague or safeguarding practice

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

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's [whistleblowing policy](#) which can be found in the staffroom and enables staff to raise concerns or allegations in confidence to allow for a sensitive enquiry to be conducted.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head of School or Executive Headteacher. Complaints about the Executive Headteacher should be reported to the Chair of the ASC (Mr Andrew Emms).

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

All concerns will be recorded.

Allegations and low level concerns against staff

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed as noted by '[Keeping Children Safe in Education](#)'. It is important to have a culture of openness and transparency and a consultation with the Designated Officer/LADO will happen if staff have:

- Behaved in a way which has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes behaviour that may have happened outside of work – transferable risk).

Allegations against staff should be immediately reported to the Headteacher.

Allegations against the Headteacher should be reported to the Chair of the ASC.

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

The Headteacher should conduct an urgent initial consideration in order to establish if there is substance to the allegation or concern. Any agency for supply staff/contractors etc should also be involved/informed.

In cases of allegations hitting the above criteria

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

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

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

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

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

The full procedures for dealing with allegations against staff, including supply staff, can be found in '[Keeping Children Safe in Education](#)' part 4.

Staff, parents/carers and ASC members are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication

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

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

In cases of low level concerns

We will robustly record any low level concerns that 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 headteacher will be viewed as a neutral act.

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

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

The Headteacher will speak to the person who raised the concern, witnesses and 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.

[safe_low-level-concerns-guidance-2021-as-at-june-2022.pdf \(farrer.co.uk\)](#)

Staff training and induction

It is important that all staff, including temporary and volunteers, have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including Sexual Violence and Sexual harassment, Early Help responsibilities and whistleblowing. All staff, including site staff and the Headteacher, will be inducted in and then regularly trained in Safeguarding, including sexual violence and harassment and online safety, and be given regular updates by the DSL team in the form of emails/newsletters/guides/input at staff meetings.

WSCP advice is that all school staff receive Education specific basic safeguarding refresher training once every 2 years with DSL team top ups in between. Alongside Safer Working Practice Training also every 2 years with the Headteacher/Trust issuing regular code of conduct reminders to all staff in between.

All of our staff are aware of and trained in the following; Safer Working Practices in Education guidance 2022 [Home \(saferrecruitmentconsortium.org\)](#) and given at least annual updates in the form of email/newsletter/staff meetings.

WSCP advice is that all school staff receive face to face training once every 2 years.

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

Our staff are trained in ACEs (Adverse Childhood Experiences), they understand and aim to work towards

trauma informed practice.

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

DSL's will be supported and encouraged to attend additional training to keep up to date, including DSL forums and other multi-agency training offered by WSCP and the Safeguarding Advisor. Specifically they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training.

For further information on face to face or online courses see [Schools, Colleges, Learning & Development • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://www.wakefieldscp.org.uk)

All governors/ASC members will receive *strategic level* safeguarding training every 2 years. The DSL team may invite governors to any staff operational training/ include them in staff safeguarding newsletters etc, whilst acknowledging this just for interest/understanding and is in addition to the strategic level training they require.

DSL team also provide governors with regular strategic reports.

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

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

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 on the staff notice board under safeguarding.) Relevant parts of KCSIE are issued and understanding checked at the start of every academic year.

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

Supply staff and other visitors in contact with students will be given the school's visitor leaflet with a brief summary of the above.

A log is kept of all staff, ASC and visitor induction and training.

Safer recruitment

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

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

- Recruitment and selection process
- Pre-appointment and vetting checks, regulated activity and recording information

- Other checks that may be necessary for staff volunteers and others including the responsibilities on schools and colleges for children in other settings.
- How to ensure ongoing safeguarding of children and the legal reporting duties on employers

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

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

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

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

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

The Single Central Record is maintained in accordance with Keeping Children Safe in Education Part 3.

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

Volunteers

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

Contractors

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

Visitors

Visitors to the school are asked to sign in, if necessary show identification, and are given a badge, which confirms they have permission to be on site, they will not be asked for DBS details. If they work in regulated activity we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. All visitors, including supply staff, will be issued with a leaflet informing them of who the DSL's are within school, the code of conduct expected and what to do if they have a safeguarding concern. Parents/carers who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Schools do not have the power to request DBS checks or request to have sight of DBS certificates. If individuals work in regulated activity we will request identification on primary visit and written evidence from their employer that all relevant checks have been carried out. The Headteacher will use their professional judgement regarding escorting visitors around the school premises. All visitors will be asked to wear a badge clearly identifying them as a visitor.

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

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own child protection

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

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

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed. **If external staff have regular contact with our pupils they will be asked to sign up to the schools code of conduct to ensure clarity of expectations e.g. mobile phone use and social media restrictions.**

Work experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*. The Head teacher is responsible for ensuring the safety of work experience students on site.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place. We also must ensure that we protect children in local authority care, as well as those who are estranged from their birth families for safeguarding reasons.

To protect pupils we will:

- Seek parental/carer consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Never use a pupil's full name with an image.
- Ensure pupils are appropriately dressed.
- Ensure that personal data is not shared.
- Store images appropriately, securely and for no longer than necessary.
- Only use school equipment to capture images, i.e. not personal devices.
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

We request that on the school premises or during school events, parents/carers take images of their child **only** and that these are **not** shared on any forms of social media. If this request is not adhered to, the ASC will remove the right of parents/carers to take images during school events.

We ask that parents/carers respect this part of our policy. It is in place to prevent any child/children appearing in outside publications or social media against their parent/carers wishes or for safeguarding and child protection purposes.

Parents/carers do not have permission from the school ASC to share images of children in school events on any forms of social media.

Remote Learning Safeguarding Considerations.

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

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

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

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

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

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

[Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/remote-education-guidance-for-schools)

Our remote education policy can be found on our school website.

Physical intervention and use of reasonable force

There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to serious harm. Such intervention will always be the minimum necessary to resolve the situation. Reasonable force will be used in accordance with government guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

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

The Headteacher will require the adult(s) involved in any such incident to report the matter immediately. This is recorded and parents/carers are informed. (See Positive Handling Policy).

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention)

We have a school 'Positive Handling' policy which is available on our [website](#) or from the school office on request (free of charge).

Intimate care.

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

First aid and managing medical conditions

Staff will be trained appropriately in first aid and follow best practice of gaining consent 'asking before touching'.

Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be

drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/supporting-pupils-with-medical-conditions-at-school)

See Medicine and First Aid Policy, available on the school website or on request from the school office. (free of charge).

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

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

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

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

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

Wakefield Virtual School – virtualschool@wakefield.gov.uk

Part B Child Protection Procedures

IDENTIFYING CHILDREN WHO ARE SUFFERING OR LIKELEY TO SUFFER HARM

Children who may be particularly vulnerable

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

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

- Disabled or have special educational needs (SEND).
- Young carers.
- Children who need or have in place a social worker.
- Children in Care (CIC) or those recently returned to family from care.
- Children Missing Education (CME) and children missing from school.
- Children persistently absent from school / education
- Children electively home educated
- privately fostered children.
- LGBTQ+ or identify as LGBTQ+ (Lesbian homosexual (Gay) Bisexual Transgender or non-binary).
- Asylum seekers.
- Living transient lifestyles.
- Using English as a secondary language.
- Children under one year old
- Affected by domestic abuse.
- Affected by substance misuse/drug use.

- Affected by mental health issues including self-harm and eating disorders.
- Affected by poor parenting/caring.
- At risk of Fabricated or Induced Illness (FII) or perplexing presentations
- At risk of gang and youth violence.
- Participating in anti-social behaviours
- Children at risk of exclusion due to behaviour that may be trauma related
- Living away from home.
- 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 sexual identification.
- 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.

SEND Pupils

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

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

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

Wakefield SEND local offer;

[Homepage \(mylocaloffer.org\)](http://mylocaloffer.org)

Children with a social worker

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

Categories and definitions

Teachers and other adults in the school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse and/or school staff being alerted to concerns.

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

For [allegations against staff](#) please see earlier section.

Abuse

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

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

Abuse 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](#).

Voice of the child

We will always seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the students wishes and feelings to act in their best interests e.g. in case of CSE where, as a result of perpetrator grooming, the student is not receptive to intervention. We promote support for any alleged victim, including child on child abuse, and will never victim blame

Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families i.e. **extra familial abuse**. 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. For example online safety, CSE, CCE, drug use, mental health issues.

<https://contextualsafeguarding.org.uk/>

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. However 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 (FII)).

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 non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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.

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 [abuse of position of trust](#) in earlier section.

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- 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 – will be consulted before any referral is made regarding Neglect.

<https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/>

Definitions taken from [Working Together to Safeguard Children](#) (HM Government, 2018).

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes

of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or school staff. Groomers may be male or female. They could be any age.

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

Indicators of abuse

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

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

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

- Have bruises, burns, fractures or other injuries which do not have a plausible explanation. E.g. bruises on babies who are not yet mobile, bruises on cheeks, ears, palms, arms, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns.
- Challenge authority, have outbursts of anger, poor behaviour – trauma response.
- Be reckless 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 / attachment seeking behaviour.
- Regularly flinch to sudden but harmless actions e.g. raising a hand.
- Look unkempt and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Self-harm including head banging / eating disorders.
- Frequently miss school or arrive late.
- Show signs of not wanting to go home.
- Display violence/sexualised behaviour towards animals, toys, peers.
- Regress to younger child behaviour.
- Become disinterested in their school work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.
- Have unexplained gifts/money/mobile phones or are over secretive online.
- Have low self-esteem.
- Steal or scavenge compulsively.
- Be overly affectional to strangers or people they haven't known for very long.
- Display traumatic mutism.

Responses from parents/carers that may cause concern:

- Unexpected delay in seeking treatment – medical, dental which is obviously needed.
- Denial of any injury.
- Explanations that differs from that of the child e.g. for bruising.

- Claims of falls/fits etc. that never happen in school.
- Unrealistic expectations or constant complaints about the child.
- Uninterested in child.
- Alcohol /drug misuse.
- Mental health issues which affect parenting/caring.
- Requesting removal of child.
- Domestic abuse.

For 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.

See document on safeguarding noticeboard for further signs and indicators.

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

Impact of abuse

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

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

Adult Survivor helpline - This is a directory of National Helplines available for survivors of sexual violence or abuse.

<https://www.thesurvivorstrust.org/pages/faqs/category/national-helplines>

TAKING ACTION TO ENSURE CHILDREN ARE SAFE AT SCHOOL AND AT HOME

Taking action

It is the responsibility of staff to report and record their concerns as soon as possible. A DSL will be available at all times for staff to speak to.

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

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

Key points for staff to remember for taking action are:

- In 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 RECORD of concern, which can be found in the staff room, classroom and school office, and immediately pass onto to a DSL. If you need assistance with this please speak to Mrs Holloway, Mrs Lindley or Mrs Warwick**
- 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.

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

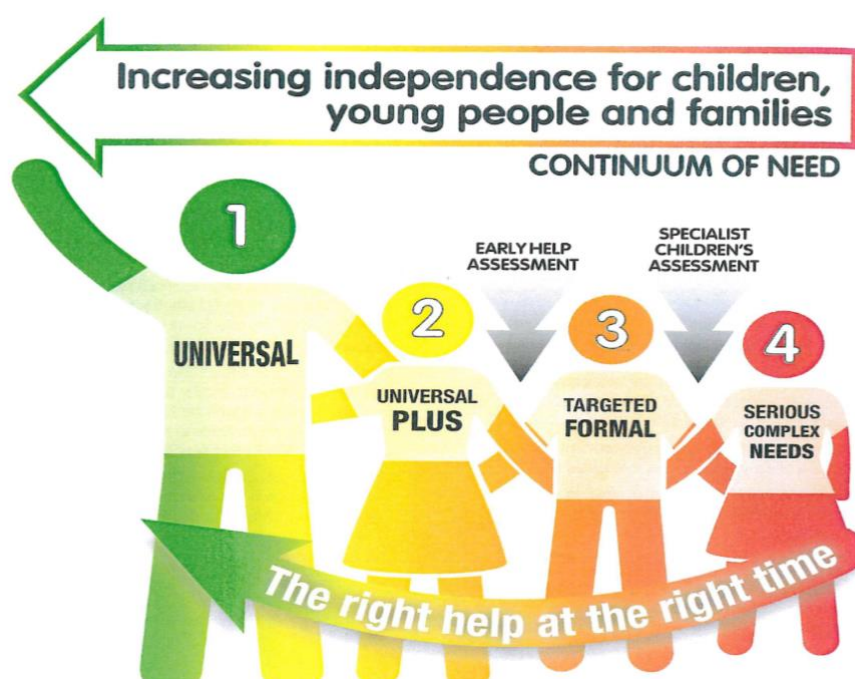
See flowchart in Keeping Children Safe in Education Part 1.

Levels of need

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

Wakefield Families Together website provides lots of advice and support – Early help;
[Wakefield Families Together – Wakefield Families Together](#)

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



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

Level 2 – For example a universal service is providing extra support, or have referred to one other single agency. Early Help Single Agency

Level 3 – Multi agency approach to support. Multi agency early help/ SoS assessment. Children First Hub EIP Service 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.

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

Local procedures for specific issues;

[Policies & Procedures \(proceduresonline.com\)](http://proceduresonline.com)

If you are concerned about a pupil's welfare

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

Staff are encouraged to be professionally curious in these situations asking the pupil if they are OK, if they are worried about anything or if everything is ok at home. Staff are trained in the use of TED Questions – (Tell, Explain, Describe).

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/ allegation advice.

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

Notifying parents

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

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from school link workers /Social Care MASH. Best practice for all agencies is to work alongside and openly with parents in any concerns about their children however consent is not required to refer to social care if informing the parents puts the child at more risk. e.g. in cases of forced marriage.

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

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

If the concern is low level and can be dealt with through the pastoral support in school (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 student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student (e.g. breakfast club, additional in school support) and create a plan of action.
- At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates and times, including phone calls/letters.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

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

If school needs further help (i.e. move to level 3) other agencies/ link worker will be contacted and if issues escalate the social worker link workers can be contacted or if necessary a referral made to social care/MASH (level 4)

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.

The Wakefield Neglect toolkit will be considered in any cases of Neglect.

[Home page • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)

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

Dealing with Disclosures/ Allegations

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

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

Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw truthful disclosures/allegations later in the process if they feel things have gotten out of their control. Effective communication and relationship building with children will help in these situations.

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

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

Recording and monitoring

Why recording is important

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

Cause for concerns recording form is available in the staffroom and the main school office. **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.

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

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.

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.

The safeguarding file

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

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental

health issues etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DSL's.

Safeguarding, child protection and welfare concerns will be recorded on CPOMs. This is accessible only by the DSL team.

All staff will be made aware of children who have a safeguarding file or who are open to social care due to safeguarding concerns

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 MASH/Children First Hubs/TAS 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)

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

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

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

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

If the child moves to another school, the file will be securely sent or taken, to a DSL at the new establishment/school **within 5 days** and a **written receipt will be obtained**. There will be a timely liaison between each school's DSL, and if necessary a face to face meeting, to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance. <https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance>

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

Referral to Social Care MASH (Level 4)

A DSL will make a referral to Social Care MASH if it is believed that a pupil is **suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need**. In DSL absence, or if there is disagreement, anyone can make a referral. If in doubt if thresholds are met the link social worker can be contacted, however if this causes any delay we will refer directly.

A phonecall must be made initially before a referral form is filled out. There is a DSL referral checklist and referral form available on WSCP safeguarding for schools webpage. Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required.

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

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made,

unless to do so would increase the risk to the child.

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

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

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

[Home page • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)

Escalation / Professional Disagreement

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

[2.8 Resolving Multi Agency Professional Disagreements and Escalation \(proceduresonline.com\)](http://proceduresonline.com)

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.

Referral to Police

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 / CVE team / indecent images team.

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

When to Report to Police guidance;

[2491596 C&YP schools guides.indd \(npcc.police.uk\)](http://npcc.police.uk)

We understand that if police are interviewing any students, as they suspect them of a crime, that an appropriate adult must be present e.g. parent.

Local partnership intelligence portal PIP – to report intelligence -does not replace usual procedures if child is at risk.

Partnership Intelligence Portal | West Yorkshire Police

Home Visits

When our staff are required to do home visits we will follow best practice and consult the checklist

[Schools & Colleges Key Links & Resources • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)

Confidentiality and Information Sharing

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

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

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

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.

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

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

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

Local & National Contact Details

Wakefield Social Care MASH

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

Wakefield Continuum of Need document:

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

Local Children First Hub

Name: Jade Francis
 Phone: 01924 307 878
 Email: cfhmidwakefield@wakefield.gov.uk
<http://earlyhelp.wakefield.gov.uk/children-and-families/children-first-hubs/>

School's Social Care Link Worker (social worker)

Name:
 Phone:
 Email:

School's Early Help Link Worker (Children first hub practitioner)

Name:

Phone:
Email:

Other Cluster /TAS contacts

Name: PCSO
Phone:
Email:

Police

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

Child Safeguarding Unit

wakefield.sguchild@westyorkshire.pnn.police.uk

CVE Police Team

Phone: 01924 303570
Email: cveteam@wakefield.gov.uk

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

[Partnership Intelligence Portal | West Yorkshire Police](#)

Wakefield Safeguarding Children Partnership WSCP

[Home page • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

Safeguarding Information webpage for Wakefield Schools:

Multi agency Training offer, templates, audit information, resources. local and national agencies, and managing allegations info.

[Schools & Colleges • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

Local Authority Designated Officer (LADO) – for allegations against staff

Phone: 01977 727032
Email: lado.referrals@wakefield.gov.uk

Safeguarding Advisor for Education

Name: Vicki Maybin
Phone: 07788743527
Email: vmaybin@wakefield.gov.uk

Safeguarding Information webpage for Wakefield Schools:

Training offer, templates, audit, resources and local and national agencies, managing allegations:
<https://www.wakefieldscp.org.uk/education/>

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:

[School Nurse teams - Wakefield - BDCT](#)
[Health visiting - Wakefield - BDCT](#)

Wakefield District Domestic Abuse Service WDDAS

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

Phone: 0800 915 1561

Email: domesticabuse@wakefield.gov.uk

Wakefield Spectrum

[RSE – Spectrum Community Health CIC \(spectrumhealth.org.uk\)](http://spectrumhealth.org.uk)

[Child Sexual Exploitation – Spectrum Community Health CIC \(spectrumhealth.org.uk\)](http://spectrumhealth.org.uk)

Prevent Contacts – Prevent in Wakefield - Wakefield Council

Child Missing Education Officers

Name: Marina Oldreive (Educational Welfare Officer)

Phone: 01924 307467

Email:

Wakefield Education Welfare service;

[Education Welfare Service - introduction - Wakefield Council](#)

[Elective Home Education - Wakefield Council](#)

[Children Missing Education - Wakefield Council](#)

Virtual Head for CiC

Name: Jackie Roper

Phone:

Email: jroper@wakefield.gov.uk

Wakefield Local Offer – for children with SEND and their families

<http://wakefield.mylocaloffer.org/Home>

NSPCC Speak out Stay safe service for Primary schools

[Speak out Stay safe programme | NSPCC Learning](#)

emma.hobson2@nspcc.org.uk

Tel: 0161 3934421 Mobile: 07562 205039

Drug support for young people

<https://www.turning-point.co.uk/>

Wakefield voluntary sector Young Lives Consortium

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

Wakefield Adult Services

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

Wakefield Well Women Centre

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

Wakefield District Housing WDH

<https://www.wdh.co.uk/ContactUs/>

Phone: OneCALL 0345 8 507 507

Wakefield Signs of Safety webpage;

<https://www.wakefieldscp.org.uk/professionals-and-practitioners/signs-of-safety/>

Wakefield Youth Work Team

<http://wfyouth.co.uk/>

Wakefield Young Carers:

[Young Carers - Wakefield Council](#)

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

Email: fm@fco.gov.uk

National Association People Abused in Childhood NAPAC

<https://napac.org.uk/>

Phone: 0808 801 0331

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.

<http://www.stopitnow.org.uk/>

Phone: 0808 1000 900

Professional Online Safety helpline

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