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SAFEGUARDING AND CHILD PROTECTION POLICY



Accord
MULTI ACADEMY TRUST

PART A
Safeguarding and Child Protection Policy

<u>Document Detail</u>	
<u>Document Type:</u>	Education Policy
<u>Document Name:</u>	Safeguarding and Child Protection Policy
<u>Purpose:</u>	To meet statutory requirements in relation to Safeguarding
<u>Version Number:</u>	10.0
<u>Effective from:</u>	October 2023
<u>Owner:</u>	Designated Safeguarding Lead
<u>Approved by:</u>	Board of Trustees
<u>Last Review:</u>	September 2023
<u>Next Review Date:</u>	September 2024
<u>Consultation:</u>	Safeguarding Advisor for Education, Wakefield Council Accord MAT Education Committee, Accord MAT CEO Academy Principal and Academy Designated Safeguarding Lead

<u>Approvals</u>			
Name	Position	Signature	Date
J Leam	Chair of Trustees	<i>J Leam</i>	25 September 2023
A Warboys	CEO	<i>A Warboys</i>	25 September 2023

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<u>Document History</u>			
Version	Date	Author	Note of Revisions
1	01.09.2018	Trust	N/A
2	01.09.2019	Trust	Updated to reflect new guidance from Wakefield Safeguarding Children Partnership and KCSIE Sept 2019.
3	July 2020	Board of Trustees	Due to Covid-19 review date extended to 31 st December 2020.
4	December 202	Board of Trustees	Updated to reflect new guidance from Wakefield Safeguarding Children Partnership and KCSIE Sept 2020.
5	February 2021	Board of Trustees	Updated to reflect staff responsibilities, 'Looked After Children' now called 'Children in Care', document links updated.
6	May 2021	Board of Trustees	Updated to reflect changes made to Section 8 Current Issues.
7	December 2021	Board of Trustees	Updated to reflect new guidance from Wakefield Safeguarding Children Partnership and KCSIE Sept 2021.
8	June 2022	Board of trustees	Update to reflect advice from B11 Safeguarding inspection regarding use of mobile phones.
9	October 2022	Education Committee	Update to reflect new guidance from Wakefield Safeguarding Children Partnership and KCSIE 2022.
10	September 2022	Education Committee	Update to reflect new guidance from Wakefield Safeguarding Children Partnership and KCSIE 2023.

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Introduction

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

1. Accord Multi Academy Trust Policy Statement, Principles and Terminology

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

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

- *Anti-Bullying Policy*
- *Attendance Policy (including CME)*
- *Behaviour and Inclusion Policy*
- *Complaints Policy*
- *Data Protection Policy*
- *Dealing with allegations against staff*
- *Death of a Child Policy*
- *Equality Policy*
- *Fire Safety Policy*
- *Health & Safety Policy*
- *Educational Visits Policy*
- *Emergency Planning (this includes Lockdown and Invacuation)*
- *Lone Working Policy*
- *Managing Medicines Policy*
- *Online Safety Policy*
- *Reasonable Restraint Policy*
- *Keeping Children Safe in Education 2023*
- *Safer Recruitment Policy*
- *Sex & Relationship Policy*
- *Special Educational Needs Policy (including intimate care).*
- *Staff Code of Conduct, including low level concerns.*
- *Substance Misuse Policy*
- *Whistleblowing policy*

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1.3. The policy is considered alongside Health and Safety legislative requirements.

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

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

1.5. Our core safeguarding principles are:

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

1.6. Policy aims

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

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

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

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- [WSCP](https://www.wakefieldscp.org.uk/?s=education) Wakefield Safeguarding Children Partnership (including the 3 key partners of the Police, Health and the Local Authority)
<https://www.wakefieldscp.org.uk/?s=education>
- 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.

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

1.9. Policy Context

Coronavirus

We recognise that the recent global Covid 19 pandemic and other global events have had a significant impact on some of our pupils and increased pressure on our safeguarding staff. It is recognised that the Coronavirus lockdowns were, and may continue to be, a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma. During the pandemic we implemented Covid Safety Plans and will do so again if required.

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

1.10. Explanation of key terms used in this policy

- **ACEs** – Adverse Childhood Experiences

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- **CAMHS** Child and adolescent mental health service
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- **Child/Children/Pupil/Pupil** includes everyone under the age of 18.
- **CiC** – Child in Care
- **Continuum of Need** – outlines the difference levels of support for children and families in Wakefield District.
- **DSL** - Designated Safeguarding Lead. Each Academy will have a team or at least two DSLs.
- **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.
- **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
- **EIP Service** – Early Intervention and Prevention Service
- **Families Together – Connecting Practice Approach** now used in Wakefield.
- **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.
- **MARF** – Multi agency Referral Form used in Wakefield District
- **MASH** – Multi Agency Safeguarding Hub – who gather information following referral to Social Care Direct
- **Parent** refers to birth parents and other adults who are in a parenting/carer role, for example stepparents, foster carers and adoptive parents.
- **Principal** – the person with overall accountability for the Academy to the Local Governing Body and the Trust. This could mean Principal or Headteacher.
- **Restorative Approach** – using language and skills to reduce conflict and foster relationships to help people reach sustainable solutions to problems. This is the overarching aim of any work and training in Wakefield district.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.
- **Safeguarding Partners** – Health, Police and Local Authority
- **School** –relates to an individual Academy

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- **Signs of Safety** – an approach to family intervention work in Wakefield district, used across the Continuum of Need. This has been incorporated into **Wakefield**
- **Social Care MASH** – Wakefield’s children social care/Family services/Front Door / Multi-agency Safeguarding Hub.
- **Staff** refers to all those working for or on behalf of the Academy / Trust, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **TAC/F/S** Team Around Child/Family/School
- **TEH** – Targeted Early Help
- **WSCP**- Wakefield Safeguarding Children Partnership. This had replaced WDSCB Wakefield District Safeguarding Children Board.

2. Safeguarding Legislation and Guidance

The Trust ensures that policies, procedures and training reference the following legislation and statutory guidance. Unless otherwise specified:

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

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

2.2. Education Act 2002

- Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including Academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the Academy. The same applies through the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009.

2.3. Counter Terrorism and Security Act 2015

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

2.4. Serious Crime Act 2015

- Includes the mandatory reporting of FGM.

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2.5. Statutory Guidance

- **Working Together to Safeguarding Children (2018)** covers the legislative requirements and expectations on all services working with children (including schools and colleges) to safeguard and promote the welfare of Children. The 3 safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

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

- **Keeping Children Safe in Education (2023)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. 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 Accord Academy staff should read Part One and Annex B. This is recorded and monitored at each academy.

- **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)

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3. Roles and Responsibilities

3.1. The Board of Trustees

- The Board of Trustees is responsible for ensuring safeguarding policies and procedures are in place and adhered to across the Trust.
- It ensures that the Trust creates a culture where the welfare of pupils is paramount, and staff feel confident to challenge over any concerns. The Board of Trustees through the Scheme of Delegation delegated the day-to-day management and implementation of Safeguarding to the LGBs and Principals of each Academy within the Trust.
- The Board of Trustees Audit Committee will conduct reviews of Safeguarding on a regular basis, in line with the agreed internal audit programme.

3.2. Chief Executive Officer (CEO)

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

3.3. The Academy Education Committee (AEC)

Full responsibilities of governors and senior leaders are set out in Part 2 of KCSIE [Keeping Children Safe in Education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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

- Creates a culture where the welfare of pupils is paramount, and staff feel confident to challenge over any concerns.
- Nominates a Safeguarding Governor
- Complies with their duties under legislation - including the KCSIE 2023, Prevent Duty 2015, SEND pupils and use of reasonable force guidance.
- Contributes to interagency working and plans.
- Takes into account WSCP / local procedures.
- Has a nominated governor who liaises with the Designated Officer/LADO in the event of an allegation being made against the Principal.
- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner. Staff expertise within the Academy is used to shape these.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Ensures where possible, the Academy holds more than one emergency contact number for pupils.
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description.
- Ensures that the DSLs are given time, funding and training to support their role.

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- Ensures that there should always be cover for this role within the Academy
- Ensures that the DSL regularly meets with the safeguarding governor and provides reports.
- Has ensured the Academy has clear systems and processes for mental health concerns.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child's voice and that there are systems in place for feedback and pupils' views.
- Appoints a designated Children in Care (CIC) and post-looked after teacher and ensures appropriate training. Ensures staff have awareness of this group and their needs including contact arrangements.
- Ensures the Academy is linked with Care Leaver personal advisors.
- Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal and allegations against other children – peer on peer abuse. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
 - Develops a training strategy that ensures all staff, including site staff and the Principal receive information about the Academy's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the Safeguarding Partnership.
- Ensures appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.

Governors will receive a safeguarding report from the DSL on a half termly basis and will review a copy of the completed Safeguarding audit on an annual basis.

3.4. The Principal:

- Ensures that KCSIE 2023, the child protection policy and code of conduct are implemented and followed by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Works closely with the DSL and ensure job descriptions reflect the role.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Liaises with the Designated Officer/LADO where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- Ensures induction and training of all staff.

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- Works closely with the Central Trust team and CEO as required.

3.5. Designated Safeguarding Lead:

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

3.6. Deputy designated safeguarding leads

- Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out, remains with the designated safeguarding lead, this lead responsibility should not be delegated.
- Supervision and emotional support will be provided by the DSL and Safe & Well Officer.

3.7 Availability

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

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3.8. Key Personnel

Key personnel

This information is on display around key areas in the Academy, for example, reception.

- The designated safeguarding lead (DSL) for child protection (member of senior management) is:

Name	Email:	Tel:
Mrs R Paul	rpaul@horbury.accordmat.org	01924 282740

- The Deputy DSLs are:

Name	Email:	Tel:
Miss M Dixon	mdixon@horbury.accordmat.org	01924 282740
Mrs B Imeson	bimeson@horbury.accordmat.org	01924 282740
Mrs J Manley	jmanley@horbury.accordmat.org	01924 282740
Mrs J Easter	jeaster@horbury.accordmat.org	01924 282740
Miss D Mitchell	dmitchell@horbury.accordmat.org	01924 282740
Mrs G Gough	ggough@horbury.accordmat.org	01924 282740
Ms A Kelly	akelly@horbury.accordmat.org	01924 282740
Miss J McGregor	jmcgregor@horbury.accordmat.org	01924 282740
Mrs V Hazell	vhazell@horbury.accordmat.org	01924 282740

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

- The Nominated Child Protection Governor is:

Name	Email:	Tel:
Mrs S Gill	enquiries@horbury.accordmat.org	01924 282740

- Chair of Governors is:

Name	Email:	Tel:
Mr A Green	enquiries@horbury.accordmat.org	01924 282740

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• The Principal is:

Name	Email:	Tel:
Mrs N Walker	nwalker@horbury.accordmat.org	01924 282740

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2023 which has been issued to all staff.

3.9 DSL responsibilities

A full description of the role of the DSL, including responsibilities can be found in;

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

- The role of the DSL is recognised as a large and emotionally intense role. Support is provided through supervision on a half termly basis.

3.10 All Staff

- All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2023 which has been issued to all staff.
- All staff have a responsibility to be aware of the following - Safer Working Practices in Education guidance 2022.

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

- All staff must sign to say they have read and understood this using the Annual Staff Declaration Form.
- All staff must complete Safeguarding Training at least annually.
- 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.

3.11 Child Protection File

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.
- The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.
- Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within **the first 5 days** of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

3.12 Voice of the Child

- As part of recording concerns, we will always include the voice of the child and take this into

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consideration when taking decisions. However, there may be circumstances where we override the pupils wishes and feelings to act in their best interests.

4. Good Practice Guidelines and Staff Code of Conduct

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

- Treating all pupils with respect.
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect.
- Recognising that challenging behaviour and / or Mental Health issues may be an indicator of abuse.
- Setting a good example by conducting ourselves appropriately, including online.
- Report any concerns/low level concerns about other staff members or self.
- Involving pupils in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate, sexual or discriminatory language or behaviour.
- Avoiding behaviour or language which could be seen as favouring pupils.
- Avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, absent from 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 pupil infatuations in an open and transparent way e.g., informing the correct managers and managing the situation in a way which is sensitive to the feelings of the pupil.
- Referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary, directly to police or children's social care
- Following the school's rules regarding 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.
- Avoid taking photographs of pupils on personal mobile phones or devices and not communicating with students outside of school systems

All of our staff are reminded of codes of conduct and safer working practice though specific 2 yearly training and regular reminders from the Principal / DSL which incorporates Safer Working Practices in Education guidance 2022.

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

4.2 Transporting Pupils

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- In general, staff will not transport pupils in their own vehicles.
- If it is necessary, i.e., an emergency situation, it will be agreed and recorded and that staff must have business insurance, ensure the pupil is in the back seat wearing a seatbelt and that the Principal or DSL is informed of the situation and parents are informed and agree to the situation, including departure and estimated arrival times. Where possible a second member of staff should also be in attendance.

5. Abuse of Position of Trust

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

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

6. Children Who May Be Particularly Vulnerable

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

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

- Disabled or have special educational needs (SEND).
- Young Carers.
- Children who need a social worker.
- Children in Care/ those recently returned to family from care.
- Children who are persistently absent from education.
- Children who are Electively Home Educated.
- Children Missing Education CME and children missing from school.
- Privately fostered.
- LGBT (lesbian gay bisexual trans).
- Asylum seekers.
- Living transient lifestyles .
- Do not have English as a first language.
- Affected by domestic abuse/substance misuse/drug use/parental mental health issues.
- Affected by mental health issues including self-harm and eating disorders.
- Affected by poor parenting.
- At risk of Fabricated or Induced Illness or perplexing presentations.

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- Taking part in anti-social behaviour and / or are at risk of gang and youth violence.
- 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 sexuality.
- Vulnerable to extremism or radicalisation.
- Vulnerable to faith abuse.
- Involved directly or indirectly in child sexual exploitation CSE, CCE or trafficking.
- At risk of Honour Based Violence/Abuse (HBV/A) including female genital mutilation (FGM), forced marriage, at risk of marriage before 18 – illegal in UK and breast ironing.

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

6.3 SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities. 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
- Over empathising with parents/carers to the detriment of the child's best interests
- Children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in managing or reporting these challenges
- We work to address these additional challenges and consider the extra time and specific support required to allow these children to communicate effectively. Extra consideration will be given if using restraint and the impact this can have for children and young people experiencing abuse.

Wakefield SEND local offer;

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

6.4 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.

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7. Emotional Health and Wellbeing

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

In an average classroom 3 pupils will be suffering from a diagnosable mental health condition. 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 the Academy are well placed to identify behaviour that may suggest an issue.

If staff have concerns about the mental health of a pupil they will speak to relevant staff within the Academy including, if necessary, the DSL. If a pupil presents with a medical emergency then this is actioned immediately. Where a CAMHS referral is necessary then this is managed by the mental health support worker, however referrals can also be made by parents or carers by contacting CAMHS Single Point of Access and also by the School Nursing Team.

Our Mental Health Support Officer is Ms B Krlic. . Our Senior Mental Health Lead is Mrs G Rowe.

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

- Details of a pupil’s condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the Academy can play

Our Healthcare Assistants are Ms H Pickles. .

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7.1 We understand the following key messages:

Key Messages

- **Behaviour is communication**
- **A significant trusted adult in school is key. Relationships are vital.**
- **Students need to feel safe to learn and thrive**
- **Interaction can be an intervention**
- **Staff wellbeing is essential as a priority to supporting students, parents, carers and colleagues**



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

Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating or sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- 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 pupils 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 pupils about their mental health issues and we have a school culture that follows a whole school approach to mental health and wellbeing.

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Listening and better understanding the circumstances and pupil'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 pupil.

7.3 We do this by;

- A range of enrichment opportunities to support a holistic education.
- Key staff identified to pupils as trusted adults who will support emotional health and wellbeing, for example the Mental Health Support Officer, Pastoral Year Leads, DSLs and Youth Mental Health First Aiders.
- Counselling from the Mental Health Support Officer.
- Developing understanding of mental health and associated key themes through assemblies, the curriculum and a focus on key events e.g. World Mental Health Day.
- Signposting to Kooth or WF-I-Can website.
- Providing group sessions to address key themes e.g. anxiety, support with exams, transition and developing resilience.
- Developing knowledge and understanding of mental health and well-being through the Form Learning (PSHE) curriculum.
- Work with professional organisations, for example the School Nursing Service, Future in Minds, CAMHS, Compass, cttrum, Turning Point, the Well Women's Clinic and the Children's First Hub.
- The Healthy Young Peoples drop ins clinic delivered by the school nursing team.
- Referrals to professional agencies where appropriate, for example CAMHS through Team Around the School (TAS) and the Mental Health Support Team (MHST).
- Professional development and training for staff, for example Future in Minds.
- A safe place in which pupils can express their feelings to professionals.
- We use Wakefield Resilience framework to build resilience in our pupils.
<https://www.riskandresilience.org.uk/>
- Resources provided by the PSHE Association have also been incorporated into the Life Curriculum and Form Learning Programme <https://www.pshe-association.org.uk/curriculum-andresources/resources>
- Mental Health Support Officers also refer to a range of resources when supporting pupils, for example;

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

<https://www.selfharm.co.uk/>

<https://www.beateatingdisorders.org.uk/types/do-i-have-an-eating-disorder>

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

- Pupils are encouraged to access local support via WF-I-Can website.
[Homepage - WF-I-Can](#)
- Compass - Wakefield Children and Young People's emotional health and wellbeing service
- Compass (compass-uk.org)

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- We use Wakefield Resilience framework to build resilience in our pupils.
[The Wakefield Resilience Framework \(riskandresilience.org.uk\)](http://riskandresilience.org.uk)

7.4 Suicide

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 or call 0808 168 2528.

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

We have followed the national guidance document 'Building a Suicide Safer School/College' by Papyrus; advice on policy, prevention, postvention etc and incorporated this into Safeguarding Policy and Death of a Child Procedure.

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

We have issued all 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.

The Trust has also developed the 'Death of a Child Procedure' to provide guidance if a serious incident involving one of our pupils was to occur.

Further guidance regarding the can be found at:

- Child Bereavement UK: www.childbereavementuk.org
- Managing Bereavement – A Guide For Schools
<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb>
- Managing a sudden death in the school community; [Rebuilding Lives Together \(lgfl.org.uk\)](http://lgfl.org.uk)

8. Sexual Violence and Sexual Harassment (SVSH) between pupils and other current issues (including when to report to police)

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There are many issues of concern affecting children today and not all can be listed here. For a guidance and further resources/links list, see Part 1 and Annex B in Keeping Children Safe in Education. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk) The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally [Schools & Colleges • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://wakefieldscp.org.uk)

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

8.1 When to report to police

The following guidance will be followed;

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

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

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.

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

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

Child on child abuse, will always be taken seriously and swiftly acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessment completed as required. It will not be dismissed as banter or as part of growing up. Pupils will be encouraged to report any concerns freely.

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

8.2.2 Sexual Violence and Harassment

Sexual Violence and harassment can occur between children of any age and sex. 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

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on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

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

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

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

We will;

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

8.2.3 Consent

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time. Pupils will be taught about consent at an age-appropriate level.

8.2.4 Children vulnerable to Sexual Violence and Harassment

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

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

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

8.2.5 Responding to allegations of Sexual Violence and Harassment

We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our pupils outlined in Part 5 of Keeping Children Safe in Education and consult advice available locally.

- Victim's will never be blamed or made to feel ashamed for coming forward.
- We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process.
- Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves.
- We 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 pupils/parents.
- We will seek advice from other agencies such as police or social care if the case is above early help or internal management.
- Any incidents of sexual violence will be reported to police.
- If police then interview a pupil, we understand the requirement for an appropriate adult to be present e.g. parent etc.
- We will look to police to support with risk assessments and information sharing, as to how any case of sexual violence investigation is progressing.

Additional support may also be found at:

- National Harmful Sexual Behaviour Support Service: [Harmful Sexual Behaviour Support Service | SWGfL](#)
- [Sexual Assault Referral Centre SARC](#);
[Visiting Our SARC - THE HAZLEHURST CENTRE](#)
- [KCRASAC](#) | support for rape and sexual violence age 8 yrs. upwards.
- Wakefield Victim Support Service 01924 614440
- In April 2021 in response to 'Everyone's Invited' website testimonies the NSPCC set up a Report Abuse in Education Helpline 0800 136 663. For children/adults/professionals and parents.

8.2.6 Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph under a person's clothing without their permission/knowledge with the intention of viewing to obtain sexual

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gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases of this in school.

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

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

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

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

The incident will be referred to DSL asap. 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.

The following guidance is available to support an incident and the steps necessary to safeguard those involved:

- [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/advice/online-safety/sex-and-social-media/remove-a-nude-image-online/)
- 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)

8.2.8 Children with Harmful Sexual Behaviour HSB/Wakefield HSB panel

- Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.
- Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.
- HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.
- The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse

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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.

- The DSL has consulted the 'Beyond Referrals Toolkit' and traffic light descriptors to assess the systems and structures, response, prevention and culture at the Academy.

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](#)

8.2.9 Support

- Lucy Faithful Foundation UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline. 0808 1000 900 Confidential helpline, live chat and secure messaging service are here for anyone with concerns about child sexual abuse and its prevention.
- NSPCC Young people and adults can contact Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk
- Rape Crisis National charity and the umbrella body for their network of independent member Rape Crisis Centres <https://rapecrisis.org.uk/get-help>
- The Survivors Trust Free helpline: 08088 010818 The Survivors Trust has 120 member organisations based in the UK & Ireland which provide specialist support for women, men and children who have survived rape, sexual violence or childhood sexual abuse.
- Victim Support - Helpline: 0845 30 30 900 Services are confidential, free and available to anyone who's been raped or sexually assaulted, now or in the past.
- Victims of sexual violence can also be supported at the local sexual assault centre (SARC); <https://www.hazlehurstcentre.org/>

8.2.10 Bullying

Bullying is usually defined as behaviour that is:

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

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

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

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

For further information please refer to the Anti-Bullying Policy that can be found on the Academy website. The following guidance is also available:

- [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)
- [Cyberbullying Guidance | Childnet](#)

8.2.11 Contextual Safeguarding / Extra Familial Abuse

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

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk/>
- Pol-Ed [A positive force in education | Pol-Ed - A positive force in education](#)

8.2.12 Hate Crime

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

[Hate crime - Wakefield Council](#)

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8.2.13 Children Missing Education (CME) / Persistent Absent

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

- The Academy takes a register at the start of every lesson and form learning.
- 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.
- First day response will include a home visit for vulnerable students who may be at risk.
- 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.
- Professional curiosity is key and if appropriate we will contact siblings' schools to share/gather info.

[Children Missing Education - Wakefield Council](#)

[Child not attending school; One Minute guide](#)

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

8.2.14 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 using technology. CSE can affect 16- and 17-year-olds who can legally consent to have sex. It

includes contact and non-contact sexual activity e.g., copying images and posting on social media. It can affect both male and females and can include children who have been moved/trafficked for exploitation.

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

- [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 usual reporting procedures.

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8.2.15 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 / 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/government/consultations/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)

Local exploitation resources;

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

In both CSE and CCE children’s vulnerability as victims is not always recognised by professionals.

8.2.16 Serious Violence

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

support. 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/government/consultations/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

Searching screening and confiscation guidance for schools

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- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Pol- Ed [A positive force in education | Pol-Ed - A positive force in education](#)

8.2.17 Domestic Abuse

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

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

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of how this affects children and that our staff may themselves be victims. 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 through the staff bulletin, posters advertising support services in staff working areas and including support service information in the appendix.

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

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

National Service – Injunctions

- [Domestic Violence & Abuse - Emergency Injunction Service \(ncdv.org.uk\)](https://ncdv.org.uk)

Resources for children.

- [The Hide Out](#)

Parental Conflict advice website.

- [Home - Relationship Matters](#)

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

Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this

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and their mandatory legal duty to report **known** cases on under 18's to the police. How school staff will know is probably through intimate care or the child making a direct disclosure.

Multi agency guidelines;

- [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414123/multi-agency-guidance-on-female-genital-mutilation.pdf)
- [PDF FGM Schools Guidance 18.06.2019 \(nationalfgmcentre.org.uk\)](https://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-18.06.2019.pdf)

Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used. It is illegal for a child under 18 to marry in the UK.

Multi agency guidelines;

- [Handling cases of forced marriage: multi-agency practice guidelines \(English\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414123/multi-agency-guidance-on-female-genital-mutilation.pdf)

National Charity – Karma Nirvana;

- [Karma Nirvana](https://www.karnanirvana.org/)

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

8.2.19 Preventing Radicalisation

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

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

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

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

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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](#)

8.2.20 Private Fostering

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

Trust Academies will follow the legal requirements of reporting as set out by WSCP.

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

8.2.21 Homelessness

Wakefield procedures and support, including 16- and 17-year-olds. Trust Academies will follow the Wakefield procedure:

- [Being homeless - Wakefield Council](#)

8.2.22 Drug Use

Local service - Turning Point Inspiring Recovery:

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

National Drug website

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

8.2.23 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 \(justice.gov.uk\)](#)

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8.2.24 Perplexing Presentations and Fabricated Illness

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

Local procedures;

- [Perplexing Presentations \(PP\) and Fabricated or Induced Illness \(FII\) in Children \(proceduresonline.com\)](http://proceduresonline.com)

8.2.25 Safe Sleeping/Coping with Crying – for early years

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

9. Online Safety

9.1 The DSL team are responsible for online safety.

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

9.3 Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in Academy. Navigating the risks of advancing technologies such as Virtual Reality /Metaverse and AI will be considered, and information sent to parents as to how they can help protect their children whilst online and using new technology. Some pupils will undoubtedly be 'chatting' outside the Academy and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media and Parent Info website link is on our website for parents to access. Additional information is provided to parent through the Parentals Newsletter.

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

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

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

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

9.7 To protect pupils from mobile technology accessing 3G, 4G and 5G we restrict the use of mobile phones in the Academy:

- As stated in our behaviour policy, the general rule for mobile phones for secondary pupils (Year 7 -11) is that the mobile phone should not be seen or heard.
- Post 16 pupils will be allowed to use their phone in a respectful and responsible manner.
- Pupils in year 7-11 can have a mobile phone in their bag, however this cannot be used unless under the supervision of a member of staff, for example an educational activity.
- Pupils on educational visits will be allowed to use a mobile phone, however expectations of use will be confirmed by the educational visit leader in the briefing to pupils. This will be to support communication and remote supervision.
- Pupils with specific medical needs e.g., diabetic or epilepsy are allowed to use their phones / smart watch or device to support their medical condition.

9.8 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 \(www.gov.uk\)](https://www.gov.uk/guidance/using-external-visitors-to-support-online-safety-education)

9.9 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 \(www.gov.uk\)](https://www.gov.uk/guidance/harmful-online-challenges-and-online-hoaxes)

9.10 We have self-assessed our online safety provision using:

- [Online Safety Self-Review Tool for Schools | 360safe | 360safe](#)

9.11 Online Safety Support & Guidance

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If required, we will seek advice from local sources or the national helplines;

Professionals Online Safety Helpline POSH

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

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 \(www.gov.uk\)](#)

Filtering and monitoring

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

Project Evolve

- [ProjectEVOLVE - Education for a Connected World Resources](#)

9.12 Filtering & Monitoring

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

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

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

Including.

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

Our Provider is Smoothwall and we have checked them against the UKSIC checklist and tested the filtering ourselves.

Our SLT member is Rachael Paul and has responsibility for;

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why.
- reviewing the effectiveness of your provision

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- overseeing reports and ensure staff understand their role and are appropriately trained.
- follow policies, processes and procedures
- act on reports and concerns

Our governor is; Mrs S Gill and will support the school using;

[Questions for Governors and Trustees \(d1xsi6mgo67kia.cloudfront.net\)](https://d1xsi6mgo67kia.cloudfront.net)

The DSL team and IT staff member are linked in, and all staff have an awareness to be alert and report, including if teaching topics that could see a spike in reports of substance misuse or sex and relationships education lesson.

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

The DSL role includes overseeing and acting on;

- filtering and monitoring reports
- safeguarding concerns, using the smoothwall report produced daily and communicating any concerns with the student and parent / carer
- checks to filtering and monitoring systems, including mobile devices and guest log in.
- [Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

10. Helping Children to Keep Themselves Safe

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

10.2 Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about consent, online safety, including sexting and bullying procedures including the legalities and consequences. We promote anti bullying week, children mental health week, internet safety day and respond to local issues such as delivering Water Safety messages to all our students through assemblies and communications to pupils, staff and the wider community.

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10.3 The Academy continually promotes an ethos of respect for children and the emotional health and wellbeing of our pupils is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. The Academy also signposts support to external services and agencies.

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

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

10.6 We have clear links between our RSHE lead and the DSL team to support vulnerable pupils with these sensitive topics. The RSHE lead attends the DSL Team meetings and liaises with the DSL to inform the RSHE curriculum and assembly programme.

10.7 Additional support & guidance

We will follow the guidance on RSE education.

- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)

PSHE association

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

Pol-Ed Police

Education designed lesson plans on range of police/safety topics.

- [A positive force in education | Pol-Ed - A positive force in education](#) Links with RSHE curriculum

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

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

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

- [The Wakefield Resilience Framework \(riskandresilience.org.uk\)](https://www.riskandresilience.org.uk/)

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

- <https://wf-i-can.co.uk/>

11. Support for Those Involved in a Child Protection Issue

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

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

- taking all suspicions and disclosures seriously

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

12. Complaints Procedure

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

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

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

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

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

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

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

14. Allegations and Low-Level Concerns Against Staff

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

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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).

14.2 Case Managers

Allegations and low-level concerns against staff should be reported to the Principal within 24 hours of becoming aware. Allegations against the Principal should be reported to the CEO. Allegations about the Principal or the Central Trust Team should be reported to the CEO. Allegations about the CEO should be reported to the Chair of Trustees. Staff may also report their concerns directly to Police or Designated Officer/LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action.

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

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

14.4 Any agency for supply staff/contractors etc should also be involved/informed.

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

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

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

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

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

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

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

14.12 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 Principal will be viewed as a neutral act.

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

A low-level reporting form will be available to visitors and staff at the Academy.

15. Staff Training and Induction

15.1 It is important that all staff, including temporary and volunteers, have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including dealing with Sexual Violence and Sexual Harassment. All staff, including site staff and the Principal, will be inducted and regularly trained in Safeguarding, including Sexual Violence, Sexual Harassment and online safety and given at least annual updates in the form of updates in the weekly staff bulletin and / or face to face updates.

15.2 WSCP advice is that all Academy staff receive face-to-face training once every 2 years with DSL team top ups in between. Alongside Safer Working Practice Training also every 2 years

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with the Principal issuing regular code of conduct reminders to all staff in between.

- 15.3** New staff will receive an induction in safeguarding which includes the school's Safeguarding policy, appropriate parts of KCSIE, details of the DSL's and their role, reporting and recording arrangements, dates of their last training, the staff code of conduct, CME and behaviour policy and the whistleblowing policy. **Staff will sign to say they have received this and understood as part of the induction process.**
- 15.4** All staff will complete the KCSIE quiz.
- 15.5** All staff accessing the IT network and at least one governor will undertake cybersecurity training for Education staff.
- 15.6** Staff are trained to seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the pupils wishes and feelings to act in their best interests e.g. in case of CSE where, as a result of perpetrator grooming, the pupil does not want any intervention.
- 15.7** Our staff are trained in ACEs Adverse Childhood Experiences; they understand and aim to work towards trauma informed practice.
- 15.8** All of our staff are aware of Safer Working Practices in Education guidance 2022:
- [Home \(saferrecruitmentconsortium.org\)](http://saferrecruitmentconsortium.org)
- 15.9** DSLs will receive training updated every two years. They must also do Prevent training. All DSLs are strongly recommended to attend the multi-agency Working Together Training – A Shared Responsibility.
- 15.10** DSL's will be supported and encouraged to attend additional training to keep up to date, including DSL forums, sign up to WSCP E-bulletin and other multi-agency training offered by WSCP and the Safeguarding Advisor. Specifically, they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training. For further info on multi agency free face to face or recorded courses see [Schools, Colleges, Learning & Development • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)
- 15.11** Trustees and Governors will receive strategic governor safeguarding training every 2 years and will be provided with strategic Safeguarding reports on a half termly basis.
- 15.12** Principal, CEO and Chair of Governors and Chair of Trustees are encouraged to undertake managing allegations against staff training.
- 15.13** All training will be recorded and monitored to flag in advance when updates are required. Any training done by third party or independent providers must reflect local protocols and training minimum standards.
- 15.14** The booklet 'What to do if you're worried a child is being abused' 2015 and Part One & Annex B of Keeping Children Safe in Education is available for staff to read via the

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Safeguarding Notice Board, next to the staff room. Relevant parts of KCSIE are issued and understanding checked at the start of every academic year.

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

16. Safer Recruitment

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

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

- Recruitment and selection process.
- Pre-appointment and vetting checks.
- Other checks that may be necessary.
- How to ensure ongoing safeguarding of children and the legal reporting duties on employers.
- At least one member of each recruitment panel will have attended safer recruitment training.
- References will be sought before interview so any concerns can be explored. Under GDPR we will not keep DBS certificates.
- CVs will not be accepted as part of the application process.
- Self-disclosure information on applicants obtained prior to shortlisting will not be used as part of the shortlisting process
- Online searches of publicly available information will be carried out as part of the schools due diligence on shortlisted candidates and candidate will be made aware of this.
- All offers of employment will be conditional upon satisfactory completion of the pre-employment checks applicable for the role.

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

(template available from <https://www.tradedservices.wakefield.gov.uk/Services/5407>)

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

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

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

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

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

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

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

17. Site Security

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

17.2 The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site

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

18. Extended School and Off-Site Arrangements

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

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

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

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

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19. Alternative Provision

19.1 We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our pupils. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed.

20. Photography and Images

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

To protect pupils, we will:

- Seek their consent for photographs to be taken or published in line with the Trust privacy policy (for example, on our website or in newspapers or publications)
- Seek parental consent
- Not use pupil's full name with an image
- Ensure pupils are appropriately dressed
- Ensure that personal data is not shared.
- Store images appropriately, securely and for no longer than necessary.
- Only use Academy equipment, i.e., not personal devices.
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

21. Physical Intervention and Use of Reasonable Force

21.1 All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be taken into account when restraint is used on SEND pupils. Please refer to the Academy Behaviour policy for further information (available on the Academy website).

- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

22. Intimate Care

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

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the child's consent to help. Parents will be informed, and incidents recorded. Further guidance on intimate care can be found in the Special Educational Needs Policy available on the Academy website.

23. First Aid and Managing Medical Conditions.

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

23.2 Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multiagency communication will be essential. Staff will be appropriately trained, and responsibilities will be carried on in accordance with government guidance Sept 2014.

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

24. Changing Rooms and Other Sports Issues

24.1 We will take advice from the local WDSCB as well as national advice from the NSPCC Sports unit.

- [NSPCC Child Protection in Sport Unit | CPSU \(the cpsu.org.uk\)](http://the cpsu.org.uk)

25. Special Circumstances

25.1 Children in Care (CiC) and Post Children in Care (PCiC)

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

25.2 Children with a social worker

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We will promote educational outcomes of this group by DSLs appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and Academy and college leadership staff. DSLs will ensure staff, know who these children are, understand their Academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional Academic support and adjustments that they could make to best support these children.

25.3 Work Experience

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

26. Remote Learning Safeguarding Considerations/Future lockdowns

- 26.1** During lockdowns we follow government and local arrangements for safeguarding by providing support for vulnerable children in school and support for others via remote learning and home visits if necessary.
- 26.2** 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.
- 26.3** 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 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.
- 26.4** Attendance will be monitored in accordance with government guidance, with links made to local arrangements.
- 26.5** The basics of this policy will remain unchanged e.g. reporting and recording, DSL availability and safer recruitment arrangements.
- 26.6** Remote education is provided via Teams and communicated to parents should a lockdown occur.
- 26.7** 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/guidance/providing-remote-education-guidance-for-schools)

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1. Categories and Definitions

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

2. Allegations against Staff

- 2.1. Please refer to Part A, Section 14.

3. Abuse

- 3.1. A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- 3.2. Children may be abused by an adult or adults. However, it is important that we recognise that pupils can also be abused by another child or children.

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

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

- 3.3. **Voice of the Child** - We will always seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the pupils wishes and feelings to act in their best interests e.g., in case of CSE where, as a result of perpetrator grooming, the pupil does not want any intervention. We promote support for any alleged victim, including child on child abuse, and will never victim blame.
- 3.4. **Contextual Safeguarding** is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships, for example, online safety, CSE, CCE, drug use, radicalisation, anti-social behaviour, mental health issues, water safety. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

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

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3.5 Categories of Abuse

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect. It is important to remember that children can be abused outside their family home:

3.5.1 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).

3.5.2 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.

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

3.5.4 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.

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- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Wakefield Neglect Toolkit will be consulted to assess the level of neglect in all cases and before a referral is made regarding Neglect:

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

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

4. Position of Trust - The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. (See Part A, Section 5).

5. Grooming

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

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

6. Indicators of abuse

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

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

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

- have bruises, burns, fractures, or other injuries which do not have a plausible explanation.
- challenge authority, have outbursts of anger
- be reckless regarding their own or other's safety
- show signs of pain or discomfort

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

6.4. Responses from parents that may cause concern:

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

6.5. Disabled children; other signs to consider:

- Force feeding
- Over medication
- Bruising if non-mobile

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- Poor toileting arrangements
- Lack of stimulation
- Unjustified use of restraint
- Rough handling
- Unwilling to learn child's means of communication
- Ill-fitting equipment
- Misappropriation of child's finances
- Invasive procedures
- Non-consideration of child's dignity

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

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

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

7. Impact of abuse

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

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

7.3. Adult Survivor Helpline – See appendix.

8. Taking Action

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

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

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

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

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

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

8.6 Levels of Need



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

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

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

- Universal Services are Meeting the Needs – No Additional Support Needed.
- For example, a universal service is providing extra support / have referred to one other agency / EIP Service.
- Multi agency approach to support. Multi agency early help TAS arrangements with multi agency plan may be able to support or Targeted Early Help.
- 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.

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. EIP 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.

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

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

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

9.2. Staff are encouraged to be professionally curious. It is fine for staff to ask the pupil if they are OK, if they are worried about anything or if they want to talk.

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

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

10. Notifying parents

10.1. The Academy 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.

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

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

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

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

- Use a restorative approach and engage with the parents/carers as soon as possible (unless the situation is so serious that would put the pupil at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will contact the parent / carer, this may include inviting the parents/carers into the Academy for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the pupil and create a plan of action.
- We will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates and times, including phone calls/letters.
- We will then monitor the pupil closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

If necessary, the Academy will assess using the Signs of Safety framework considering –

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What are we worried about? What's working well?, What needs to happen? (Including complicating factors and then scaling).

If the Academy 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., Harmful Sexual Behaviour. 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.

11. Dealing with Disclosures

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

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

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

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

- Focus on listening rather than giving advice
- Allow pupils to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I want to help', 'This isn't your fault', 'You are doing the right thing talking to me'
- Not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.

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- Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as whether it happens to siblings too.
- Use questions such as Tell me what happened? Is there anything else you want to tell me?
- Do not take photographs or videos of injuries. Instead use a body map diagram.
- At an appropriate time tell the pupil that to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused. This will be case and age specific.
- Remember professional boundaries and not share personal experiences or information such as ‘that happened to me’
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Not pass judgement on the perpetrator.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them and why.
- Write up their conversation as soon as possible and hand it to the designated lead.
- Seek support if they feel distressed – From DSL team / helplines in contacts section.

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

12. Records and Monitoring

Why recording is important?

- 12.1.** Our staff will be encouraged to understand why it is vital that recording is timely, comprehensive and accurate.
- 12.2.** Cause for concerns recording forms are available in key office spaces and the Pastoral Year Leader offices. Staff are also encouraged to record concerns using CPOMS.
- 12.3.** Any concerns about a child will be recorded in a professional manner and passed to a DSL as soon as possible. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and timed. The DSL will then analyse this.
- 12.4.** We will seek the Childs voice/opinion and ensure this is noted in the records.

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- 12.5.** At no time will a member of staff take photographic evidence of any injuries or marks to a child's person. The body map will be used in accordance with recording guidance.
- 12.6.** It may be appropriate on receipt of a concern for a DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making. (This will be completed and recorded within CPOMS).
- 12.7.** We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know full details.

13. The Safeguarding File

- 13.1.** The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.
- 13.2.** It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental health issue etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DSLs.
- 13.3.** This file will be kept separately from the main pupil file and will be held securely only to be accessed by appropriately trained DSLs.
- 13.4.** All staff will be made aware of children who have a safeguarding file or who are open to social care due to safeguarding concerns.
- 13.5.** The Academy will keep written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.
- 13.6.** All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL team in analysis and action, which may include no further action, monitoring, whether an Early Help Assessment should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Children First Hubs in line with the Continuum of Need document (see link in appendix) and reflecting the Signs of Safety approach. (see referral checklist on WSCP education webpage).
- 13.7.** In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified, and outcomes recorded.

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- 13.8.** Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.
- 13.9.** Records will be kept up to date and **reviewed regularly (as a minimum each half term) by a DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements. Case supervision will take place through monitoring of CPOMS, DSL Team Meets and Direct supervision.
- 13.10.** The file can be non-active in terms of monitoring i.e. a child is no longer CIC, subject to a child protection plan. If future concerns then arise it can be reactivated and indicated as such on the front sheet and on the chronology as new information arises.
- 13.11.** If the child moves to another school, the file will be securely sent or taken, to a DSL at the new establishment/school within 5 days and a written receipt will be obtained in line with the Trust Data Protection Policy. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.
- [Child protection records retention and storage guidance | NSPCC Learning](#)
- 13.12.** Child protection records may be exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal, who will consult with the Trust Data Protection Officer (DPO).

14. Referral to Social Care Direct (Level 4)

- 14.1.** A contact will be made to Social Care Direct requesting a consultation.
- 14.2.** A DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. In DSL absence anyone can make a referral. This is done in Wakefield with reference to the Continuum of Need (see link in appendix) and using the Signs of Safety approach and MARF Multi Agency Referral Form, sent securely. (The checklist and referral form is available on the WSCP safeguarding for schools webpage). Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required. If in doubt if thresholds are met the link social worker can be contacted, however if this causes any delay we will refer directly.
- 14.3.** If there is already a social worker assigned to this case, for safeguarding reasons, the social worker should be contacted.

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

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

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

14.7. 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)

15. Escalation / Professional Disagreement

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

- [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.

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

16. Referral to Police

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

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

16.3. When to Report to Police guidance;

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

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

- Partnership Intelligence Portal | West Yorkshire Police

16.5 Home Visits

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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 \(wakefieldscp.org.uk\)](https://www.wakefieldscp.org.uk/schools-colleges-key-links-resources)

17. Confidentiality and Information Sharing

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

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

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

17.4. The Seven Golden Rules for Safeguarding Information Sharing:

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

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

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

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

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17.6 Child protection records may be exempt from the disclosure provisions of the Data Protection, which means that children and parents do not have an automatic right to see them in certain circumstances. However, 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 Principal who will consult with the Trust Data Protection Officer (DPO).

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

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APPENDIX 1 Local and National Safeguarding Contacts

Safeguarding and Child Protection Local & National Contact Details (Updated October 2022)

Wakefield Social Care MASH

Consultation is necessary before referral

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

West Yorkshire Procedures for specific issues;

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

Wakefield Continuum of Need document;

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

Wakefield Families Together website

[Wakefield Families Together – Wakefield Families Together](#)

Local Children First Hub

City Limits, Thornhill Street, Wakefield, WF1 1NL

Email: cfhwakefieldwest@wakefield.gov.uk

Phone: Tel: 01924 303 272

<http://earlyhelp.wakefield.gov.uk/children-and-families-zone/children-first-hubs/>

School's Social Care Link Worker (social worker)

Name: Deborah Osborne

Email: dosborne@wakefield.gov.uk

Phone: 01924 307878

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

Name: Adrian Carr

Email: acarr@wakefield.gov.uk

Phone: 01924303376

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

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Police

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

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

A positive force in education | Pol-Ed - A positive force in education Links with RSHE curriculum

Child Safeguarding Unit

wakfeild.sguchild@westyorkshire.pnn.police.uk

CVE Police Team cveteam@wakefield.gov.uk

Phone: 01924 303570

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

Wakefield Safeguarding Children Partnership WSCP

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

Local Authority Designated Officer (LADO)

lado.referrals@wakefield.gcsx.gov.uk

Phone: 01977 727032

Safeguarding Advisor for Education

Vicki Maybin

vmaybin@wakefield.gov.uk

Phone: 07788743527

Safeguarding Information Web Page for Wakefield Schools

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

<https://www.wakefieldscb.org.uk/education/>

Future in Mind – Mental Health Practitioner

Primary practitioner – Becky Alder

Email:

CAMHS Single Point of Access

Phone: 01977 735865

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

Wakefield Resilience Framework <https://www.riskandresilience.org.uk/>

Compass Mental health support

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

Wakefield School nursing/ Health visiting service.

[Wakefield 0-19 Service - Harrogate and District NHS Foundation Trust \(hdft.nhs.uk\)](http://hdft.nhs.uk)

Wakefield District Domestic Abuse Service WDDAS

<https://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-peopleservices/domestic-abuse> Phone: 0800 915 1561
domesticabuse@wakefield.gov.uk

Prevent

[Prevent in Wakefield - Wakefield Council](#)

Wakefield Spectrum

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

[Child Sexual Exploitation – Spectrum Community Health CIC \(spectrumat10.org.uk \)](http://spectrumat10.org.uk)

Wakefield Education Welfare service;

<http://www.wakefield.gov.uk/schools-and-children/supporting-families/education-welfare-service/about-education-welfare-service>

[Elective Home Education - Wakefield Council](#)

[Children Missing Education - Wakefield Council](#)

Virtual Head for CiC

Jackie Roper

jroper@wakefield.gov.uk

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Wakefield Local Offer – for children with SEND and their families

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

NSPCC Speak out Stay safe service for Primary schools

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

Emma Hobson

Schools Coordinator

emma.hobson2@nspcc.org.uk

Tel: 0161 3934421 Mobile: 07562 205039

Wakefield Young Carers:

[Young Carers - Wakefield Council](#)

Drug support for young people

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

Wakefield voluntary sector Young Lives Consortium

[Home » Young Lives Consortium Wakefield Safeguarding Children \(ylc.org.uk\)](#)

Wakefield Adult Services

[Adults and older people services - Wakefield Council](#)

Wakefield Well Women Centre

[Home - Well Women Centre Wakefield \(wellwomenwakefield.org.uk\)](http://wellwomenwakefield.org.uk)

Wakefield District Housing WDH

[Contact wdh.co.uk](http://wdh.co.uk)

OneCALL 0345 8 507 507

Education Welfare Officer: Mrs E Pinder

Please contact the Academy directly.

Education psychologist – Ms R Jaimeson

Please contact the Academy directly.

SENCO – Mr T Atherton

Please contact the Academy directly

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NSPCC Helpline – for advice public/professionals

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

NSPCC Report Abuse in Education

0800 136 663

Counter Terrorism helpline

0800 789 321

Forced Marriage Unit

020 7008 0151

fmu@fco.gov.uk

National Association People Abused in Childhood NAPAC

0808 801 0331

[NAPAC – Supporting Recovery From Childhood Abuse](#)

Stop It Now

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

0808 1000 900

[Stop It Now! UK and Ireland | Preventing child sexual abuse](#)

Professional Online Safety Helpline

0844 3814772

National Services – Domestic Abuse

[Domestic Violence & Abuse · Emergency Injunction Service \(ncdv.org.uk\)](#)