Rook's Nest Academy

Safeguarding and Child Protection Policy 2025-26

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Safeguarding and Child Protection Policy

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Categories and definitions of abuse including grooming, Indicators, Impact, Taking action, Early intervention, Dealing with Disclosures/Allegations, Notifying parents, Recording and monitoring, Referral to social care, Referral to police, Home visits, Confidentiality and Information sharing, Local and National contacts.
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Annually Reviewed by:

Designated Safeguarding Lead/ Prevent Lead S. Brooks Date:07.10.25

Deputy Designated Safeguarding Leads: K. Dawson Date: 07.10.25
EY Designated Safeguarding Lead: L. McGregor Date: 07.10.25

Headteacher: K. Dawson Date: 07.10.25

Nominated Safeguarding Governor: N. Lomas Date: 07.10.25

Part A

1. Policy Statement and Principals

This policy is one of a series in the school's integrated safeguarding portfolios and approach.

Related safeguarding portfolio policies/procedures:

- Attendance/ Behaviour - Bullying/ Complaints/Data Protection GDPR/ /Equality / Exclusions/ Health and Safety/ Premises management/ /Relationships, Sex and Health Education/ SEND/Staff code of conduct incl low level concerns.

- Death of a child procedure/Educational Visits risk assessments/Uncollected child/Missing Children – on and off site/First Aid -sick children Administering medicines//Personal and intimate care/Whistleblowing/ Online Safety policy/ Safer recruitment/Managing allegations/Grievance and disciplinary/Lock down – invacuation -emergency planning/ Remote Education procedures/ Use of reasonable force/Work experience/Mental Health/ Teenage Pregnancy.

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

Our core safeguarding principles are:

- The school's 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.
- Safer children make more successful learners.
- Representatives of the school community will be involved in policy development and review.
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.
- Actions will be taken in the best interests of the child.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment, maintaining a culture of vigilance and an attitude of 'It could happen here', where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection, and justice.

Safeguarding is

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Policy principles

- Welfare of the child is paramount; actions will be taken in the child best interests.

- All children, regardless of sex, race, religion/belief, disability, sexual orientation, gender reassignment, pregnancy/maternity, have equal rights to protection.
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or allegation that may suggest a child is at risk of harm.
- There is a culture of vigilance, transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues will receive appropriate support.

Policy aims.

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

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

West Yorkshire Consortium Procedures **West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures (proceduresonline.com)**

WSCP Wakefield Safeguarding Children Partnership
Home page • Wakefield Safeguarding Children (wakefieldscp.org.uk)

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

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.

We recognise that the global Covid pandemic and other world events have had a significant and ongoing impact on some of our pupils and increased pressure on our safeguarding staff. We understand that poor behaviour may be a sign of trauma. The school outlines the continued support offered in this policy.

In the event of any future social distancing/lockdown measures:
Hand washing facilities were and continue to be in place throughout the academy with hand sanitiser available in all classrooms.
-The academy is well ventilated with thorough daily cleaning procedures in place.
-The academy continues to be open for 15 minutes 8:30-8:45 prior to the start of the day for children to gradually enter and to enter through a choice of 2 gates. Parents do not enter the academy grounds at the beginning of the day.
-At the end of the day children leave the building from different areas to ensure parents are spaced out and not as crowded in one place.
-A member of the DSL team is always present in the academy and available for phone calls and to monitor attendance. Home visits continued to and will continue to take place in the event of a child that is absent and parents not been in contact/able to contact by the academy.

-Vulnerable children continue to be monitored and are provided with a place in academy in the event of lockdown. Parents choosing for their child not to attend have weekly touch in calls where the DSL would speak to the parents **and** child.

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

Terminology

Child/Children includes everyone under the age of 18.

Safeguarding providing help and support to meet the needs of children as soon as problems emerge

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

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

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

Early help Assessment All Early help assessments offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments require consent and should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from early help assessments may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however, this is not a pre-requisite for making a referral. **CAF –** Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example. Any Early help assessment can be used in Wakefield.

EIP Service – Early Intervention and Prevention Service

TEH - Targeted Early Help

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

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

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

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

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

CAMHS Child and Adolescent Mental Health Service

WSCP Wakefield Safeguarding Children Partnership.

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

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

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

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

FIM – Future in Mind. Program to help in promoting, protecting, and improving our children and young people's mental health and wellbeing. **MHST** – Mental Health Support Team

MARF – Multi Agency Referral Form used in Wakefield District

ACES Adverse Childhood Experiences

CiC Child In Care

2. Safeguarding Legislation and Guidance

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

Education Act 2002
Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
The same applies through the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009

Working Together to Safeguarding Children (2023) covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of Children. The three safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.
Working together to safeguard children - GOV.UK (www.gov.uk)

Keeping Children Safe in Education (2025)
Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This publication includes the guidance on Sexual Violence and Sexual Harassment between children in schools and colleges.
Keeping children safe in education - GOV.UK (www.gov.uk)

All staff should read and confirm understanding of Part One and Annex B (option - Annex A for those not working directly with students) and staff can find a copy in *the policies folder on the academy drive.*

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.
Prevent duty guidance - GOV.UK (www.gov.uk)
Protecting children from radicalisation: the prevent duty - GOV.UK (www.gov.uk)

Information Sharing Guidance 2024

Information sharing advice for safeguarding practitioners;
Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)

Sharing nudes and semi nudes' guidance for school/college 2024

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

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.

Counter Terrorism and Security Act 2015,

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

Serious Crime Act 2015
Includes the mandatory reporting of FGM.

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)
(For nurseries
Statutory Framework for the Early Years Foundation Stage)

3. Roles and Responsibilities

Key personnel

- **The Designated Safeguarding Lead (DSL-member of senior management) is**:

Mrs S Brooks (assistant head)
Contact details: email: sbrooks@rooksnestacademy.co.uk Tel 01924 870700

- **The Deputy DSLs are** Ms K Dawson (head teacher)

- Mrs L McGregor **EYFS DSL** (reception teacher and assistant head.)

Contact details: email: contact@rooksnestacademy.co.uk _ Tel 01924 870700

- **The Senior Mental Health lead is** Ms K Dawson
- Mrs N Lomas has also had mental health training as part of her governor role.

- **The RSHE coordinators are:** Ms K Dawson and Mrs S Brooks

- **The Designated Teacher for LAC is** Mrs S Brooks

  The Safeguarding Governor is Mrs N Lomas

Contact details: email: contact@rooksnestacademy.co.uk _ Tel 01924 870700

- **Chair of Governors is** Mrs N Lomas

- **The Headteacher is** Ms K Dawson

Contact details: email: Ms K Dawson
Contact details: email: contact@rooksnestacademy.co.uk _ Tel 01924 870700

Contact details for the DSL team: Please contact the academy

School staff have no role in investigating child protection concerns, this is a responsibility of children social care and police however all staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in the current Keeping Children Safe in Education of which appropriate sections are issued to all staff.

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

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

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

Deputy Designated Safeguarding Leads
Any deputies will be trained to the same standard as the designated safeguarding lead and the role 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.

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 Teams/Zoom etc may be appropriate.
We will arrange adequate and appropriate DSL cover for any out of hours/out of term activities.

DSL responsibilities.
For full description of the role of the DSL please see
Keeping children safe in education - GOV.UK (www.gov.uk) Annex C

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

The DSL team meet frequently as part of SLT and have support from the Chair of governors and mental health governor.

Full responsibilities of governors and senior leaders are set out in Part 2 of KCSIE Keeping children safe in education - GOV.UK (www.gov.uk)

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

Governors will receive a safeguarding report from the DSL team half termly at every FGB as part of the head teachers report and will sign off the full self-assessment safeguarding and any action plan.

4. Good Practice Guidelines and Staff Code of Conduct

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

- treating all pupils with respect
- being alerted to changes in pupils' behaviour and to signs of abuse and neglect and recognising that challenging behaviour/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 always challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils or being overly familiar.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Avoiding taking photos of pupils on personal devices.
- reading and understanding the school's Safeguarding 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 student infatuations in an open and transparent way e.g., informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary, directly to police or children's social care
- following the school's rules about communication with pupils and use of social media, not communicating with students outside of school systems.
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

Transporting Students

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

The staff code of conduct policy has been read and signed by all staff in September 2025.

All our staff are reminded of codes of conduct and safer working practice though specific two-yearly training and regular reminders from the headteacher which incorporates Safer Working Practices in Education Guidance **2022 (recently completed in July and September 2025)**
Home (saferrecruitmentconsortium.org)

5. Abuse of Position of Trust

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

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

6. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all our pupils receive equal protection, we will give special consideration to child(ren) who:

is disabled • has special educational needs (whether or not they have a statutory education, health and care (EHC) plan) • Is BAME • is a young carer • is bereaved • is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime • is frequently missing/goes missing from care or from home • is at risk of modern slavery, trafficking, sexual and/or criminal exploitation • is at risk of being radicalised • is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online. • is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse • is misusing drugs or alcohol themselves • is suffering from mental ill health • is LGB gender questioning • is in care or has returned home to their family from care • is a privately fostered child • has a parent or carer in custody • is missing education, or persistently absent from school, or not in receipt of fulltime education • has experienced multiple suspensions and is at risk of, or has been permanently excluded.

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

SEND Pupils

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

- The potential for children with SEND or certain medical conditions being disproportionally 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)

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

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.

7. Emotional Health and Wellbeing

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

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

Our senior mental health lead is: K.Dawson

We understand the **key messages below.**

Key Messages

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

NHS
South West Yorkshire Partnership
NHS Foundation Trust

With **all of us** in mind.

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

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

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

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

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

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

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

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

We do this by:
Pastoral support
Open door procedure for all staff with safeguarding team and SLT
Butterfly briefings and CPD time with staff
Safeguarding team weekly meetings
Delivery of PHSCE curriculum weekly
Support from Future in minds/CAMHS link worker
Recorded concerns on blue form/ CPOMS
In addition to the above many staff have also completed mental health training
The head teacher and inclusion manager have also completed RSHE training with LWY RSHE Primary training hub and mental health first aid training.

Please refer to the website for information on mental health support services.

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

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

We use Wakefield Resilience framework to build resilience in our students.
The Wakefield Resilience Framework (riskandresilience.org.uk)

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

Suicide (suspected)

We recognise that suicide is 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.

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

400734-Schools-guide-PAPYRUS.pdf (papyrus-uk.org)

Samaritans Step by Step guide responding to a suicide; Step by Step resources | Samaritans

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

We have issued all our staff with advice/leaflets on what to do if they are worried about a young person.

Local support can be found by contacting the Education Psychology service and.

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.

Please refer to the website for information on the Child death response

WSCP-CD-Process-Flowchart.pdf

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

For local procedures on all safeguarding topics please see; Policies & Procedures (proceduresonline.com)

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)** These issues are often complex and may overlap.

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

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

2491596 C&YP schools guides.indd (npcc.police.uk) this link is also available in Annex C of KCSIE.

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

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

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

Child on Child Abuse – sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating.

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

It will not be dismissed as ‘banter’ or ‘part of growing up’. All staff are trained to respond to inappropriate comments etc. These issues will be part of PSHE /RSHE lessons and discussions. Victims will be supported through the school’s pastoral system and external agencies if required. Both inside and outside school as well as online incidents will be responded to appropriately.

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

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 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.

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

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. Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Leads and the SENCO
Children who are lesbian, gay, bi, or trans/ gender questioning can be targeted by their peers. In some cases, a child who is perceived by their peers to be part of this community (whether they are or not) can be just as vulnerable as children who identify as such. The school will speak to single

sex groups in years 5 and 6. Safe members of staff are identified on the children's safeguarding policy.

We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our students outlined in Part 5 of Keeping Children Safe in Education and consult tools such as risk assessment and safety plan templates and 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 students/parents)

We will seek advice and support 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 student, we understand the requirement for an Appropriate Adult to be present e.g., the child's parent.

We will look to police to support with risk assessments and information sharing, as to how any case of sexual violence investigation is progressing.

WSCP dedicated page Understanding Sexual Behaviour - Wakefield Safeguarding Children (wakefieldscp.org.uk) which also leads to school specific resources – risk assessment and safety plan templates.

National Harmful Sexual Behaviour Support Service

Harmful Sexual Behaviour Support Service | SWGfL

Sexual Assault Referral Centre SARC; **Professionals - Hazelhurst Centre (hazlehurstcentre.org)**

KCRASAC | support for rape and sexual violence age 8 yrs. upwards.

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

Upskirting

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

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.

School 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 same action will be taken whether the image is AI generated or not.

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

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

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

Take It Down (ncmec.org)

Searching screening and confiscation guidance for schools; **Searching, screening and confiscation at school - GOV.UK (www.gov.uk)**

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. It is important not to catastrophise nor minimise any situation and to act proportionately. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a DSL as soon as possible. We will consider the Brook Traffic Light tool or Hackett Continuum/other evidenced based tool when making judgements and will ensure this is recorded and if appropriate shared and discussed with parents. The Hackett Continuum has been shared with all staff and is displayed as a tool on the safeguarding notice board.

Wakefield HSB panel

The support offered by this panel will be accessed via MASH and TEH Targeted Early Help team 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

Bullying

Is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.
- where there is an imbalance of power.

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 pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE/RSHE education**.** If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL's will consider implementing child protection procedures.

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

Preventing bullying - GOV.UK (www.gov.uk)

Sexual and sexist bullying (anti-bullyingalliance.org.uk)

Cyberbullying Guidance | Childnet

Contextual Safeguarding/ Extra Familial abuse

Contextual Safeguarding/Extra Familial abuse 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 can have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Extra Familial abuse, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For example, online safety, drug use, CCE, CSE, Mental Health issues, knife crime, radicalisation.

Contextual Safeguarding Network

Home (contextualsafeguarding.org.uk)

Hate Crime

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

Hate crime - Wakefield Council

Persistent Absent/ Children Missing Education CME/Elective Home Education

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.

Persistence absence, which includes within the school day, is a potential indicator of abuse and educational neglect, including exploitation, mental health concerns, risk of forced marriage, Fabricated and Induced Illness etc. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children are absent on repeated occasions.

We will do all we reasonably can to achieve highest level of possible attendance focusing on persistent absence. Our analysis of absence including cause and plan can be found on the school website.

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

We will collect, where possible, more than one emergency contact number for each pupil. Professional curiosity is key and if appropriate we will contact sibling's schools to share/gather info.

All pupils will be placed and removed from admission and attendance registers as required by law. If parents choose to electively home educate their child we will ensure we follow the policy outlined below.

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.

The Academy will follow up unexplained absences by contacting parents/carers by 9.30 am on the first day of absence. In line with the Academy Safeguarding policy, we ask that all parents where possible provide an alternative contact number. If the Academy have not heard from parents with reasons for absence the alternative contact, number will be used.

- In line with the academy safeguarding procedures if no contact can be made with reasons for absence, the inclusion manager and a member of the SLT will carry out a home visit. Home visits will be recorded.
- The police/social care direct/EWO may be phoned with concerns over a child "missing in education".

Please refer to the website for information on the attendance policy Policies – Rooks Nest Academy

Educational Neglect 7 Point briefing; Neglect - Wakefield Safeguarding Children (wakefieldscp.org.uk)

Child not attending school; One Minute guide; **One Minute Guides • Wakefield Safeguarding Children (wakefieldscp.org.uk)**

Elective Home Education/CME

We will ensure we follow all local and national policies and guidance.

Elective home education - Wakefield Council

Children missing education - Wakefield Council

National guidance;

Working together to improve school attendance - GOV.UK (www.gov.uk)

Child Sexual Exploitation CSE

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator of facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur 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.
Child Exploitation Language Guide | The Children's Society (childrenssociety.org.uk)

Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)
The police and social care will be contacted for referral, extra support and information.

Child Criminal Exploitation CCE / County Lines

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

County Lines is a term used to describe gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal

exploitation (CCE) as gangs use children and vulnerable people to move and store drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

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

Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)

Local exploitation resources.

Child Exploitation • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Speak up. Stand Up. Stop Exploitation! Archive - Wakefield Safeguarding Knowledge Hub (wakefieldscp.org.uk)

In both CSE and CCE children's vulnerability as victims will be recognised by school staff.

Serious Violence

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

Practical advice for schools / colleges.

Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)

Searching screening and confiscation guidance for schools

Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

1.4.25 Gang Activity and Youth Violence (proceduresonline.com)

Domestic Abuse

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

Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. Children are victims in their own right of this type of abuse, i.e., if they are seeing or hearing this abuse it can have a detrimental long-term impact on their health, development and ability to learn. **Ending the relationship can be the riskiest time for the victim if a clear plan of support is not in place.**

We are mindful that staff may be victims or perpetrators and we signpost to local and national services.

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

Home : Operation Encompass

Domestic abuse - Wakefield Council

National Service - Injunctions etc;
Domestic Violence & Abuse · Emergency Injunction Service (ncdv.org.uk)

Resources for children
The Hide Out

Parental Conflict advice website.
Home - Relationship Matters (relationshipsmatter.org.uk)

Honour Based Violence/Abuse HBV/A – e.g., FGM/Forced Marriage/Breast Ironing.

Female Genital Mutilation FGM

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

PDF FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk)

Forced Marriage

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

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)

National Charity – Karma Nirvana;

Karma Nirvana

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

Preventing Radicalisation

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

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

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

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

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

Our Prevent Leads are: S.Brooks and K.Dawson

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.)

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

Private Fostering • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Homelessness

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

Accommodation for homeless 16/17-year-olds - Wakefield Council

Drug Use

Local service – Turning Point Inspiring Recovery

Turning Point | Health & Wellbeing (turning-point.co.uk)

National Drug website

Honest information about drugs | FRANK (talktofrank.com)

Dealing with issues relating to Parental Responsibility – Dispute Resolution

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

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 were we have concerns but do not have evidence the child is a risk of significant harm. In all these cases we will follow local protocols and seek advice from health colleagues. See protocol below (includes signs and indicators).

Local procedures.

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

Safe Sleeping/Coping with Crying – for early years

Safeguarding Babies & Infants • Wakefield Safeguarding Children (wakefieldscp.org.uk)

9. Online Safety

Many of our pupils will use mobile phones, tablets, and computers daily. They are a source of fun, entertainment, communication, and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations,

webcam photography, encouraging radicalisation or face-to-face meetings. The school's online safety policy Policies – Rooks Nest Academy explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. The DSL team are responsible for acting on online safety issues - cyberbullying and sharing nudes and semi nudes by pupils. These incidents 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 behaviour procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. 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 school and are informed of the risks of this through PSHE/RSHE. Parents are encouraged to consider measures to keep their children safe when using social media, we advise parents by regular available meetings. E safety for parents information is on the website.

Use of AI in school

We have considered this very carefully and follow all current guidance;

Generative artificial intelligence (AI) in education - GOV.UK

Using AI in education: support for school and college leaders - GOV.UK

Using AI in education settings: support materials - GOV.UK

Before using any AI platform we consider the advice given in the above and will turn off training, however we recognise this does not make the platform GDPR compliant therefore we consult with our GDPR and IT team and complete a DPIA before use.

Staff will not input any personal or sensitive information into AI tolls. We will ensure filters are configured and regularly monitored and will educate students and staff on AI ad responsible use.

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

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, **extremism, misinformation, disinformation (including fake news) and conspiracy theories.**
- **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.

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

If required, we will seek advice from local sources and national helplines.

Professionals Online Safety Helpline (POSH)

Professionals Online Safety Helpline - UK Safer Internet Centre

Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations. Policies – Rooks Nest Academy

We have self-assessed our school's online safety provision using **Online Safety Self-Review Tool for Schools | 360safe | 360safe**

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

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

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

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

To protect students from mobile technology accessing 4G and 5G we have a ban on mobile phones, smart watches, **air tags** and any other comparable device whilst in school.

See above section for Sharing Nudes and Semi Nudes.

Risk managing our photos of pupils on website and social media etc.

We have stopped all use of social media e.g., twitter. Any photos sent to parents are put on google photo share and a direct link is sent to the parent.

We follow the guidance issued in Managing student image and video content - UK Safer Internet Centre by; regularly reviewing online content/apply 'name no image' or 'image no name' policy/limit public visibility of student images/ensure image metadata is removed/use lower resolution images/strengthen privacy setting on school managed platforms/follow polices and raise awareness in training.

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 - GOV.UK (www.gov.uk)

ProjectEVOLVE - Education for a Connected World Resources

Filtering and monitoring; limiting students' exposure to risk. **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 school 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 ALAMO

  We have checked them against the UKSIC checklist and tested the filtering ourselves.

  K.Dawson and S.Brooks have responsibility for;

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why.
- reviewing the effectiveness of your provision
- overseeing reports and ensure staff understand their role and are appropriately trained.
- follow policies, processes and procedures
- act on reports and concerns
-

Questions for Governors and Trustees (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 drugs / sex Ed 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
- 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 / RSHE

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) Relationships and Sex Education and Health Education (RSHE) lessons and in all aspects of school life. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the

knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused, and that victim blaming is always wrong.

Our approach is designed to help children to think about risks they may encounter both on and offline 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 sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children mental health week, internet safety day and other linked events and respond to local issues such as delivering Water Safety/Road safety messages to all our students.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and offline. This is promoted on the children's display board in Key stage 1. Childline is regularly promoted especially over school holidays.

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

We have clear links between our RSHE lead and the DSL team to support vulnerable students with these sensitive topics. All parents are offered a meeting in school to review the content that will be shown as part of RSHE in years 5 and 6.

Policies – Rooks Nest Academy

Pol-Ed

We as a school use these Police and Education resources to complement our RSHE program.
A positive force in education | Pol-Ed - A positive force in education

We will follow the guidance on RSHE education.
Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across school.
Home page • Wakefield Safeguarding Children (wakefieldscp.org.uk)

We use Wakefield Resilience framework to build resilience in our students.
The Wakefield Resilience Framework (riskandresilience.org.uk)

Primary schools NSPCC PANTs program
PANTS resources for schools and teachers | NSPCC Learning

Childline | Childline

11. Support for Those Involved in a Child Protection Issue

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

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

- taking all suspicions and disclosures/ allegations seriously
- nominating a link person *(DSL)* who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation made by a pupil, 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.
- cooperating fully with relevant statutory agencies.

12. Complaints Procedure

Our complaints procedure will be followed where a complaint is raised that does not include sect 13 and 14 below. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaint's procedure is included
All complaints and concerns will be recorded.

Policies – Rooks Nest Academy

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

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.
All staff must remember that the welfare of the child is paramount, and staff should feel able to report all concerns, no matter how small, about a colleague or the safeguarding practice within the school.
All concerns of poor practice or possible child abuse by colleagues should be reported immediately to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

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

All concerns will be recorded.

14. Allegations and low-level concerns against staff

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed. See Keeping Children Safe in Education Part 4. It is vitally

important to have a culture of openness and transparency and a consultation with the **LADO** by the case manager will happen if staff have.

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

Case Managers.

Allegations and low-level concerns against staff should be immediately reported, in any event within 24hrs of becoming aware, to the Headteacher. Allegations and concerns against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action.

The head teacher should do an initial consideration/fact find to establish if there is substance to the allegation or concern. Any agency for supply staff/contractors etc should also be involved/informed.

In the event of the headteacher being absent the assistant heads are L. McGregor and S. Brooks

In cases of allegations hitting the above LADO criteria

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

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

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

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

An uncomfortable fact is that some professionals do pose a serious risk to pupils, and we must act on every allegation 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.

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

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

Safer Working Practice training is undertaken every 2 years (was completed in September 25) and headteacher provides regular reminders regarding staff of code of conduct and behaviour expectations. This is important to avoid any culture slippage or erosion of the code of conduct and values we expect from all staff.

In cases of low-level concerns

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

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

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

The headteacher will speak to the person who raised the concern, witnesses and to the person subject to the concern. The information will then be reviewed 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.

Developing and implementing a low-level concerns policy: a guide for organisations which work with children (farrer.co.uk)

15. Staff Training and Induction

It is important that all operational 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, Early Help responsibilities and whistleblowing.

All staff, including site staff, volunteers and the Headteacher, will be inducted in and then regularly trained in Safeguarding, including sexual violence and harassment and online safety**,** and be given regular updates by the DSL team in the form of emails/newsletters/1 min/ 7 min guides/input at staff meetings.
WSCP advice is that all school staff receive Education specific basic safeguarding refresher training once every 2 years with DSL team top ups in between. Alongside Safer Working Practice Training also every 2 years with the headteacher issuing regular code of conduct reminders to all

staff in between.
All of our staff are aware of and trained in the following; Safer Working Practices in Education Guidance 2022 **Home (saferrecruitmentconsortium.org)**

All staff accessing the IT network and at least one governor will undertake cybersecurity training for Education staff.

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

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

Our staff are trained in ACEs Adverse Childhood Experiences, and are aware the impact of trauma on behaviour etc, they understand and aim to work towards trauma informed practice.

DSL's will receive face to face training updated every two years. They must also do Prevent training. All DSLs are strongly recommended to attend the half termly DSL forums.

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)**

All governors will receive *strategic level* safeguarding training every 2 years. The DSL team may invite governors to any staff operational training/ include them in staff safeguarding newsletters etc, whilst acknowledging this just for interest/understanding and is in addition to the strategic level training they require.
DSL team also provide governors with regular strategic reports and action plan from audits.

Headteacher and Chair of Governors are encouraged to undertake managing allegations against staff training/ or to have read and understood Part 4 of KCSIE. Any member of staff involved in recruitment of staff/interview panels etc is encouraged to read part 3 of KCSIE and undertake the Safer Recruitment training – at least one member of interview panel must be trained. WSCP recommend Safer Recruitment Consortium as the provider (this course is offered through Wakefield Education Services)

All training will be noted in the training file, including sign in sheets, certificates and test/quiz results, and monitored to flag in advance when updates are required. Any training done by third party or independent providers MUST reflect local protocols and training minimum standards; a checklist is available.
The booklet 'What to do if you're worried a child is being abused' 2015 and Part One & Annex B of Keeping Children Safe in Education (is available on the staff notice board under safeguarding.)
Relevant parts of KCSIE are issued and understanding checked at the start of every academic year.

Supply staff and other visitors in contact with students will be given the school's (Visitor Leaflet) with a summary of key safeguarding information pertinent to the school.

We will check staff have understood the training received by:
Running a half termly quiz and collating the results following up any identified misunderstandings if they arise/
Staff will have a safeguarding question displayed weekly on the staff room notice board.

16. Safer Recruitment

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

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

- Recruitment and selection process
- Pre-appointment and vetting checks, regulated activity and recording information.
- Other checks that may be necessary for staff volunteers and others including the responsibilities on schools and colleges for children in other settings.
- How to ensure ongoing safeguarding of children and the legal reporting duties on employers

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

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

Online searches of publicly available information will be carried out as part of the school's due diligence on shortlisted candidates and the candidate will be made aware of this.

References will be sought before interview so any concerns can be explored with the applicant at interview along with any gaps or inconsistencies from their application form. We will always seek at least 2 references.

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

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

The Single Central Record is maintained in accordance with Keeping Children Safe in Education Part 3. *template available fr*om **https://www.tradedservices.wakefield.gov.uk/Services/5407**

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

Volunteers
Volunteers, including governors will be risk assessed and undergo checks commensurate with their work in the school and contact with pupils i.e., if they are in regulated activity or not and this will be recorded. *volunteer risk assessment available from*
https://www.tradedservices.wakefield.gov.uk/Services/5407

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

Visitors
If they work in regulated activity, we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

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

Academy – Ask to see letter from employer and copy of DBS cert
Maintained schools – letter from employer.

17. Site Security

Visitors to the school are asked to sign in, if necessary, show ID, and are given a badge, which confirms they have permission to be on site. All visitors will be issued with a leaflet informing them of who the DSLs are, the 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 school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. All staff are expected to clearly display their ID badges whilst on site.

Policies – Rooks Nest Academy Fire Safety Policy

Site security guidance - GOV.UK

18. Extended School and Off-Site Arrangements

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

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

Alternative Provision

We recognise we are fully responsible for any students placed in AP's. Therefore, will obtain written confirmation that all relevant checks have been carried out as we would with our own staff and will review every half term. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students and record this. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed including of any staffing changes. We will know where our pupils are during school hours by keeping addresses and contacts of all AP and satellite provisions. If safeguarding concerns occur, the placement will be immediately reviewed and ended if necessary

We are an operation encompass school, Policies – Rooks Nest Academy see information poster on Operation Encompass.

Alternative provision - GOV.UK

19. Photography and Images

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

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent.
- not use pupil's full name with an image
- ensure pupils are appropriately dressed.
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use school equipment, i.e., not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

20. Physical Intervention and Use of Reasonable Force

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

Use of reasonable force in schools - GOV.UK (www.gov.uk)

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

Team teach training has been provided to all staff.

21. Intimate Care

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

an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed, and incidents recorded.

Intimate Care Policy Policies – Rooks Nest Academy

22. First Aid and Managing Medical Conditions.

Staff will be trained appropriately in first aid and follow safer working practice guidance of 'saying before touching'.

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

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

Medical policy Policies – Rooks Nest Academy

23. Changing Rooms and Other Sports Issues

We will follow safeguarding advice on Children using changing rooms etc.

NSPCC Child Protection in Sport Unit | CPSU (thecpsu.org.uk)-

24. Special Circumstances

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

Children in care and previously looked after children start school with the disadvantage of their pre-care experiences and often have special educational needs. Most commonly, the reason for children becoming looked after is because 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

Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)

Wakefield Virtual School –Wakefield Virtual School | Wakefield Education Services

25. Remote Learning Safeguarding Considerations/Future lockdowns.

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

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

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

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

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

Remote education is provided through online links, lessons and work can be accessed on line through Purple Mash, Lexia and TT rockstars.
Safeguarding considerations will include using local WSCP checklists and government guidance.

Providing remote education: guidance for schools - GOV.UK (www.gov.uk)

Part B Child Protection Procedures

Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
For allegations against staff please see earlier section.

Abuse - 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or 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.

Voice of the Child
We will always seek and record the voice of the child and take this into consideration when taking decisions. We have a reminder on out recording system to alert staff to collate this. However, there may be circumstances where we override the students' wishes and feelings to act in their best interests e.g., in case of exploitation where, because of perpetrator grooming, the student does not want any intervention. We promote support for any alleged victim, including child on child abuse, and will never victim blame.

Extra Familial Harm

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and/or other children. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, child-on-child (non familial) sexual abuse and other forms of harmful sexual behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

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

Physical Abuse
Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This

used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional Abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Neglect
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to:
• provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
• protect a child from physical and emotional harm or danger
• ensure adequate supervision (including the use of inadequate caregivers)
• ensure access to appropriate medical care or treatment
• provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Wakefield Neglect Toolkit – will be consulted to assess level of neglect in all cases and certainly before any referral is made regarding Neglect.
Home page • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Child criminal/sexual exploitation

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal/ sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the

perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally/sexually exploited even if the activity appears consensual. Child criminal/sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Financial exploitation - Financial exploitation can take many forms. In this context, we use the term to describe exploitation which takes place for the purpose of money laundering. This is when criminals target children and adults and take advantage of an imbalance of power to coerce, control, manipulate or deceive them into facilitating the movement of illicit funds. This can include physical cash and/or payments through financial products, such as bank and cryptocurrency accounts.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2023).

Financially Motivated Sexual Extortion/ Sextortion
A type of online blackmail often referred to as 'sextortion' where young people and adults being forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release sexual/indecent images of them.

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

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

Indicators of Abuse

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

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

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

- have bruises, burns, fractures or other injuries which do not have a plausible explanation. e.g., bruises on babies who are not yet mobile, bruises on cheeks, ears, palms, arms, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns
- challenge authority, have outbursts of anger, poor behaviour – trauma response.
- be reckless about their own or other's safety
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or 'attention seeking' (may be 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 school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- have unexplained gifts/money/mobile phones or are over secretive online
- have low self esteem
- steal or scavenging compulsively
- overly affectional to strangers or people they haven't known for very long
- traumatic mutism

Responses from parents that may cause concern.

- Unexpected delay in seeking treatment – medical, dental which is obviously needed
- Denial of any injury
- Explanations that differ 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 from school after concerns raised.
- Domestic abuse.

Disabled children: other signs to consider.

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

(See document on safeguarding noticeboard for further signs and indicators)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should

be viewed as part of a jigsaw, and each small piece of information will help the DSL team to decide how to proceed.

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

Impact of abuse

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

Adult Survivor helpline -see appendix.

Taking Action

It is the responsibility of staff to report and record their concerns ***immediately/as soon as possible***. A DSL will be always available, within the school day, for staff to speak to.

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

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

Key points for staff to remember for taking action are:

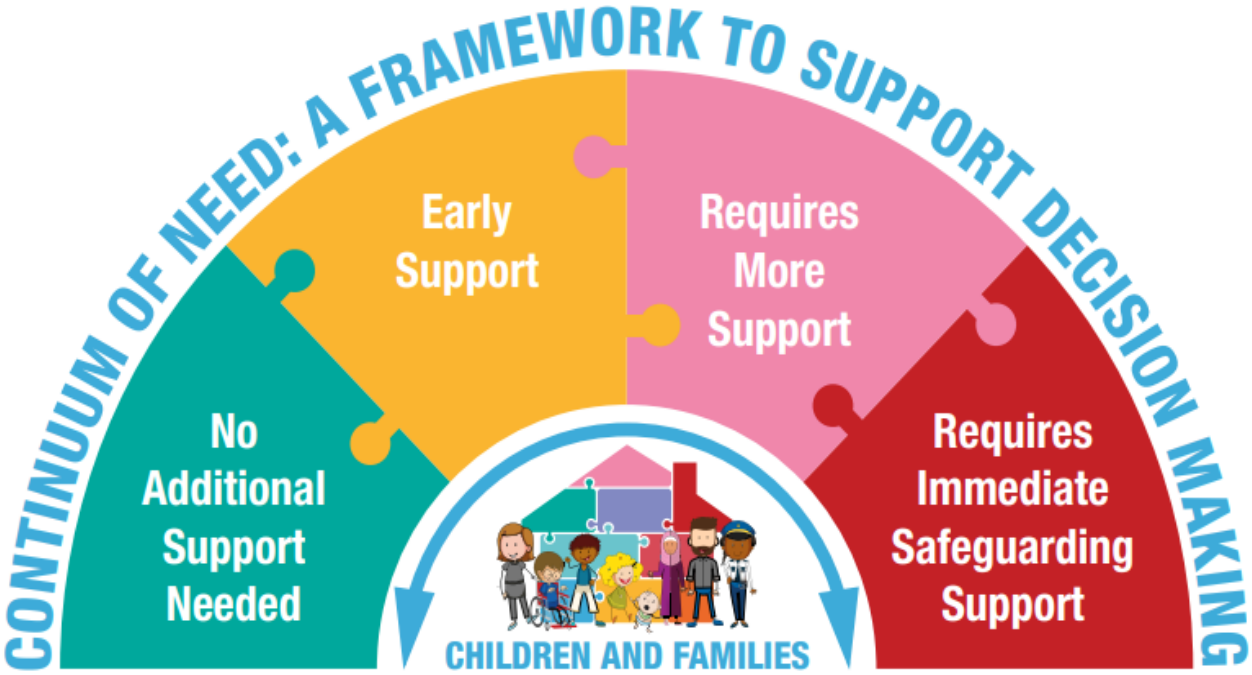
- If an emergency take the action necessary to help the child, for example, call 999 or seek medical attention
- **REPORT your concern to a DSL immediately/as soon as possible.**
- **Complete a RECORD of your concern, using a professional tone and language, (CPOMS/Blue Form and immediately pass onto to a DSL if you need assistance with this please speak to the Safeguarding Team or SLT.**
- 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, see helplines in contact's section.
- Ask for feedback and if there are no improvements push for reconsideration. See escalation section.

All staff will be regularly reminded of best practice on recording (using CPOMS training videos) at induction and once a year in staff inset days.

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

See flowchart in Keeping Children Safe in Education Part 1

Levels of Need



Wakefield has a Continuum of Need for children and families who need support, this ranges from 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 around Early Help. **Wakefield Families Together – Wakefield Families Together.** We have added this to our school website for parents' information and self-referral.

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 another agency / EIP Service/TAS.
-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 are needed where child is at risk or currently suffering significant harm. Social care/ police assess, investigate and lead at this level.

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

Local procedures for specific issues.

Policies & Procedures (proceduresonline.com)

If you are concerned about a pupil's welfare

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

Staff are encouraged to be professionally curious in these situations asking the pupil if they are OK, if they are worried about anything or if everything is ok at home.

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

Following an initial conversation with the pupil, if the member of staff remains concerned, they should record and pass on their concerns to a DSL.

Notifying parents

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

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

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

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

If the concern is low level and can be dealt with through the pastoral support in school a DSL will initiate early intervention to.

- Use a restorative approach and engage with the parents/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student (e.g., breakfast club, additional in school support, signposting to Family or Youth hubs) and create a plan of action.
- At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates, and times, including phone calls/letters.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

If necessary, the school will assess using the Signs of Safety framework– What are we worried

about? What's working well? What needs to happen? and then scaling.

If school needs further help (i.e., move up the continuum) 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

Risk assessments may be required in certain circumstances e.g., HSB. Templates are available on WSCP website, and we may wish to consult with other agencies for additional support and input.

The Wakefield Neglect toolkit will be considered in any cases of Neglect and referred to in our records/referrals
Neglect • Wakefield Safeguarding Children (wakefieldscp.org.uk)

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

Dealing with Disclosures/ Allegations

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

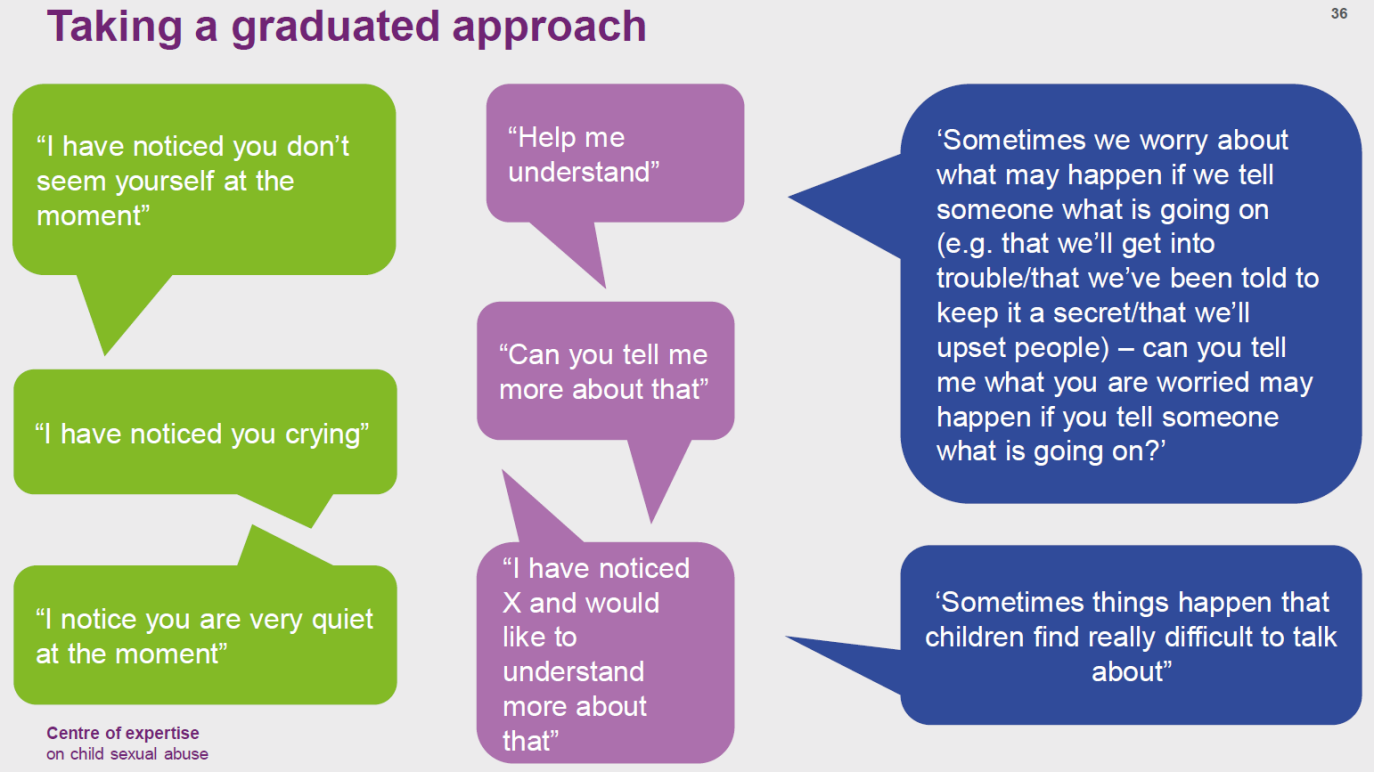
If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.
Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw truthful disclosures/allegations later in the process if they feel things have gotten out of their control. Effective communication and relationship building with children will help in these situations.

If a student is reluctant to say what is wrong, offer reassurances, suggest other staff members to speak to and/or signpost to other external helplines e.g., ChildLine.

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, try to move away from others to a quiet space
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I want to help', 'This isn't your fault', 'You are doing the right thing talking to me'
- Not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and *will not* ask direct or leading questions – such as, whether it happens to siblings too.
- Use open questions such as Tell me what happened…..? Is there anything else you want to tell me?

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



Staff should be aware that SEND students may face additional safeguarding challenges and if possible, we should remove any barriers to disclosure.

Records and Monitoring

Why recording is important.

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

Any concerns about a child will be recorded in a professional manner and passed to a DSL immediately/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 team will then analyse this information.

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

We will feedback to the staff member any actions, however this will be on a need-to-know basis. It may not be appropriate for staff members to know full details.

The Safeguarding File

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

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the 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 DSL's.

This file will be kept separately from the main pupil file and will be held securely only to be accessed by appropriately trained DSL's.
All staff will be made aware of children who have a safeguarding file or who are open to social care due to safeguarding concerns.

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

We will keep detailed, accurate secure written records of concerns and include our rationale for any decision making.

All incidents/episodes will be recorded e.g., phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL team in analysis and action, which may include no further action, monitoring, whether an Early help assessment should be undertaken, or whether a referral should be made to other agencies - Social Care MASH/TAS in line with the Continuum of Need document.

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

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

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

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

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

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

Referral to Social Care MASH/IFD

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

A phone call must be made initially before a referral form is filled out. There is a DSL referral checklist and referral form available on WSCP webpage. If the DSL is in disagreement with the call handler they will escalate, there and then, on the phone by asking to speak to a manager.
Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required.
If there is already a social worker assigned to this case, for safeguarding reasons, the social worker should be contacted directly.

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

The DSL will then be expected to take part in assessments, strategy meetings, case conferences etc. as and when required.
Reports for meetings will be shared with parents beforehand, unless there is good reason not to and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

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

Escalation / Professional Disagreement

This can be done at the time i.e., while on the phone to police or social care by asking to speak to a manager.
If the situation does not appear to be improving or there is any professional disagreement with the outcome the school will press for reconsideration and follow WSCP professional disagreement procedure.
2.8 Resolving Multi Agency Professional Disagreements and Escalation (proceduresonline.com)

Referral to Police

If a criminal offence has occurred, (e.g., sexual or physical assault, injury due to neglect)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 / Child Exploitation Team CET / indecent images team.
If we believe a child is being radicalised, we will refer to the Prevent police officer using the referral form on the WSCP education page.

When to Report to Police guidance.
when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) – link also in KCSIE

We understand that if police are interviewing any students, as they suspect them of a crime, that an appropriate adult must be present e.g., parent.
If police come to school to speak to a pupil, for any reason, this will be arranged in advance and appropriate support for the pupil will be put in place.

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

Home Visits
When our staff are required to do home visits, we will follow best practice and consult the checklist.
Schools & Colleges Key Links & Resources • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Confidentiality and Information Sharing

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

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

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

The Seven Golden Rules for Safeguarding Information Sharing 2024

- All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person failing to protect them.
- When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carers and explain who you intend to share information with and what information you will be sharing and why.
- You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.
- Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.
- When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
- Ony share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.

- Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.

Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)

Data protection: toolkit for schools - GOV.UK (www.gov.uk)

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

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

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

Local & National Contact Details

Wakefield Social Care MASH

Phone: 0345 8503 503 consultations via phone call is necessary before submitting a referral form
Minicom: 01924 303450 (type talk welcome)
Email: social_care_direct_children@wakefield.gov.uk

Wakefield Continuum of Need document.
Key Safeguarding Forms, Tools, Standards & Frameworks • Wakefield Safeguarding Children (wakefieldscp.org.uk)

West Yorkshire Procedures for specific issues. **Policies & Procedures (proceduresonline.com)**

Wakefield Families Together website **Wakefield Families Together – Wakefield Families Together**

Local Family Hub Stanley Sunbeam **Family Hubs – Wakefield Families Together**

Local Youth Hub **Youth Hubs – Wakefield Families Together**

School's Social Care Link Worker (social worker)
Katherine Horseman

Interim Team Manager
Central and South West Team 1
Wakefield Families Together

Stanley Street
Wakefield
WF1 4NB
01924 303272

School's Early Intervention and Prevention EIP (was hub worker)
Jessica Phillips (Graham)
Early Intervention & Prevention Practitioner
Wakefield Central Family Hub
Wakefield Council
Jphillips@wakefield.gov.uk
Telephone: 01924 303181

Police

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

Child Safeguarding Unit wakefield.sguchild@westyorkshire.police.uk

CET Child Exploitation Team cveteam@wakefield.gov.uk

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

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

Wakefield Safeguarding Children Partnership WSCP

Home page • Wakefield Safeguarding Children (wakefieldscp.org.uk)

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

01977 727032

Mobile – 07711 797847

Safeguarding Advisor for Education SAE

Vicki Maybin

vmaybin@wakefield.gov.uk

07788743527

SAE for maintained schools only;

Marie Clayton

marieclayton@wakefield.gov.uk

07391 862147

Usual working pattern is Monday to Thursday, term time

Safeguarding training page specific to schools/colleges;

Wakefield Safeguarding Children Partnership | Wakefield Education Services

Safeguarding Information webpage for Wakefield Schools.

Multi agency training offer and education specific webinars etc, templates, audit information, resources and managing allegations information.

Schools & Colleges • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Mental Health

Future in Mind - Mental health practitioner

Laura Hallas
Senior Mental Health Practitioner
Children and Young People's Psychological Wellbeing Practitioner
Wakefield CAMHS: Future In Mind Mental Health Support Team (MHST)
Office: 01977 735901

Mental Health support Team contact -

CAMHS Single point of access SPA

01977 735865

Child and adolescent mental health service (CAMHS) in Wakefield - South West Yorkshire Partnership NHS Foundation Trust

Compass Mental health support

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

Wakefield Resilience Framework.

The Wakefield Resilience Framework (riskandresilience.org.uk)

Wakefield School nursing/ Health visiting service.

Wakefield 0-19 Service - Harrogate and District NHS Foundation Trust (hdft.nhs.uk)

Wakefield Spectrum

RSE - Spectrum Community Health CIC (spectrum-cic.org.uk)

Raising Awareness of Child Sexual Exploitation - Spectrum (spectrumat10.org.uk)

Wakefield District Domestic Abuse Service WDDAS
Domestic abuse - Wakefield Council 0800 915 1561

domesticabuse@wakefield.gov.uk

Prevent Contacts
Prevent in Wakefield - Wakefield Council

Wakefield Education Welfare service.

Education welfare service - Wakefield Council includes Elective Home Education EHE and Children Missing Education CME

Virtual School for CiC

Wakefield Virtual School | Wakefield Education Services virtualschool@wakefield.gov.uk

Wakefield Local Offer – for children with SEND and their families.

Homepage (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

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)

Vico Homes (previously Wakefield District Housing WDH)

Welcome to Vico Homes | Vico Homes

Other useful services;
Education welfare officer: Juliet Wilson

NSPCC Helpline – for advice public/professionals

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

NSPCC Report Abuse in Education

0800 136 663

NSPCC dedicated helplines | NSPCC – FGM/ Gangs/ Radicalisation/ Talk Relationships

Counter Terrorism helpline

0800 789 321

Forced Marriage Unit

020 7008 0151

fmu@fco.gov.uk

Karma Nirvana – charity working to end honour-based abuse in UK

Karma Nirvana

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

Professionals Online Safety Helpline - UK Safer Internet Centre 0844 3814772

National Services – Domestic Abuse

Domestic Violence & Abuse · Emergency Injunction Service (ncdv.org.uk)

CPOMs training videos;

Home (site.com)