



**Southdale
Church of England
Junior School**

SAFEGUARDING AND CHILD PROTECTION POLICY

(Policy SB01.16)



Approved: September 2016
For Review: September 2017

Policy: Safeguarding and Child Protection Policy

This policy is monitored by the governing body, and the Headteacher. It will be reviewed every year or earlier if necessary.

Signed Chair of Governors Date.....

Signed Headteacher Date.....

1. Policy Statement and Principals

Rationale

At Southdale Junior School we take safeguarding and child protection seriously, this policy reflects the values and principles that all staff and pupils follow in relation to the safety and wellbeing of each other.

This Policy works alongside a number of other policies and documents (eg staff code of conduct, safe recruitment, whistle blowing, allegations against staff, single central register, bullying, e-safety, IT acceptable use, PSHE healthy relationships and risk, use of reasonable force, intimate care, risk assessments for educational visits etc) to ensure the safety and welfare of all members of the school community.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Wakefield district safeguarding children board/ West Yorkshire Procedures.

Our core safeguarding principles are:

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

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 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.

Policy principles

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

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice

- To demonstrate the school's commitment with regard to child protection to pupils, parents 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;

Wakefield District Safeguarding Children Board WDSCB/ West Yorkshire Consortium Procedures.

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

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

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse, both inside and outside the school and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

Expectations

Roles and responsibilities are delegated in the following manner in order that the above aims and objectives are fulfilled:

- The Head teacher ensures that the school fulfils all statutory duties regarding all aspects of this policy. The Head teacher acts as the school's designated senior person for safeguarding and child protection.
- The Deputy Head teacher supports the Head teacher in their roles and is the second designated senior person for safeguarding and child protection.
- All Adults and Pupils have a duty of care towards all other members of our school community, this policy helps outline the responsibilities within this duty of care. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- The Governing Body acts as the key line of support and critical friend for the Head teacher.

Terminology

Child/Children include everyone under the age of 18.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

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

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

CAF – Common Assessment Framework an early help inter-agency assessment. It offers a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from the Common Assessment 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, undertaking a CAF is not a pre-requisite for making a referral.

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

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

Designated Officer – new term for LADO – a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct – Wakefield's children social care/Family services.

WDSCB - Wakefield District Safeguarding Children Board -strategically oversee and scrutinise safeguarding in the district.

Signs of Safety – a new approach to family intervention work in Wakefield district

DSL - Designated Safeguarding Lead.

2. Safeguarding Legislation and Guidance

Education Act 2002

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

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

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.

Statutory Guidance

Working Together to Safeguarding Children (2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (2016) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools

College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.

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

All staff should read Part One of this guidance and staff can find a copy (is available on the staff notice board under safeguarding.)

Prevent Duty Guidance – England and Wales

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

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Teaching Standards

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

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

3. Roles and Responsibilities

Key personnel (this information is displayed clearly in staff rooms and around school on posters with photos).

The designated safeguarding lead (DSL) for child protection is: David Clay (Headteacher)

Contact details: email: Headteacher@southdale.wakefield.sch.uk

Tel: via the school office or mobile (issued to staff only)

The deputy DSL are Stephen Blake (Deputy Head teacher) and Rebecca Mohebi (Assistant Head teacher)

Contact details: email: s.blake@southdale.wakefield.sch.uk/ r.mohebi@southdale.wakefield.sch.uk

Tel: via the school office or mobile (issued to staff only)

The nominated child protection governor is Vince Foster

Contact details: email: v.foster@southdale.wakefield.sch.uk tel: 07891274522

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2016.

The school will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable. This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated, however deputy leads will be trained to the same level.

DSL responsibilities:

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

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

The designated safeguarding lead will undertake Prevent awareness training.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead will ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

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

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 speaking the designated safeguarding lead (or deputy) would be expected to be available in person in exceptional circumstances availability via phone is also acceptable.
- During any out of hours/ out of term activities the DSL or Deputy DSL will be contactable via phone.

The Deputy DSL(s) is appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. However, the senior DSL holds lead responsibility.

The Governing Body ensures that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account WDSCB procedures.
- Has a nominated governor (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the head teacher.
- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.

- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child voice and that there are systems in place for feedback and pupils' views.
- **Appoints a designated Looked After Children LAC teacher** and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head teacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Head teacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- Ensure appropriate **online filter and monitoring systems** are in place and ensure online safety is included in lessons.

The Head teacher:

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

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

Safer Working Practices in Education guidance 2015

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

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.

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

6. Children Who May Be Particularly Vulnerable

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

Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration.

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

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including; female genital mutilation (FGM) and forced marriage.

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

7. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancy.

Drugs advice: <https://www.gov.uk/government/publications/drugs-advice-for-schools>

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

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

Peer on Peer Abuse – this includes: sexting/cyberbullying/sexual assaults

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

Sexting

School will follow the updated guidance;

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Bullying

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 and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents are able to access school procedures and policies regarding bullying via the school website. The subject of bullying is addressed at regular intervals in PSHE education, whole school assemblies and themed events e.g. 'anti bullying week'. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head teacher and the DSL will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be dealt with in accordance with local authority guidance.

There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Our schools anti-bullying policy can be accessed via the school website, using the link below.

<http://www.southdalecofe.co.uk/policies/>

This is in-line with government guidance:

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

Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

Missing Children

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

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

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures. Missing Officer – details in appendix.

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

Child Sexual Exploitation CSE

Involves exploitative situations where a child, male or female, receives something from an adult as a result of engaging in sexual activity. This can be seemingly 'consensual' relationships to serious organised crime gangs. There will be an imbalance of power where the perpetrator holds power over the victim. Technology is often used. This is a serious crime. The police team can be contacted for extra support and information. (details in appendix) NB they do not take the place of your usual reporting procedures.

Local CSE procedures in Wakefield <http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-professionals/child-sexual-exploitation>

Domestic Abuse

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

- psychological
- physical
- sexual
- financial
- emotional

Local details;

<http://www.wakefield.gov.uk/Documents/health-care-advice/adult-services/domestic-abuse-theres-no-excuse.pdf>

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

HBV (Honour Based Violence)

A term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk.

Female Genital Mutilation (FGM)

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

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced Marriage

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

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

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

We will work with other partners including the Channel Panel.

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

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

Prevent police officer in Wakefield – details in appendix.

Prevent duty – link in legislation section. <http://educateagainsthate.com/>

Private Fostering

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

The school will follow the legal requirements of reporting as set out by WDSCB.

<http://www.wakefield.gov.uk/residents/schools-and-children/fostering-and-adoption/what-is-fostering/private-fostering>

Dealing with issues relating to parental responsibility

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

8. Helping Children to Keep Themselves Safe

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

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

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.

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.

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

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

<http://www.wakefield.gov.uk/Documents/schools-children/safeguarding/schools/wakefield-young-peoples-charter.pdf>

9. Support for those involved in a child protection issue

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

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

- taking all suspicions and disclosures seriously
- nominating a link person (DSL or Deputy 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, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

10. Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head teacher and governors. An explanation of the complaints procedure is included on the school website.

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

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

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

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's **whistleblowing code** (*which can be accessed via the school website*). This enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher. Complaints about the Head teacher should be reported to the chair of governors.

Staff may also report their concerns directly to the Designated Officer or the police if they believe direct reporting is necessary to secure action or to the NSPCC whistleblowing helpline – see appendix- Local contact details.

12. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Designated Officer 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.**

Allegations against staff should be reported to the Head teacher. Allegations against the Head teacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or Designated Officer or Nspcc Whistle blowing helpline if they believe direct reporting is necessary to secure action

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

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

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)*.

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

13. Staff Training and Induction

It is important that all staff 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. All staff, including site staff and the Head teacher, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.

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

Governors will receive strategic governor safeguarding training.

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

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One of Keeping Children Safe in Education 2016 (is available on the staff notice board under safeguarding.)

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

All Supply staff/ visiting staff and visitors are expected to observe the schools safeguarding and health and safety regulations to ensure children in school are kept safe.

14. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2016) together with WDSCB and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education 2016. Including;

Verifying identity

Enhanced DBS (disclosure and barring service) check for those in regulated activity

Prohibition from teaching check – teacher services system – for all teaching posts/EEA restrictions.

Verification on mental and physical fitness

Right to work in UK

Professional qualifications.

References will be sought before interview so any concerns can be explored.

At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2016.

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

Volunteers

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

Contractors

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

Visitors

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

15. Site security

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. 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 Head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

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

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

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

17. Photography and images

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

To protect pupils we will:

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

18. Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.

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

<http://www.southdalecofe.co.uk/policies/> (please see Behaviour and Discipline Policy)

19. Intimate Care

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

20. Online Safety

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

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

Acceptable IT use for staff, pupils will be enforced and parents are also informed of expectations. <http://www.southdalecofe.co.uk/policies/> see E-safety Policy

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

21. First aid and managing medical conditions.

Staff will be trained appropriately in first aid.

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

<http://www.southdalecofe.co.uk/policies/> see Health and Safety Policy

22. 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.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

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

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.
Sexual Offences Act 2003

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

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

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

(See document on safeguarding noticeboard in the staffroom 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 to decide how to proceed.

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

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. Survivor helpline -see appendix.

Taking Action

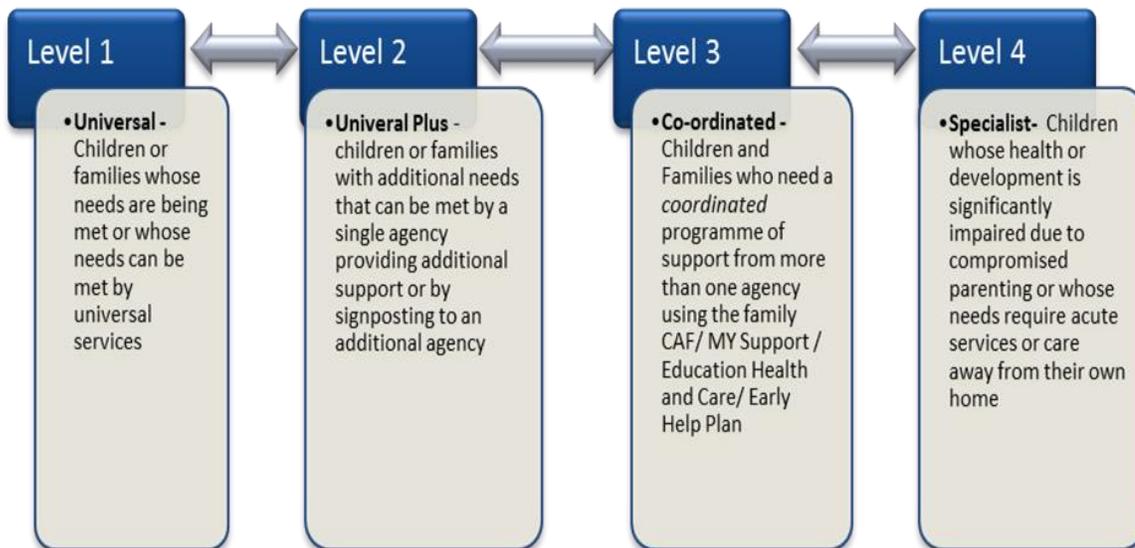
It is the responsibility of staff to report and record their concerns as soon as possible.

We actively encourage a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.

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

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

Wakefield has a Continuum of Need for children and families who need support, this ranges from Level 1 to level 4. It is worth noting that a cause for concern does not always require a Level 4 response, it may be the family need so lower level of support to help the situation. The Early Help Hubs are able to offer support at lower levels and advise school staff at Level 3.



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
- **REPORT your concern to the DSL as soon as possible and certainly by the end of the day**
- **Complete a RECORD of concern (which can be found in individual classrooms and school office) and immediately pass onto to the DSL**
- 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.

If you are concerned about a pupil's welfare

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

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the disclosure advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Early Help/Early intervention

Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Early help is for those children who are 'at risk' but not yet reached a significance risk threshold.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care;^[4] and/or
- is showing early signs of abuse and/or neglect.

If the concern is low level and does not require other agency involvement the DSL will initiate early intervention to;

- 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)
- At this meeting we will discuss the plan of next action should the situation not improve.
- We will record all contacts with the family, dates and times, including phonecalls/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 a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

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

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

- allow pupils to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort –‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and *will not* ask direct or leading questions – such as.. whether it happens to siblings too, or what does the pupil’s mother think about it.
- use questions such as Tell me.....? Is there anything else?
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries and not share personal experiences such as ‘that happened to me’
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on the record of concern form and hand it to the designated lead
- seek support if they feel distressed

Notifying parents

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

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 Social Care Direct.

Records and Monitoring

Why recording is important

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

Cause for concerns recording template- see appendix 2

Any concerns about a child will be recorded and given to the DSL ASAP. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

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

It may be appropriate for the DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

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

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- see appendix 3 for Safeguarding records review checklist. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental health issues etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DSL's.

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

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

All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether a CAF (level 3) should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Early Help Hubs in line with the Continuum of Need document (see link in appendix) and reflecting the Signs Of Safety approach.

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

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

Records will be kept up to date and **reviewed regularly by the DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements- see appendix 3.

The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the file will be securely sent or taken, to the DSL at the new establishment/school and a **written receipt will be obtained**. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

Referral to Social Care Direct (Level 4)

The DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. This is best done in Wakefield with reference to the Continuum of Need and using the Signs of Safety approach. See Appendix 4 and 5. If there is already a social worker assigned to this case -for safeguarding reasons, the social worker should be contacted.

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

If the situation does not appear to be improving the school will press for reconsideration and if necessary follow WDSCB professional disagreement procedure.

http://westyorkscb.proceduresonline.com/chapters/p_res_profdisag.html?zoom_highlight=professional+disagreement

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

Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead, Head teacher 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 the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

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

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate)
- Seek advice. (anonymise if necessary)
- Share with consent if appropriate.

- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

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

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

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. 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 Head teacher.

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

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

Looked after Children LAC

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. they will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan)

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

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

Related safeguarding portfolio policies:

- Supporting students with a medical condition
- Student Behaviour incl acceptable IT use
- Staff code of conduct incl Acceptable IT use
- Tackling bullying
- SEND
- Online Safety
- Missing Children
- Physical intervention and the use of reasonable force
- First Aid
- Personal and intimate care
- Complaints procedure
- Appropriate physical contact
- Whistleblowing
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

Appendix 1

Local Contact Details

Social Care Direct

Phone: 0345 8503 503

Minicom: 01924 303450 (type talk welcome)

Email; social_care_direct@wakefield.gov.uk

Local Early Help: Wakefield North West Early Help Hub
Ossett Town Hall

Email; earlyhelphubs-wakefieldnorthwest@wakefield.gov.uk

Phone; 01924 304911

Team manager: Michelle Chester: mchester@wakefield.gov.uk

Wakefield District Domestic Abuse Service WDDAS

0800 915 1561

Designated Officer (LADO)

Jane McCann

JaneMcCann@wakefield.gov.uk

01924 320 155

NSPCC Primary schools service

Michelle Poucher. Area Coordinator

07834 498 354 mpoucher@nspcc.org.uk

<http://www.nspcc.org.uk/services-and-resources/>

Prevent Police Officer

Richard Marsh

richard.marsh1@westyorkshire.pnn.police.uk

07525918232

CSE Police Team

DA.CSE@westyorkshire.pnn.police.uk

01924 878397

Child Missing Education Officers

Francesca Hunter fhunter@wakefield.gov.uk

01924 307449

George Sykes gsykes@wakefield.gov.uk 01924 3037395

Virtual Head for LAC

Gary Stuart

gstuart@wakefield.gov.uk 01924 307391

Safeguarding Advisor for Education

Vicki Maybin

vmaybin@wakefield.gov.uk 07788743527

Continuum of Need document;

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/wakefield-early-help-offer-and-continuum-of-need>

Signs of Safety webpage;

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/signs-of-safety>

Safeguarding Information webpage for schools;

Young Peoples Charter, link to CAF page, TRAINING, TEMPLATES, AUDIT, managing allegations etc

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-schools-and-colleges>

NSPCC Whistleblowing Helpline

0800 028 0285

OnlineSafety

ICT4C

<http://shareit.ict4c.co.uk/enews/>

National Association People Abused in Childhood NAPAC

<http://www.mindingyourhead.info/service/napac-national-association-people-abused-childhood>

Stop It Now

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

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

Reporting Hate Crime

Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of:

- race
- sexual orientation
- gender identification
- disability
- religion or faith

A hate crime could be:

- name calling
- arson/fire
- attacks or violence
- damage such as to your house or car
- graffiti or writing.

<http://www.wakefield.gov.uk/residents/community-and-housing/community/hate-crim>

Chronology

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Class/Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
What is the pupil's account/perspective?		
Professional opinion where relevant.		
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.		
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.		

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead.**

Part 2 (for use by DSL)

Time and date information received, and from whom.	
Any advice sought – if required (date, time, name, role, organisation and advice given).	
<u>Action taken</u> (referral to children’s social care/monitoring advice given to appropriate staff/CAF etc.) with reasons. Note time, date, names, who information shared with and when etc.	
<u>Parent’s informed?</u> Y/N and reasons.	
<u>Outcome</u> Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?	
Should a concern/confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Logging concerns/information shared by others external to the school (Pass to Designated Person)

Pupil's Name:	Date of Birth:
	Class/form:
Date and Time of Incident:	Date and Time of receipt of information:
	Via letter / telephone etc.
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Safeguarding Lead	
Name:	
Date and time:	

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

Name of Pupil:

Date of

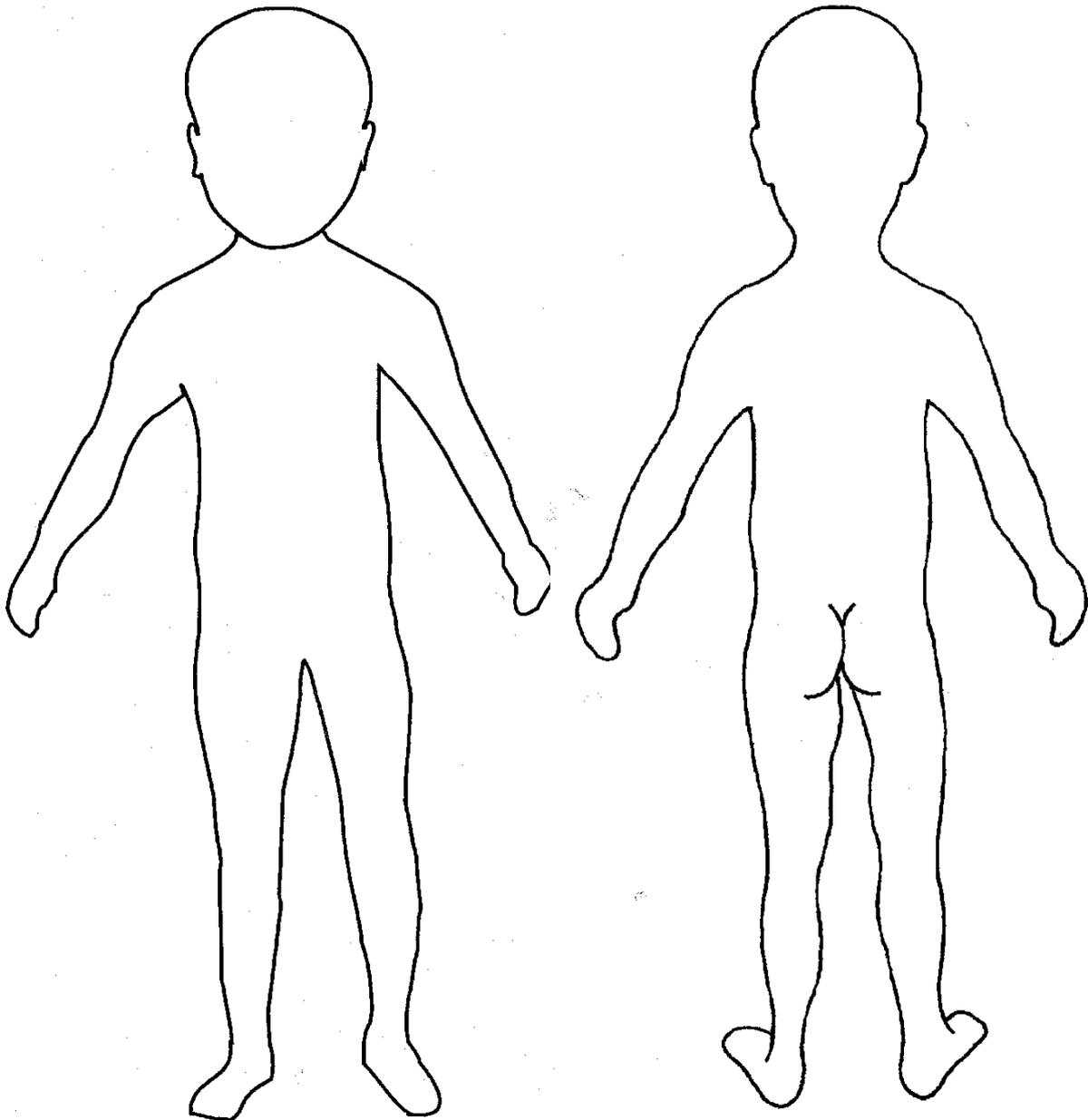
Birth:

Name of Staff:

Job

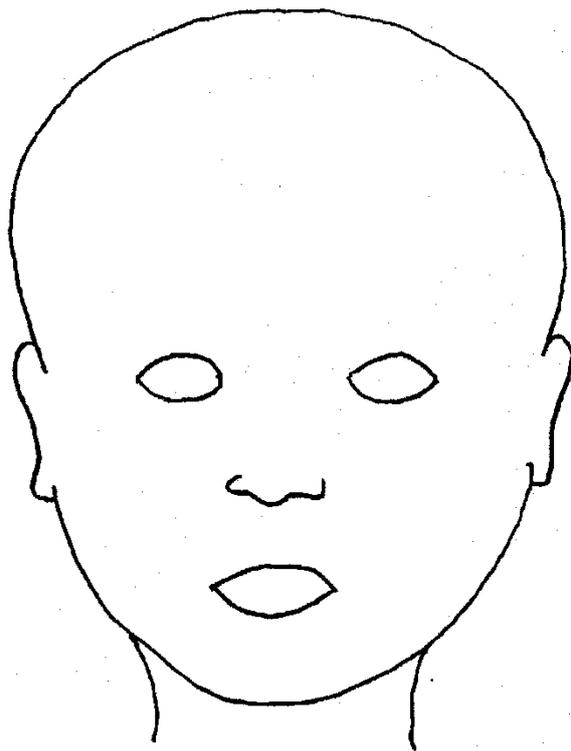
title:

Date and time of
observation:

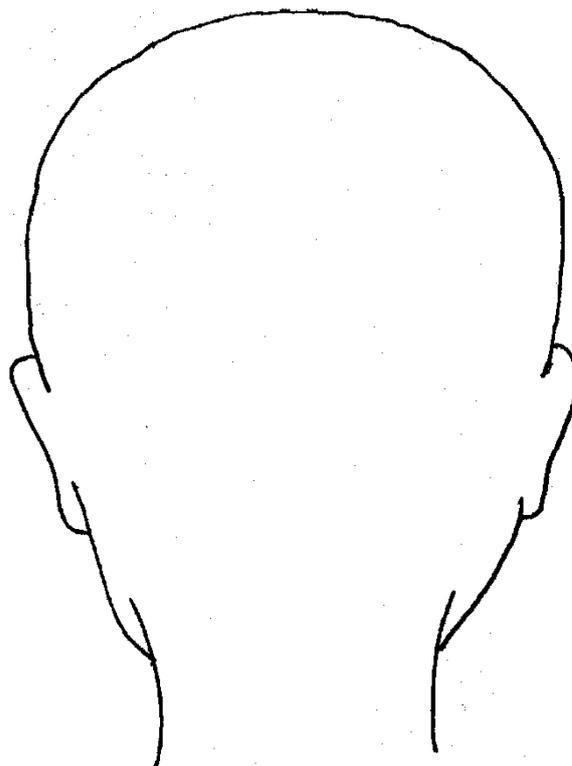


Name of pupil: _____

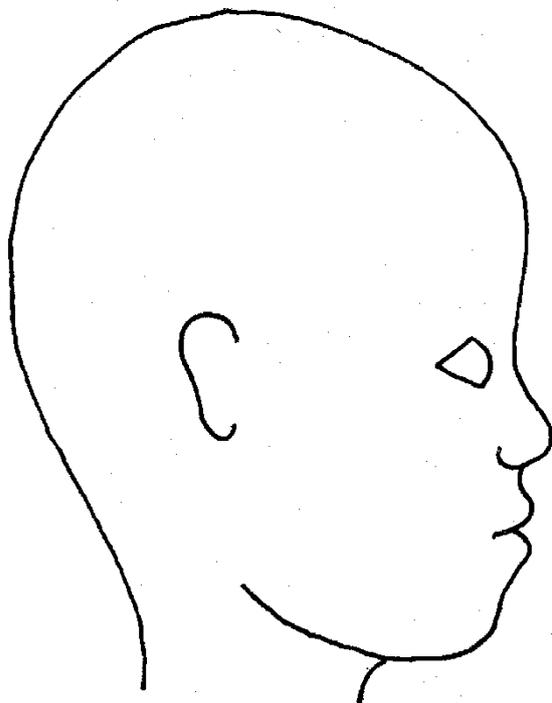
Date and time of observation: _____



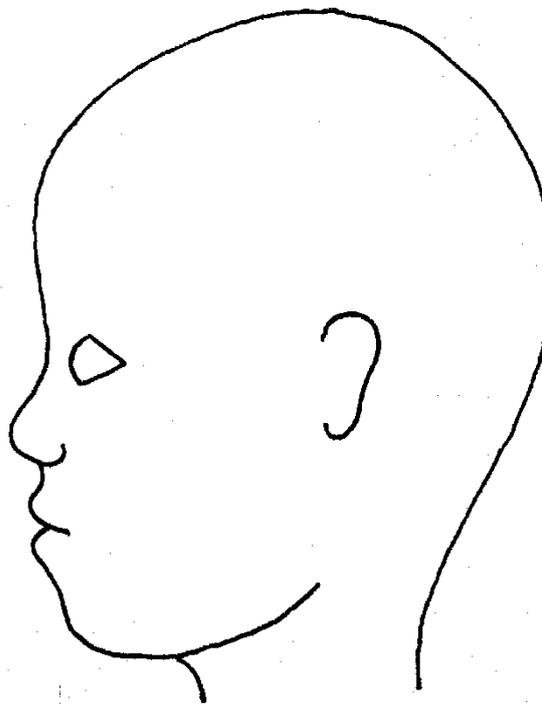
FRONT



BACK



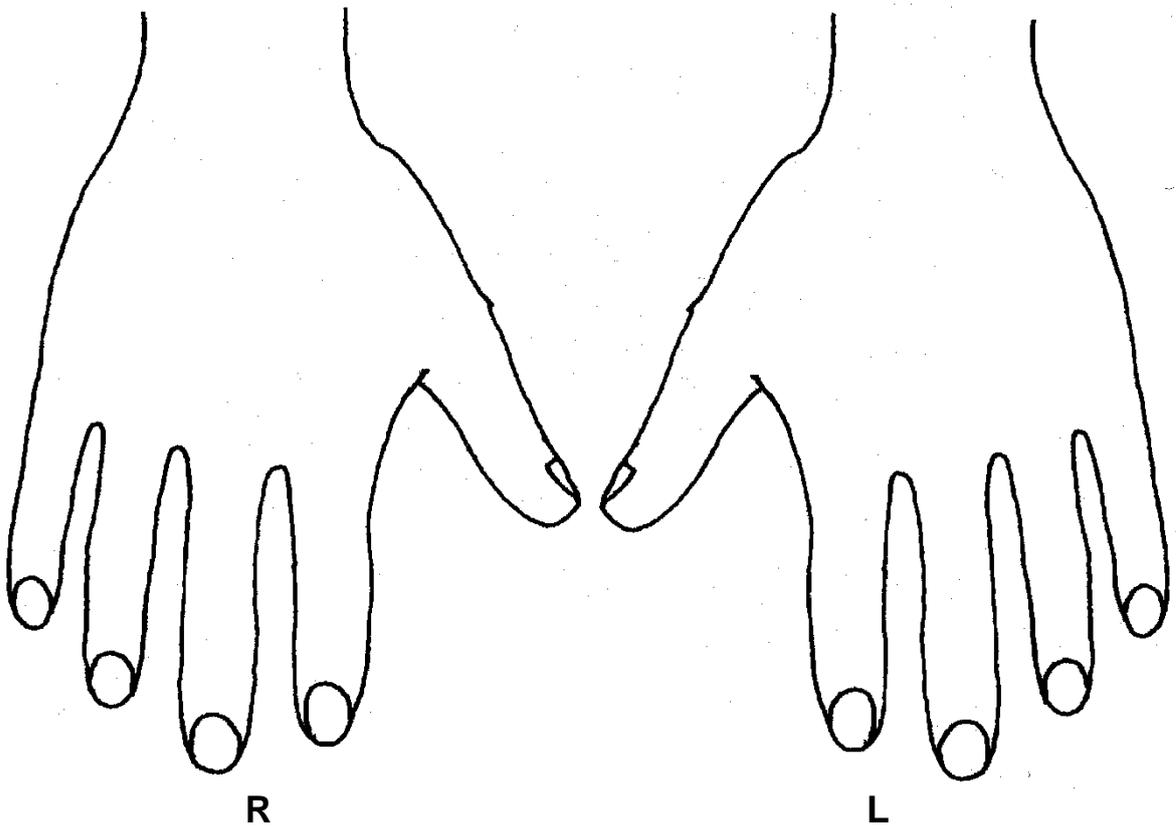
RIGHT



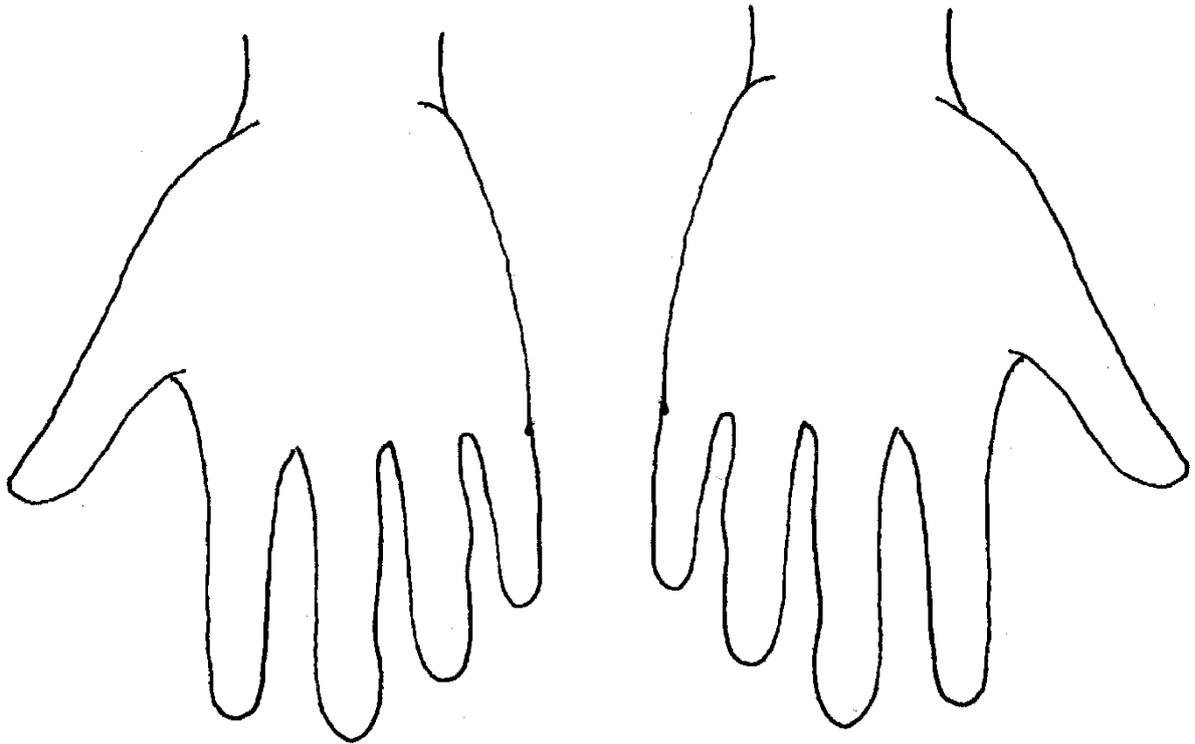
LEFT

Name of pupil: _____

Date and time of observation: _____

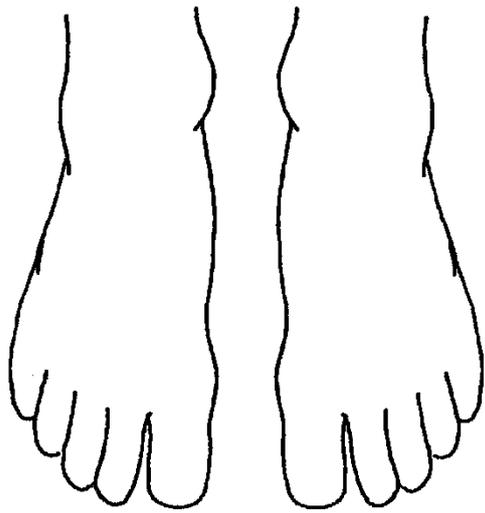


BACK

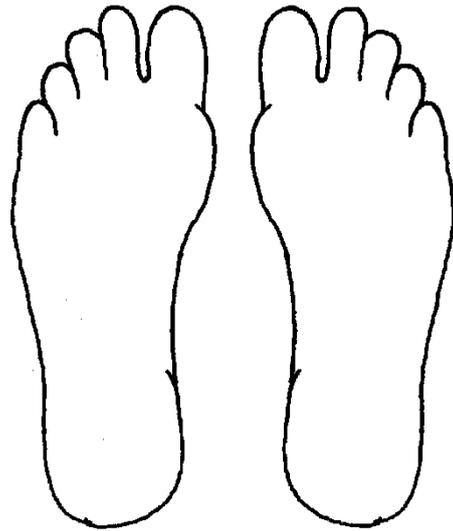


Name of Pupil:

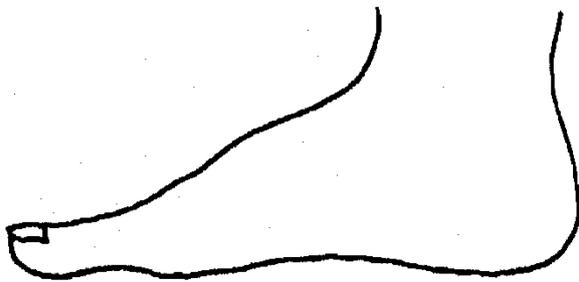
Date and time of
observation:



R TOP L



R BOTTOM L

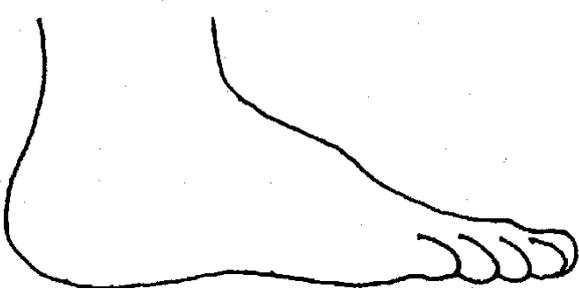


R

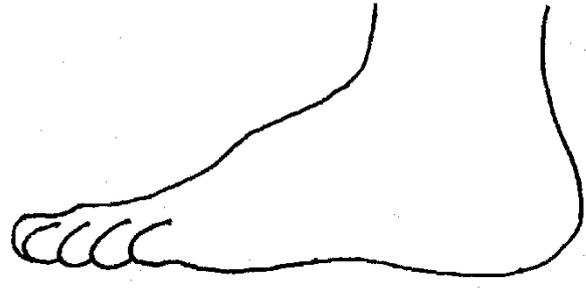


L

INNER



R



L

OUTER

Printed Name,
Signature and Job
title of staff:

Blank template

Appendix 3

Reviewing of Safeguarding Records

Good record keeping is not bureaucracy it is safeguarding!

Background: Serious case reviews have repeatedly identified poor record keeping by schools as a problem. One way to check this is for the DSL or Head teacher to conduct a review of a sample of pupil files each year.

Purpose: The aim of such a review is to learn how effective school record keeping is in relation to children of concern – potentially the most vulnerable pupils in the school. Lessons this can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your school. However this needs to be balanced against the time demands of a review. In smaller primary schools looking at one file from each year group might give sufficient information, while in larger primary schools two from each year group might seem more appropriate. In a secondary school the review may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if reviews regularly show widespread good practice then fewer files may need to be examined in future. If, however, the review reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist:

To guide a review of 'safeguarding files' this checklist will help to identify key issues.

	Yes/No	Follow up action/further information
Does the child's main pupil record have a clear marker on it to indicate that a safeguarding file is also held?		
Was all confidential information transferred from the main pupil file to the safeguarding file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family? A genogram to visually show family connections?		
Is the file cross referenced to other sibling files if appropriate?		
Does the file have a brief running chronology of events/concerns?		
Is every entry in the file timed, fully dated and have the name and role and signature of the person who wrote the entry?		
Have staff made use of the cause for concern' form to help record issues? Are these clear?		
If injuries to the child have been noted, did staff use the body map and were the records clear?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records.		
Have telephone calls and discussions with other agencies (police, health, social care) and parents been recorded (times dates who spoken to) and is it clear from these notes what action is to be taken and by whom?		
Is there evidence that the DSL has reviewed the information and discussed the child with relevant staff?		
Is there evidence that school staff have analysed the information, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency/completing a CAF? Have these actions been followed up/escalated if needed?		
If meetings have been called did school: i) send a report if requested ii) send a representative iii) receive minutes of the meeting iv) complete any actions they were assigned by the meeting v) ensure that other key people in school were aware of any important issues.		

vi) ensure copies of plan/minutes were placed in each siblings file.		
<p>i) If the pupil concerned has transferred in from another school is there evidence that the DSL from this school and previous school discussed the pupil at transfer and that a note was made of that discussion.</p> <p>ii) For a pupil of concern who moved out recently did the DSL make contact with the new DSL at the new school? Is there a note to that effect? Was the pupil's safeguarding file delivered to the new school? Is there evidence that the file was received?</p>		

Learning from the review

A review such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the review there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the school community, as a whole, needs to learn.

The lessons from the review can be fed back to all staff using the school's normal staff training or briefing routes.

DSL Check list for referral to Wakefield Social Care- using Continuum of Need (CoN).

NB safeguarding policies should state it is a Designated Safeguarding Lead who makes referrals. If you are not a DSL it is expected you consult with them and seek advice beforehand.

Are you clear if you are making a referral or sharing information?

Have you consulted the CoN document? Does it meet level 4 criteria and have you explicitly mentioned this? Or do you need a lower level assistance from the Hubs?

Have you referred before? If so do you have the dates and outcomes of this? Have your files, with chronologies to hand – times, dates etc.

1. Have you provided your details;
Name, agency, job title, address, phone number, email.
2. Has consent been sought – from child/from parents? If not, have you stated valid reasons for this? i.e. it will place the child at increased risk.
3. Have you included the details of the child/family;
Name of child, gender, DoB, age, ethnicity, language spoken, disabilities/additional needs, address, who they live with, siblings, parents details and phone number, significant others, G.P.

4. What are you worried about? Have you concisely stated what your main concerns are/*the risks to the child's health and/or development* i.e. the harm?

Have you witnessed or heard about this?

What is the danger to this child? How often? How bad? What was the first/worst/most recent example?

What is the impact on the child/ how are they affected? Is the voice of the child apparent? *What is their view?* What is life like for them? (am/pm/evening/night time/school holidays)

Is there anything extra which adds to, or complicates, this situation?

Have you spoken to parents about your concerns? (You should have, unless it places the child at more risk.) What was their reaction?

It may be useful to link to a definition of a category of abuse as outlined in Working Together/ Keeping Children Safe in Education.

5. Are there any protective factors/ **What's working well?** E.g. Good parental attributes, supportive wider family, a time when things were going well, parental engagement.

Have you mentioned interventions that have already been put in place e.g. CAF/ Hub input/risk assessments, do you have the details?

Are there other agencies already involved? If so have you stated who they are?

If appropriate, have you consulted with sibling's schools? Do they share your concerns? Have you mentioned this?

6. Where would you **Scale the situation** at the moment, on a scale of 0-10? where 0 is the child is being harmed or is in danger and 10 is everything is OK for the child, there is a robust plan and people to keep them safe.

7. Have you stated **What needs to happen?** E.g. a social care assessment of this child/family.

What would you like to see to keep this child safe or to move them up the scale towards 10?

Who do you think is best placed to do this?

Record ASAP.

Have you given clear factual details? Have you included a professional opinion – with evidence?

Have you included the date and time of referral? (If on the phone have you noted who you are speaking to?)

Is it clear who you are talking about e.g. not just first names/staff members clearly identified, with job titles.

Have you avoided/explained any acronyms?

Has the information been sent securely? (password protected/ secure email address/cryptshare)

HAVE YOU ASKED FOR FEEDBACK?

If this is a repeat referral and you are unhappy with the response, have you consulted the professional disagreement policy – West Yorkshire Consortium?

http://westyorkscb.proceduresonline.com/chapters/p_res_profdisag.html



Send to Wakefield Social Care Direct fax 01924 303455

Or SocialCare.Direct@wakefield.gcsx.gov.uk (if gcsx/nhs.net/gsi/pnn)

REQUEST FOR SERVICES REFERRAL FORM

This written referral form will help you to collate as much information related to your worry as possible to be able to make a referral. All urgent referrals please telephone 0345 8 503 503 and follow this up in writing by emailing this completed form within 24hrs of your telephone referral to the above address. Please type this form or ensure it is written legibly i.e. printed.

If your request for services is due to a Child Sexual Exploitation (CSE) concern please complete the CSE risk assessment tool at <http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/child-sexual-exploitation> and attach it to this referral form.

REFERRAL TO: Children's Social Care							
Date of Referral				Time of Referral			
REFERRAL FROM:							
NAME							
JOB TITLE							
AGENCY							
ADDRESS							
TEL							
EMAIL							
Are the parents/ carers aware of the referral?		YES		NO [State reason why]			
Have they given permission for the referral?		YES		NO			
Have they given permission to share information?		YES		NO [State reason why]			
Family/Carer View(s) of the referral							
Is the child aware of the referral?		YES		NO			
If yes, what are the child's views regarding the referral							
Details of Child(ren)							
Child's name		DOB/ EDD		Age		Unborn Y/N	
Gender M/F		Disability [if known please specify]					
Ethnicity		Language		Is an interpreter needed? Y/N			
Address							

Postcode		Tel No		Asylum Seeker Y/N
Name of child's primary carer/s		Relationship		Parental Responsibility Y/N
Name of child's primary carer/s		Relationship		Parental Responsibility Y/N
Is this child of an appropriate age to attend Nursery/School Y/N				
Details of School/Nursery/College attended: [also please give name of any key contact person if known]				
Child's GP				

Who are the family members/who live in the family home			
Name	DOB If known	Relationship	School

Other people who are important in the child/ren's life		
Name	Relationship	Address/Contact Details if available

What is the concern?/What are you worried about?
<p>How well do you know the family?</p> <p>What have you seen/heard that has made you concerned? (Issues concerning the child's health or development, parenting capacity, family or environmental factors)</p> <p>If the child is under one year old, can they move about by themselves? If NO – Consider Bruising, Burns and Scalds Protocol</p> <p>Do you know if this has happened before?</p>

What is different today that makes this more of a concern?

Do you know if there are times when this does not happen?

Have you spoken to anyone in the family about the problem?

How is the situation being managed at the moment, what is going well for the family?

Has anything happened to address this concern?

Do you know if there is anyone helping to support the family?

Do you know if any part of this support is going well?

Is there a CAF in place for this family:

Yes: No: Don't Know:

Are the family previously known to Children's Social Care

Yes: No: Don't Know:

Do you have contact details for any other professionals who are helping the family?

Name of Organisation and Profession	Contact Details: Address/ Telephone No/ Email Address	What help are they providing?

Where do you rate the situation at the moment on a scale of 0-10; where 0 means that the child is in danger of or already has been hurt and 10 means that everything is now sorted for the child, they have people around who care for them and help to keep them safe and free from harm.

0	1	2	3	4	5	6	7	8	9	10

What needs to happen next?

What do you think needs to happen next? (What are you requesting from Children's Social Care?)

Do you think anyone else could help?

Have you attached any additional information? If so, please specify (e.g. CAF/CAF Checklist, CSE Assessment)

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