



Simpson's Lane Academy

September 2017

CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children in our care, our prevention strategies, our procedures, how we support children, children at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent as well as other local issues.

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CONTENTS

1. INTRODUCTION.....	3
2. PREVENTION	3
3. PROCEDURES	3
4. SUPPORTING CHILDREN AT RISK	5
5. MONITORING AND EVALUATION	15
6. THE ROLE OF THE EAB.....	15
7. RECRUITMENT	15
8. VISITORS TO THE ACADEMY & SITE SECURITY	16
9. CHILD PROTECTION PROCEDURES.....	16
10. REVIEW	24
APPENDIX 1 - LINKS TO OTHER POLICIES.....	25
APPENDIX 2 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE	26
APPENDIX 3 – OVERVIEW OF LA AND NATIONAL CONTACTS AND INFORMATION SITES.....	27

Important Safeguarding contacts for Simpson's Lane Academy

Designated Safeguarding Lead (DSL)	Christine Mayers 01977 722515
Deputy Designated Safeguarding staff	Laura Fairfield Lee Colley Lesley Silburn Kate Linstead
Designated EAB Member	Roger Dawson (Can be contacted via the Main Office)
Advice, Assessment and Early Intervention Service	Via Social Care Direct 0345 850 3503
Local Police – PCSO	Via 101
Local Authority Designated Officer (LADO)	Jane McCann lado.referrals@wakefield.gcsx.gov.uk 01924 320 155
Assistant Director, Children/pupils Specialist Services	Gary Stuart gstuart@wakefield.gov.uk
Educational Psychologist	
Academy Nurse	Debbie Appleton 01924 327540
Emergency Duty Team	Via SCD as above
Safeguarding Advisor	Vicki Maybin vmaybin@wakefield.gov.uk 07788743527
R&R	Helen Oades 07970665012 / 01924 315140 helen.oades@rosalieryiefoundation.com
Area teams	Hub: 01977 722451

DELTA ACADEMIES TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS: Christine Mayers. In the event of absence, Laura Fairfield, Lee Colley, Lesley Silburn or Kate Linstead is available.

1. INTRODUCTION

1.1 Simpson's Lane Academy fully recognises the contribution it makes to Child Protection and the safeguarding of all children. Ensuring risks to children at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.

1.2 There are a number of main elements to our policy:

1.2.1 Prevention through the teaching and pastoral support offered to children/pupils;

1.2.2 Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with children, Academy staff are well placed to observe the outward signs of abuse;

1.2.3 Support for children who may have been abused;

1.2.4 Recording incidents, issues and concerns over time.

1.3 Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

2. PREVENTION

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:

2.1.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;

2.1.2 Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;

2.1.3 Include in the curriculum, activities and opportunities for PSHE which equip children/pupils with the skills they need to stay safe from abuse and to know who to turn to for help;

2.1.4 Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life.

3. PROCEDURES

3.1 We will follow the procedures set out in Interagency Procedures produced by the Wakefield District Safeguarding Children Board (WDSCB), 'Working Together to Safeguard Children' (March 2015) and 'Keeping Children Safe in Education' (September 2016), 'What to do if you are worried a child is being abused' (March 2015). Copies of these documents are available in school or can be found online <https://www.wakefieldscb.org.uk/education/education-resources/>

3.2 The Head of Academy will:

- 3.2.1 ensure it has a DSL who has undertaken the appropriate training;
- 3.2.2 recognise the role of the DSL and ensure supervision and training;
- 3.2.3 ensure every member of staff knows:
 - The name of the designated person and his/her role;
 - That they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels
- 3.2.4 ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose of abuse;
- 3.2.5 ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;
- 3.2.6 ensure that children in the Academy know the name of the designated person and their role;
- 3.2.7 provide training for all staff so that they know:
 - their personal responsibility;
 - the relevant parts of the WDSCB procedures;
 - the need to be vigilant in identifying cases of abuse;
 - how to support a child who discloses abuse;
- 3.2.8 ensure all staff are given a copy of Part 1 of 'Keeping Children Safe in Education' September 2016 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A record will be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document;
- 3.2.9 ensure all staff are given a copy of 'What to do if you are worried a child is being abused' (March 2015) and will sign that they have read and understood it. A record will be kept in the Academy;
- 3.2.10 ensure all staff complete Child Protection Basic Awareness training and Prevent Duty Basic Awareness annually, with face-to-face training completed every two years, and receive regular updates as necessary;
- 3.2.11 ensure all staff are given the Child Protection and Safeguarding Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.
- 3.2.12 For children subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:
 - it should have to exclude a student either for a fixed term or permanently;
 - there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days' duration from Academy (or one day following a weekend).

- 3.2.13 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection are invited to review conferences;
- 3.2.14 keep records of concerns about children (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children Services immediately;
- 3.2.15 ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;
- 3.2.16 adhere to the procedures set out in the WDSCB Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;
- 3.2.17 ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;
- 3.2.18 designate an Education Advisory Body (EAB) member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure;
- 3.2.19 ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the WDSCB website and are referred to here for your reference: <https://www.wakefieldscb.org.uk/education/allegations-against-staff/>

Wakefield Safeguarding Advisor: Vicki Maybin,
 vmaybin@wakefield.gov.uk
 07788743527

LADO: Jane McCann
 lado.referrals@wakefield.gcsx.gov.uk
 01924 320 155

Allegations against staff should be reported to the Head of Academy who will then report these to LADO. Where appropriate, a referral should be sent to the LADO using the contact details above in the first instance. They will record the conversation however the referral should also be sent in writing using the form available here:

<https://www.wakefieldscb.org.uk/education/allegations-against-staff/>

Allegations against the Head of Academy should be reported to the Trust. Staff may also report their concerns directly to Police, LADO or NSPCC Whistleblowing helpline if they believe direct reporting is necessary to secure action. Referrals must be made to the LADO within one working day.

4. **SUPPORTING CHILDREN AT RISK**

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.
- 4.2 The Academy will endeavour to support the child through:
 - 4.2.1 the content of the curriculum to encourage self-esteem and self-motivation, and how to keep themselves safe;

- 4.2.2 acknowledging and signing up to Wakefield's Young Peoples Charter and actively promoting this across the academy;
<https://www.wakefieldscb.org.uk/children-and-young-people/young-peoples-charter/>
- 4.2.3 engaging with the Wakefield 'Future in Mind' programme;
<https://www.wakefieldscb.org.uk/professionals-and-practitioners/future-in-mind/>
- 4.2.4 the Academy ethos, which promotes a positive, supportive and secure environment;
- 4.2.5 the Behaviour Policy which is aimed at supporting all pupils through high expectations and positive reinforcement;
- 4.2.6 liaison with other agencies who support the children;
- 4.2.7 keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information plays a central part in safeguarding and protecting the children in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified a named individual has taken on responsibility for taking appropriate action.

4.3 When a new pupil arrives at the academy contact will be made to their previous school to determine whether the child is subject to a Child Protection Plan or has Social Services involvement. When a pupil leaves, we will transfer information to the new school immediately, by hand where possible, and inform the named social worker, if applicable. CPOMS records will be transferred electronically where the receiving school also uses this system. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans. Information is available at <https://www.wakefieldscb.org.uk/education/>

4.4 **Bullying**

Our policy on bullying is set out in the Anti-Bullying Policy which is reviewed on a two yearly cycle by the EAB.

4.5 **Physical Intervention**

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

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

Guidance on physical intervention forms part of our Positive Handling Policy:
<http://www.simpsonslane.org.uk/documents/download/26611>

4.6 **Intimate Care**

4.6.1 If a child requires regular intimate care on 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.

<http://www.simpsonslane.org.uk/documents/download/26612>

4.7 **Online Safety**

4.7.1 We recognize that 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.

4.7.2 The school's **e-Safety Policy** explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

<http://www.simpsonslane.org.uk/documents/download/16037>

4.7.3 Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in 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 and Parent Info website link is on our website for parents to access.

http://www.simpsonslane.org.uk/E_Safety

4.7.4 Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations. The Acceptable Use Agreement for pupils and staff can be found on pages 14 and 14 of the e-Safety Policy.

<http://www.simpsonslane.org.uk/documents/download/16037>

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

<http://www.net-aware.org.uk>

4.8 **Photography**

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

4.8.2 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 academy equipment, i.e. not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

- Where external companies are engaged to take photographs, e.g. Tempest, ensure the photographer has an enhanced DBS, relevant safeguarding training provided by their organisation and the school has a copy of their retention policy for storing children's images.

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/photography-sharing-images-guidance/>

https://ico.org.uk/media/for-organisations/documents/1136/taking_photos.pdf

<https://ico.org.uk/for-organisations/education/>

4.9 **First Aid**

4.9.1 Staff will be trained appropriately in first aid, with staff in EYFS Paediatric First Aid trained in line with Statutory Framework for EYFS 2017. The academy ensures ratios are in line with Statutory Framework for EYFS 2017.

4.9.2 Section 100 of the Children and Families Act 2014 places a duty on academies to make arrangements for supporting pupils at their academy 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-academy-with-medical-conditions.pdf

<http://www.simpsonslane.org.uk/documents/download/26613>

4.10 **Looked After Children (LAC)**

4.10.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The academy ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for 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>

4.11 **Confidentiality**

4.11.1 We recognise that matters related to safeguarding may be of a confidential nature.

4.11.2 All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children.

4.11.3 All staff must ensure children are aware that they cannot 'keep secrets' if they share information or make a disclosure which might compromise the child's safety or wellbeing.

4.11.4 We will always undertake to share our intention to refer a child to Social Care with their

parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult the Safeguarding Advisor, Vicki Maybin, on this point.

- 4.11.5 The Head of Academy or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

4.12 **Induction**

4.12.1 All newly appointed staff receive in-house induction and training in safeguarding and child protection and are also asked to complete the face to face and online training courses and Prevent Duty online awareness course.

4.12.2 All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.

4.12.3 The programme of induction must include:

4.12.3.1 a full explanation of their role and responsibilities and the standard of conduct and behaviour expected;

4.12.3.2 a full explanation of the Trust's HR procedures relating to disciplinary issues;

4.12.3.3 information about the Trust's complaints, conflict resolution and whistleblowing policies;

4.12.3.4 information about safe practice and the arrangements in place to support staff in their work;

4.12.3.5 an introduction to the Academy's child protection policies and procedures;

4.12.3.6 an introduction to the role and an understanding of the current priorities for Wakefield District Safeguarding Children's Board (WDSCB);

4.12.3.7 an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Leads and an explanation of their roles;

4.12.3.8 child protection training at a level appropriate to the member of staff's contact with children, as required by the WDSCB;

4.12.3.9 a full explanation of who the staff member is accountable to in relation to the safeguarding of children;

4.12.3.10 understanding of the Child Protection and Safeguarding Policy and staff code of conduct.

Please see Trust Induction Policy, eSafety Policy and Code of Conduct.

4.13 **Supporting Staff**

4.13.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

4.13.2 In accordance with the Trust Supervision Policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.14 Allegations against staff

- 4.14.1 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults, where possible.
- 4.14.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 4.14.3 We understand that a child may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of Academy.
- 4.14.4 The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity. WDSBC policy states within one day.
- 4.14.5 If the allegation made to a member of staff concerns the Head of Academy, the person receiving the allegation will immediately inform the Trust who will consult as above, without notifying the Head of Academy.
- 4.14.6 The Academy will follow the Trust and WDSBC procedures for dealing with allegations against staff.

4.15 Whistleblowing

- 4.15.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.
- 4.15.2 Whistleblowing regarding the Head of Academy should be made to the Trust. Contact details can be found on the academy website.
- 4.15.3 If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process:
- 4.15.4 For the avoidance of doubt the Four R process requires the following:
 - R** – refer to Designated Safeguarding Lead
 - R** – request an update of action from Designated Safeguarding Lead
 - R** - if concerns remain report concerns to the following email **safeguarding@deltatrust.org.uk** or telephone a member of the Trust Executive Leadership Team
 - R** – ring Social Care Direct (contact details can be found in the contact at the beginning of this policy or on the WDSBC website).

Please see the Trust Whistleblowing Policy.

4.16 Racist Incidents

Our policy on racist incidents is in-line with the Wakefield District Children's Safeguarding Board and any incidents will be reported to the authority Safeguarding Advisor Vicki Maybin. If required incidents will also be reported as hate crimes to:

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

We record all racist incidents on CPOMS.

4.17 **Radicalisation and Extremism**

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

The PREVENT contacts within Wakefield are:

Rachel Payling	L.A. Prevent Coordinator	01924 305352
Gary Blezzard	Police Prevent Officer	07789 753634

A referral form for PREVENT related incidents can also be found at <https://www.wakefieldlscb.org.uk/useful-resources/prevent-contact-details/>

4.18 **Response**

4.18.1 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Head of Academy and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Police must be contacted by dialing 999 or via the Police Anti-Terrorist hotline on 0800 789 321. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent, 020 7340 7264. A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

4.19 **Female Genital Mutilation (FGM)**

4.19.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

4.19.2 The duty applies to all persons in the Academy who are employed or engaged to carry out 'teaching work' in the Academy, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

4.19.3 If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

4.19.4 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.

4.19.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

- 4.19.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

4.20 **Child Sexual Exploitation (CSE)**

- 4.20.1 CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

<https://www.wakefieldscb.org.uk/professionals-and-practitioners/child-sexual-exploitation/>

- 4.20.2 Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
 - Children who associate with other young people involved in exploitation;
 - Children who have older boyfriends or girlfriends;
 - Children who suffer from sexually transmitted infections or become pregnant;
 - Children who suffer from changes in emotional well-being;
 - Children who misuse drugs and alcohol;
 - Children who go missing for periods of time or regularly come home late; and
 - Children who regularly miss school or education or do not take part in education.
- 4.20.3 The Academy will endeavour to support the child/pupil through:
- The content of the curriculum which promotes respect for others and the values and principles of the school;
 - Targeted assemblies and PSHE work to year groups and forms to respond to identified needs within the Academy;
 - The Well-being team will support individual students, listen to their concerns and refer concerns to the DSL;
 - Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- 4.20.4 The police team can be contacted for extra support and information, however they do not take the place of our usual reporting procedures.

The CSE team within Wakefield can be contacted on:

DA.CSE@westyorkshire.pnn.police.uk

01924 878125

4.21 **Peer on Peer Abuse**

- 4.21.1 The Academy recognises that all children are capable of abusing their peers. This is most likely to include, but is not limited to: bullying, including cyber bullying, gender based violence/sexual assaults and sexting.
- 4.21.2 The Academy will endeavour to support the child through:
- 4.21.2.1 The content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;

- 4.21.2.2 The Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- 4.21.2.3 The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
- 4.21.2.4 Perpetrators of abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff; and
- 4.21.2.5 Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.22 **Bullying**

- 4.22.1 Is usually defined as behaviour that is:
 - 4.22.1.1 Repeated
 - 4.22.1.2 intended to hurt someone either physically or emotionally
 - 4.22.1.3 often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- 4.22.2 At Simpson's Lane we recognise that 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.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 4.22.3 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.
- 4.22.4 All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.
- 4.22.5 If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head of Academy DSL will consider implementing child protection procedures.
- 4.22.6 Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed.

<http://www.simpsonslane.org.uk/documents/download/16029>

4.23 **Children with sexually harmful behaviour**

- 4.23.1 Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.
- 4.23.2 The management of children and young people with sexually harmful behaviour is complex and the academy 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

4.24 **Sexting**

Ref: Delta/HR/HR
Issue No: 2.0 (July 2017)

4.24.1 Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

4.24.2 They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. The academy follows the updated guidance:

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

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

4.25 **Children Missing Education (CME)**

4.25.1 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.

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

4.25.3 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>

4.26 **Child Criminal Exploitation (CCE)**

4.26.1 We recognise that in a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity, this can include drug running, stealing etc. The child often believes they are in control of the situation. Violence, coercion and intimidation are common.

4.26.2 'County Lines' is a national issue involving the use of mobile phone 'lines' by groups to extend their drug dealing business into new locations outside of their home areas. This issue affects the majority of police forces and often includes the exploitation of vulnerable adults or children.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

4.27 **Prevention**

4.27.1 We recognise that the Academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults and appropriate education.

4.27.2 The Academy will therefore:

4.27.2.1 work to establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;

4.27.2.2 include regular consultation with children e.g. regular activities that reflect pupil voice;

4.27.2.3 ensure that all children know who the DSL and deputy DSLs are;

4.27.2.4 include safeguarding across the curriculum, including PSHE, opportunities which equip children/pupils with the skills they need to stay safe from harm;

- 4.27.2.5 ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. All staff are given training and the e-Safety policy to read and sign to say they have read it.

5. **MONITORING AND EVALUATION**

Our safeguarding policies and procedures will be scrutinised for impact by:

- SLT
- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- EAB
- Logs of incidents
- Parent voice

6. **THE ROLE OF THE EAB**

6.1 The EAB understands that their role is not to deal with individual cases.

6.2 The EAB will ensure that:

6.2.1 the Academy has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;

6.2.2 the Academy reviews policies and procedures on an annual basis.

6.3 The Head of Academy will ensure that:

6.3.1 the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children;

6.3.2 the Academy has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA;

6.3.3 a senior member of the Academy Leadership Team is appropriately trained in the role of DSL;

6.3.4 the DSL undertakes training in inter-agency working that is provided by, or to standards agreed by, the WDSCB and has appropriate refresher training to keep knowledge and skills up to date;

6.3.5 all staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

7. **RECRUITMENT**

7.1 The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

7.2 The DSLs who are involved in recruitment and at least one member of the EAB will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

7.3 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.

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

8. VISITORS TO THE ACADEMY & SITE SECURITY

8.1 Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a red lanyard. All visitors to the academy are presented with a safeguarding summary including photographs of the DSLs.

8.2 Visitors to the academy are asked to sign in, if necessary show ID, and are given a visitor 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 academy's safeguarding and health and safety regulations to ensure children in academy are kept safe. The Head of Academy will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

8.3 EXTENDED ACADEMY & OFF-SITE ARRANGEMENTS

8.4 Where extended academy activities are provided by and managed by the academy, our own safeguarding and 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.

8.5 When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed. Risk assessments will be uploaded to Evolve, checked by the EVC and Head of Academy. Residential visits are also checked by Delta Trust Core Team.

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

9. CHILD PROTECTION PROCEDURES

9.1 Categories and Definitions

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

9.1.2 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.

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

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

9.1.4.1 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a

child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

9.1.4.2 Emotional abuse

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

9.1.4.3 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)

9.1.4.4 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).

9.2 Indicators of abuse

9.2.1 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, 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.

9.2.2 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 academy 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 for further signs and indicators.

9.2.3 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.

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

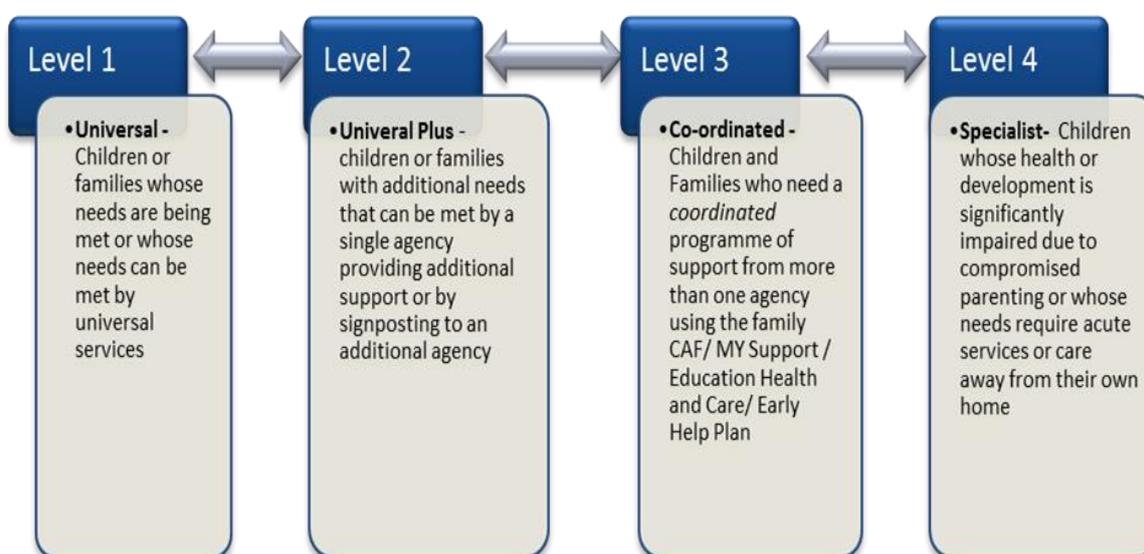
9.3 Impact of abuse

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

9.4 Taking Action

Ref: Delta/HR/HR
Issue No: 2.0 (July 2017)

- 9.4.1 **It is the responsibility of staff to report and record their concerns as soon as possible.**
- 9.4.2 **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.**
- 9.4.3 **It is not their responsibility to investigate or decide whether a child has been abused.**
- 9.4.4 Any child, in any family in any academy could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.
- 9.4.5 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 some lower level of support to help the situation. The Early Help Hubs are able to offer support at lower levels and advise academy staff at Level 3.



- 9.4.6 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 straight onto CPOMS and immediately alert the DSL (or deputy)**
 - **In the event of CPOMS not being accessible please complete a paper referral form and hand to the DSL (or deputy) immediately**
 - 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.

9.5 **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.

9.6 Early intervention

If concerns are low level and do not require any other agency involvement the academy will provide Early Intervention by:

- Engaging 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.
- Inviting 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)
- Discussing the plan of next action should the situation not improve.
- Recording all contacts with the family, dates and times, including phone calls/letters.
- Monitoring 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.

9.7 If a pupil discloses to you

9.7.1 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.

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

9.7.3 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.....? Explain...? Describe...? 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

9.8 Notifying parents

- 9.8.1 The academy 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.
- 9.8.2 However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

9.9 Records and Monitoring

- 9.9.1 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.
- 9.9.2 **Any concerns about a child will be recorded on CPOMS (or on paper if CPOMS not available) 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. Written copies can be scanned and uploaded to CPOMS when possible.
- 9.9.3 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.
- 9.9.4 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.

9.10 Safeguarding File/CPOMS

- 9.10.1 The establishment of a safeguarding file (paper or on CPOMS) 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.

- 9.10.2 Staff need to bear 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 DSLs.
- 9.10.3 This file will be kept separately from the main pupil file, either in paper form or on CPOMS, and **will be held securely only to be accessed by appropriately trained people. All staff coming into contact with that child will be made aware that an additional vulnerability exists.**
- 9.10.4 The academy will keep written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.
- 9.10.5 All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL 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.
- 9.10.6 In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.
- 9.10.7 **Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.**
- 9.10.8 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.
- 9.10.9 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.
- 9.10.10 If the child moves to another academy, the file will be securely sent or taken, to the DSL at the new establishment/academy and a **written receipt will be obtained**. There will be a timely liaison between each academy'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.

9.11 Referral to Social Care Direct (Level 4)

- 9.11.1 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 (see link in appendix) and using the Signs of Safety approach. There is a checklist and referral form available on WDSCB safeguarding webpage.
- 9.11.2 If there is already a social worker assigned to this case - for safeguarding reasons, the social worker should be contacted.

- 9.11.3 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.
- 9.11.4 **If the situation does not appear to be improving the academy 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
- 9.11.5 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.

9.12 Confidentiality and sharing information

- 9.12.1 Staff will only discuss concerns with the DSL, Head of Academy or EAB Chair (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.
- 9.12.2 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.
- 9.12.3 However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.
- 9.12.4 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>
- 9.12.5 The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. **In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the academy requesting information reception staff will take a message and inform 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.
- 9.12.6 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 of Academy.
- 9.12.7 **Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.**

10. **REVIEW**

10.1 This policy will be reviewed annually, or when there are changes to relevant legislation.

APPENDIX 1 - LINKS TO OTHER POLICIES

This policy also links to policies on:

- Behaviour and Exclusion
- Staff Code of Conduct
- Whistleblowing
- Anti-bullying and Harassment
- Health & Safety, including risk assessments
- Allegations against staff
- Grievance and Disciplinary
- Lone Working
- Parental concerns
- Attendance, including Children Missing Education
- Curriculum
- SEND
- PSHE
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Sex and Relationships Education
- Positive Handling
- e-Safety, including Acceptable Use
- Safer Recruitment
- First Aid
- Intimate Care

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

DfE - Working Together to Safeguard Children (2015)

DfE – Keeping Children Safe in Education (2016)

DfE – Prevent Duty (2015)

DfE – What to do if you're worried a child is being abused (2015)

APPENDIX 2 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

PHYSICAL ABUSE

Physical abuse could include any form of physical harm to a child.

EMOTIONAL ABUSE

This is the emotional ill treatment of a child such as to cause adverse effects on a child's emotional development.

It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children/pupils
- making children/pupils feel frightened or in danger

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities or encouraging children/pupils to behave in sexually inappropriate ways.

NEGLECT

Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

APPENDIX 3 – OVERVIEW OF LA AND NATIONAL CONTACTS AND INFORMATION SITES

Social Care Direct

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

Pontefract and Knottingley Local Hub

Email: earlyhelphubs-pontefractandknottingley@wakefield.gov.uk
Phone: 01977 722451

Police Safeguarding Unit

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

wakefield.sguchild@westyorkshire.pnn.police.uk

Local Authority Designated Officer (LADO)

Jane McCann
lado.referrals@wakefield.gcsx.gov.uk

01924 320 155

Safeguarding Advisor for Education

Vicki Maybin

07788743527 vmaybin@wakefield.gov.uk

Wakefield & District Safeguarding Children Board

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

NSPCC Speak out Stay safe service for Primary schools

Area Coordinator - Michelle Poucher

07834 498 354 mpoucher@nspcc.org.uk

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

Wakefield District Domestic Abuse Service WDDAS

0800 915 1561

Prevent Contacts – referral form templates on WDSCB website.

L.A. Prevent Coordinator - Rachel Payling 01924 305352

Police Prevent Officer - Gary Blezzard 07789 753634

CSE Police Team

Ref: Delta/HR/HR
Issue No: 2.0 (July 2017)

01924 878125 DA.CSE@westyorkshire.pnn.police.uk

Child Missing Education Officers

Francesca Hunter 01924 307449 fhunter@wakefield.gov.uk

George Sykes 01924 307395 gsykes@wakefield.gov.uk

Virtual Head for LAC

Gary Stuart gstuart@wakefield.gov.uk

Future in Mind

Primary practitioner - Debra Bell Community Navigator - Helen Oades

Email: debra.bell@swyt.nhs.uk helen.oades@rosalieryriefoundation.com

Phone: 01924 315140 / 07970 665012

CAMHS Single Point of Access

01977 465865

Wakefield Local Offer – for children with SEND and their families

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

School Nurse

Debbie Appleton 01924 327540

Education Welfare Officer

Lisa Hulme 07825 242287

Education Psychologist

Wakefield Continuum of Need document

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

Wakefield Signs of Safety webpage;

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

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. To report please see: <http://www.wakefield.gov.uk/residents/community-and-housing/community/hate-crime>

NSPCC Helpline

0808 800 5000

Ref: Delta/HR/HR

Issue No: 2.0 (July 2017)

NSPCC Whistleblowing Helpline

0800 028 0285

Anti-Terrorist Hotline

0800 789 321

National Association People Abused in Childhood NAPAC

0808 801 0331 <https://napac.org.uk/>

Stop It Now

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

0808 1000 900 <http://www.stopitnow.org.uk/>