

WAKEFIELD GRAMMAR SCHOOL FOUNDATION (INCLUDING EYFS)

CHILD PROTECTION AND SAFEGUARDING POLICY

If anyone within the Foundation community – members of staff, governors, volunteers, - has concerns about a child's safety or well-being he/she should contact immediately the Designated Safeguarding Lead for the school. If the Designated Safeguarding Lead is not available, contact the Deputy Designated Lead.

See section 3 for names and contact details of the schools' Designated Safeguarding Leads.

If a child is in immediate danger or has suffered or is likely to suffer significant harm a referral should be made to children's social care and/or the police immediately.

*Wakefield District Safeguarding Children Partnership
(Social Care Direct) – 0345 8503 503*

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1.0 Introduction

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.
- Actions will be taken in the best interests of the child.

Child protection statement

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

Safeguarding and promoting the welfare of children is **everyone's** responsibility and as such anyone can make a referral, but should inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as soon as possible that a referral has been made. Everyone who has contact with children has a role to play in safeguarding children and the approach should be child-centred. That means that the **best** interests of the child must always be considered. Primary responsibility for the care and protection of children rests with their parents or guardians but the safety and protection of children is of paramount importance to all those involved in their education. All staff should show professional curiosity.

The Governors believe that every pupil at a Wakefield Grammar School Foundation school should feel safe and protected from any form of abuse which in this policy means any type of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

The policy and commitment at the Foundation is to take all reasonable measures to safeguard and promote the welfare of each pupil in our care whether that be at a Foundation school or any other location whilst in our care and also including out of school provision before and after school. This is demonstrated in the policy aims below.

The Foundation also recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other Foundation or school related policies and procedures, covering areas including Health and Safety; First Aid; Educational Visits; Anti-Bullying; Behaviour and Discipline; Spiritual, Moral, Social and Cultural education; Drugs and Substance Abuse; ICT Acceptable Use; BYOD (Bring Your Own Device), Missing Children; Before and After School Care; School Security and Use of Mobile Phones and Cameras in EYFS.

The Foundation recognises that there is a difference between safeguarding children **who have suffered or are likely to suffer significant harm** and those who are in need of support from the school or from other agencies. The schools are committed to providing additional support to those children who need it and this can be demonstrated by the strong pastoral support available in all the schools and engaging external professionals and agencies as required. Where it is recognised that a child needs specialist support, the Foundation will work with agencies such as Children's Social Services, Child and Adolescent Mental Health Service (CAMHS), Cafcass and relevant medical professionals as appropriate and use interagency assessments such as the Common Assessment Framework. The Foundation is aware that some groups are more vulnerable and will need additional monitoring and pastoral care:

- disabled or have special educational needs (SEND);
- young carers;
- children who need a social worker;
- children in care and those recently returned to family from care;
- children missing from education (CME) and children missing from school;
- privately fostered;
- LGBT+;
- asylum seekers;
- living transient lifestyles;
- not a pupil with English as a first language;
- affected by domestic abuse/substance misuse/drug use/parental mental health issues;
- affected by mental health issues including self-harm and eating disorders;
- affected by poor parenting;
- at risk of fabricated or induced illness;
- at risk of gang and youth violence;
- living away from home;
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- missing from home or care;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- vulnerable to extremism or radicalisation;
- vulnerable to faith abuse;
- involved directly or indirectly in child sexual or criminal exploitation;
- at risk of Honour Based Violence/Abuse (HBV/A) including female genital mutilation (FGM), forced marriage and breast ironing.

This list providing examples of vulnerable groups is not exhaustive.

'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment

- Preventing the impairment of children’s mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.
- Teaching pupils about safeguarding, including e-safety and avoiding the risk of radicalisation through PHSEE lessons and other in-school approaches
- Ensuring that appropriate IT filtering systems are in place to protect children when accessing the internet at school

Where a child is suffering significant harm, or is likely to do so, timely action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The Foundation recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

The Foundation takes its responsibilities very seriously. As well as ensuring the Foundation’s policies and procedures support its safeguarding responsibilities, the Foundation will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance *Working Together to Safeguard Children 2018*. The Foundation is committed to working in partnership with parents, Social Services Departments, police, health professionals and diverse communities, to continuously develop and improve the safeguarding culture within our School.

In all matters relating to child protection the Foundation’s schools will follow the locally agreed inter-agency procedures laid down by Wakefield Safeguarding Children Partnership (WSCP) together with DfE statutory guidance contained in *Working Together to Safeguard Children 2018*, *RSHE 2020* and *Keeping Children Safe in Education September 2021*. The Children and Social Work Act 2017 (the Act) **replaces** Local **Safeguarding Children Boards** (LSCBs) with new local **safeguarding** arrangements, led by three **safeguarding partners** (local authorities, chief officers of police, and clinical commissioning groups). This policy is applicable to the whole school community including those pupils in the Early Years Foundation Stage.

The governors aim to ensure that mechanisms are in place to assist to understand and discharge their role and responsibilities as required by the statutory guidance. All members of staff have a duty to safeguard our pupils’ welfare and must therefore familiarise themselves and comply with this policy. All staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

This policy is available to all and can be viewed and downloaded from the Foundation website (www.wgsf.org.uk) or can be requested from the Governors' Office.

COVID-19

The Foundation will refer to the DfE non-statutory interim guidance on safeguarding in schools during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard

to KCSIE and keep their children safe. It suggests where schools might consider safeguarding policy and process differently when compared to business as usual.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

This policy has regard to the following Covid-19 guidance and advice:

- Schools' COVID-19 operational guidance (August 2021)
- Actions for schools during the coronavirus outbreak ([January 2022](#))
- Action for early years and childcare providers during the Coronavirus outbreak (August 2021)
- Non-statutory interim supplement to KCSIE: Safeguarding and remote education during COVID-19

The 'policies' section of the website lists the Foundation schools' risk assessments and other responses to the COVID-19 pandemic.

1.1 Whistle-blowing (See Section 7 Allegations of abuse made against Staff, Governors or Volunteers)

The Foundation is committed to the highest standards of integrity, openness and accountability.

We encourage a culture of safety and concern raising in which staff are valued and encouraged to critically reflect in all they do.

This policy sets out a framework to show that any member of staff or student making a complaint in good faith will not be subject to any reprisal and will be protected from any negative consequences of their act. It should be emphasised that this policy is intended to assist individuals who believe they have discovered malpractice or serious wrongdoing provided that they make the disclosure in accordance with the policy. It is not designed to question financial or business decisions taken by the Foundation or a School nor may it be used to reconsider any matters which have already been addressed under the Complaints Policy or Disciplinary procedures. The Foundation will make available any relevant training or support to staff so that they feel comfortable with the process.

Primarily, we are concerned with the probity of our safeguarding mechanisms and thus the welfare of our pupils. But, this policy may also cover other concerns which might include the following;

- dangers to health and safety of the environment.
- potential failure to prevent extremism or radicalisation
- financial malpractice or impropriety or fraud
- failure to comply with a legal obligation
- criminal activity
- miscarriage of justice
- academic malpractice

- improper conduct or unethical behaviour

The initial step would be to express their concern to the Head or Deputy or the Director of Finance and Operations. If however, the disclosure is about the Head or the Director of Finance and Operations, the disclosure may be made to the Chair of Governors. Anyone who does not feel able to raise issues internally should contact the NSPCC whistleblowing helpline on 0800 028 0285 or via email at help@nspcc.org.uk.

A preliminary investigation will then take place with findings reported upwards to the relevant Head/Director of Finance and Operations/Chair of Governors.

The Foundation will seek to ensure that there is transparency and accountability in the manner with which any concerns are dealt with. The probable outcomes of this process are as follows:

- If, on preliminary examination, the concern is judged to be wholly without substance or merit, it will be dismissed.
- If it is judged that a prima facie case may exist, the matter will normally be dealt with in accordance with the Foundation's Disciplinary procedure or as otherwise may be deemed appropriate according to the nature of the case.
- In all instances in which a concern leads to disciplinary proceedings, the person or persons in respect of whom it is made shall be informed of the concern and the evidence supporting it and be allowed to comment on it before proceedings are concluded. The outcome shall also be reported to the individual raising the concern.

All relevant documentation concerning a concern raised under the terms of this policy will be kept in a secure, centralised location in Human Resources. Documentation will be kept for a period of time as prescribed by the current statutory requirements.

2.0 Aims

To meet the commitment above, the aims of the Foundation in terms of child protection are:

1. to ensure that we follow the Government's recommendations for the safer recruitment and employment of staff who work with children and act at all times in compliance with the regulatory requirements as provided in the Independent Schools Inspectorate regulations. This includes that at least one person who conducts an interview will have completed safer recruitment training. Refer to the Foundation's Recruitment, Selection and Disclosure Policy and Procedure for details.
2. to protect each pupil from any form of abuse, whether from an adult or another child (see Section 8.0) in a family or institutional/community setting;
3. to appoint in each school a Designated Safeguarding Lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care (see Section 3).
4. to ensure consistent good practice
5. to be alert to signs of abuse both in the school and from outside

6. to be prepared to identify children who may benefit from early help; to provide support as soon as a problem emerges at any point in a child's life, from EYFS years through to teenage years. All staff will be made aware of the early help process.
 7. to deal appropriately with every suspicion or complaint of abuse;
 8. to create a culture of safety and raising concerns and have clear procedures for whistle-blowing or disclosure of concerns that are understood by all;
 9. to design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations;
 10. to support children who have been abused in accordance with their agreed child protection plan, which would be put forward through inter-agency agreement;
 11. to be alert to the needs of children with medical conditions;
 12. to operate robust and sensible health and safety procedures;
 13. to take all practicable steps to ensure that school premises are as secure as circumstances reasonably permit;
 14. to operate clear and supportive policies on drugs, alcohol and substance misuse;
 15. to consider and develop procedures to deal with any other safety and welfare issues which may be specific to individual children in our school or in our local area;
 16. to have due regard for the need to prevent pupils (known as the Prevent duty, revised April 2021, detailed here: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales> from being drawn into terrorism or radicalised, in line with guidance issued by the Secretary of State for Education and included in Keeping Children Safe in Education (September 2021). This is covered in section 4.4.
- 2.1 In support of the safer recruitment aim described under 2.0.1 above, the Foundation will ensure that all teaching and support staff within the Foundation including part-time staff, temporary staff, supply staff and visiting staff such as music teachers and sports coaches are subject to the necessary statutory child protection checks before starting work. Governors, volunteers and any contractors working regularly during term time are also subject to the relevant statutory checks detailed below in section 2.2. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by a third party organisation who are working with the Foundation's pupils at a Foundation school or on another site.
- 2.2 The Foundation will act reasonably in making decisions about the suitability of a prospective permanent or temporary employee or volunteer based on checks and evidence including criminal record checks through the Disclosure and Barring Service

(DBS checks), barred list checks and prohibition checks together with reference and interview information.

- 2.3 Every disclosure, complaint or suspicion of abuse against an employee, volunteer or governor will be referred to the Designated Officer and, if appropriate, to the Child Protection Unit of the West Yorkshire Police (CPU) or the NSPCC. Any other suspicion or allegation of abuse against a pupil who attends a Foundation school will be reported directly to Children's Social Services and the police if appropriate, as soon as Foundation staff become aware of such suspicions or allegations.
- 2.4 Children can develop a special and close relationship with school staff, and view them as significant and trustworthy adults. It is not surprising therefore that a child, if he or she has been abused, may confide in or disclose information to a teacher or other member of staff.
- 2.5 School staff are also in a unique position to notice any change in demeanour or circumstances. There is the opportunity to notice injuries, marks or bruises when children are doing P.E., games or swimming which might indicate a child has been physically abused. There is more detail on Signs of Abuse in both Section 4 and Appendix I. The NSPCC's child protection fact sheet "Signs of Abuse" (April 2014) should be referred to by all staff to help raise awareness of signs of child abuse. A link to the fact sheet is included in Appendix 1.
- 2.6 Where the Foundation becomes aware of non-recent or historical allegations of abuse then these will be referred to the police.

3.0 Designated Safeguarding Leads

The Designated Safeguarding Leads and Deputies at each Foundation school are listed below:

**1. Wakefield Pre-Preparatory Grammar School
01924 231618**

Designated Safeguarding Lead
Mrs Emma Gill (Headteacher) ext 266

Deputy Designated Safeguarding Leads
Mrs Lynne Butler (Deputy Head)
Mrs Zoe Manion (Form teacher)

EYFS Designated Safeguarding Leads
Mrs Emma Gill (Head)
Mrs Lynne Butler (Deputy Head)

2. QEGS (Year 3 to Year 13) - 01924 373943

Designated Safeguarding Lead
Mr Jim Palin (Deputy Head) ext 323

Deputy Designated Safeguarding Leads
Mr James Tiffany (Pastoral Lead KS2) ext 337
Mrs Angela Eggleston (Director of Studies) ext 376

3. Wakefield Girls' 01924 374577

o Designated Safeguarding Lead

- **Mrs Louise Ladds (Assistant Head) ext 371**

Senior Section – 01924 372490

o Deputy Designated Safeguarding Leads

- **Mrs Judith Tingle (Deputy Head - Academic) ext 208**
- **Ms Heidi – Jayne Boyes (Head) ext 206**
- **Dr Joanna Rhodes (Head of Sixth Form) ext 201**
- **Mrs Abi Lovell (Pastoral support) ext 235**

Junior Section 01924 373821

o Deputy Designated Safeguarding Leads

- ❖ **Mr Sam Rowley (Section Lead) ext 224**
- ❖ **Mrs Vanessa Hutchinson (Wellbeing Officer) ext**

The nominated Governors for Safeguarding and Child Protection are Penny Plumpton and Fran Galbraith who can be contacted via the Governors' Office on 01924 231600. The Spokesman for the Governors is Mr Simon Chamberlain and he can be contacted on this number. The Mental Health Lead at WGHS is Mrs Shirley Oldale (ext 232).

3.1 Each of the Foundation's schools has appointed a senior member of staff to be responsible for matters relating to child protection and welfare ("**the Designated Safeguarding Lead**").

There will also be a nominated Deputy Designated Safeguarding Lead whose role will be explicit in their job description. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will have undertaken appropriate training and will attend refresher training at least every two years. The identity of the DSL and DDSL in each of the School's in the Foundation will be shared at induction. The main responsibilities of the DSL:

1. to be the first point of contact for parents, pupils, teaching and support staff, external agencies and any other person or organisation in all matters of child protection;
2. to be available at all times during school hours in term time
3. to coordinate the child protection procedures in the school;
4. to maintain an ongoing training programme for all school employees;
5. to monitor the creation, confidentiality and storage of records in relation to child protection;
6. to maintain close links with the Wakefield Safeguarding Children's Partnership (or other local safeguarding partners where Foundation pupils reside such as Calderdale, Barnsley, Kirklees, Leeds and Doncaster) and to liaise with the Designated Officer for allegations against staff.
7. to recognise the importance of sharing information between professionals and local agencies and that fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
8. 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.
9. refer cases to the Channel programme where there is a radicalisation concern as required/support staff who make referrals to the Channel programme.
10. liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
11. refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
12. refer cases where a crime may have been committed to the Police as required. [2491596 C&YP schools guides.indd \(npcc.police.uk\)](https://www.npcc.police.uk/C&YP_schools_guides.indd)
13. work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

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

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 21. Where children leave the school or college (including in year transfers), the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within **the first 5 days** of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

The designated safeguarding lead should:

- 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;
- ensure the school's 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;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
 - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

The designated safeguarding lead (and any deputies) should 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 should undertake Prevent duty awareness training and interagency working. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention,

including local criteria for action and local authority children's social care referral arrangements;

- 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;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
 - understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- 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;
- are able to understand the unique risks associated with online safety, is responsible for online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- 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. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

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

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

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KSCIE, and therefore the designated safeguarding lead should be equipped to:
- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

3.2 The Designated Safeguarding Lead will:

1. advise and act upon all suspicion, belief and evidence of abuse reported to him or her;
2. keep the Head and the Deputy Designated Safeguarding Lead and the nominated Governor for Safeguarding informed of all actions, unless the Head or Deputy Designated Safeguarding Lead is the subject of a complaint;
3. liaise with the social services and other agencies on behalf of the school.
4. where a Foundation school falls within the Early Years Foundation Stage (EYFS) setting, the Designated Safeguarding Lead will be responsible for liaising with the local statutory children's agencies as appropriate
5. maintain the school's records on child protection securely with restricted access and separate from routine school records
6. Ensure the online safety of pupils

- 3.3 If the Designated Safeguarding Lead is unavailable or is himself (or herself) the subject of a complaint, his or her duties will be carried out by the Deputy Designated Safeguarding Lead.

4.0 Signs of Abuse and Exploitation

All Foundation staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Vigilance is always required when looking for signs of abuse and staff should recognise the particular vulnerability of children with Special Educational Needs / Disabilities (SEND). Abuse is a form of maltreatment of a child and somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

Abuse is likely to fall into one of the following categories as described in Keeping Children Safe in Education September 2021:

4.0.1 Signs of Physical Abuse – Physical abuse is defined as hitting, kicking, shaking, throwing, biting, hair pulling, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical Indicators

- Unexplained bruises on the face, throat, upper arm, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument (e.g. a belt or rope) or injuries that are healing after an absence
- Unexplained burns, cigarette burns especially on the hands, feet, abdomen, immersion burns
- Infected burns
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Behavioural indicators

- Behavioural extremes (withdrawal, aggression, regression, depression)
- Inappropriate or excessive fear of parent or guardian
- Antisocial behaviour such as substance abuse, truancy, fear of going home
- Bullying of other children
- Unbelievable or inconsistent explanations for injuries
- Unusual shyness or wary of physical contact

4.0.2 Signs of Sexual Abuse – Sexual Abuse is defined as 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.

Physical Indicators

- Torn, stained or bloody underclothes
- Frequent, unexplained sore throats, urinary infection
- Complaints about pain and irritation of the genitals, bruising or bleeding
- Sexually transmitted diseases
- Pregnancy

Behavioural indicators

- Disclosure of sexual abuse by the victim
- Regressive behaviour (thumb-sucking, bedwetting, fear of the dark)

- Promiscuity or seductive behaviour
- Nightmares
- Unusual or age-inappropriate interest in sexual matters
- Sudden decline in school performance

4.0.3 Signs of 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 children 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 the 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 cyberbullying), 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, though it may occur alone

Physical Indicators

- Eating disorders including obesity or anorexia
- Speech disorders (stuttering, stammering)
- Nervous disorders (rashes, hives, facial tics)
- Developmental delays in the acquisition of speech or motor skills
- Weight or height substantially below the norm

Behavioural indicators

- Habit disorders (biting, rocking)
- Cruel behaviour, seeming to get pleasure from hurting children, animals
- Bullying of other children
- Age-inappropriate behaviour

4.0.4 Signs of Neglect – Neglect is defined as 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 and clothing, 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 caretakers); and
- ensure access to appropriate medical care or treatment.

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

Physical Indicators

- Weight or height substantially below the norm
- Poor hygiene such as lice, scabies, bedsores, body-odour
- Squinting
- Unsuitable clothing, missing items of clothing
- Untreated injury or illness
- Lack of immunisations
- Indicators of prolonged exposure to elements (sunburn, insect bites)

Behavioural indicators

- Erratic school attendance
- Chronic absenteeism
- Chronic hunger, tiredness, lethargy
- Assuming adult responsibilities
- Reporting no carer at home

4.0.5 Signs of Exploitation

Knowing the signs of child criminal exploitation (CCE) can help give a voice to children. A child is unlikely to know they are being groomed or exploited and might not speak out. Any child can be groomed into exploitation, though some children may be more at risk. Children who are more vulnerable, for example children in care and children with disabilities, may be more heavily targeted by groomers who want the child to become dependent on them. Any sudden changes in a young person's lifestyle should be discussed with them. It is important to remember that warning signs will be presented differently for each child or young person being exploited. Teens might also behave in a way that could be seen as 'normal teenage behaviour', masking the exploitation.

Signs that a child or young person is being groomed or exploited into criminal activity or county lines include:

- Persistently going missing from school or home and/or being found out-of-area
- Unexplained acquisition of money, clothes, jewellery, or mobile phones
- Excessive receipt of texts or phone calls
- Spending more time online or on their devices
- Using more than one phone
- Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them
- Having hotel cards or keys to unknown places
- Being secretive about who they are talking to and where they are going
- Relationships with controlling older individuals or groups
- Leaving home/care without explanation
- Unexplained absences from school, college, training, or work
- Returning home unusually late or staying out all night
- Coming home looking dishevelled
- Suspicion of physical assault or unexplained injuries
- Carrying weapons

- Starting or increasing drug use, or being found to have large amounts of drugs on them
- Starting or increasing alcohol use
- Loss of interest in school and significant decline in performance
- Using sexual, gang, drug-related or violent language you wouldn't expect them to know
- Meeting with unfamiliar people or associating with a gang
- Becoming isolated from peers or social networks
- Self-harm
- Significant changes in emotional well-being
- Sudden changes in lifestyle
- Increasingly disruptive or violent behaviour
- Getting into trouble with the police

All staff at the Foundation are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. Furthermore, all staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should also be aware that safeguarding issues can manifest themselves via peer on peer abuse i.e. abuse by other children.

- Bullying (including cyber-bullying) – see Anti-Bullying and ICT Acceptable Use policies
- Children missing from education – see 4.1 below
- Children missing from home or care
- Child sexual exploitation – see 4.2 below
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) including honour based violence – see 4.5 below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults strategy
Private fostering
- Preventing radicalisation – see 4.7 below
- Relationship abuse
- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- Trafficking
- Upskirting - is a criminal offence. *The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019*

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

4.1 Child Missing from Education

(to be read in conjunction with the Pupil Attendance Policy)

A child going missing from education is a potential indicator of abuse or neglect. The Foundation has a responsibility to identify, as far as it is possible to do so, any children of compulsory school age enrolled at its schools who are not attending school or missing from school. Awareness of the importance of CME and the requirement to report to the Local Authority will be included in the Induction for teaching staff, admissions staff, staff directly involved with monitoring attendance and staff working in the school office following up attendance and absence enquiries. The relevant Foundation school will contact the appropriate Local Safeguarding Children Board (see Appendix II) if any concerns arise regarding the repeated, prolonged or unexplained absence of a child in order to help identify any potential risk of abuse including sexual abuse or exploitation and help prevent the risk of child going missing in the future.

The schools will make reasonable enquiries to establish the whereabouts of a child before deleting the child's name from the register. However, further to *Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006*, all Foundation schools must inform Education department at Wakefield Council (and the Local authority of residence if different) of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded.

Wakefield Council must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. The notification must include the pupil's full name, full name and address of any parent with whom

the pupil resides, the telephone number of at least one parent and the pupil's future address and destination school.

All schools must inform Wakefield Council of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more (other than for reasons of sickness or leave of absence)

The schools must also notify Wakefield Council within five days of adding a pupil's name to the admission register at a non-standard transition point.

The Foundation Schools will, where possible, have two emergency contact numbers for each child/ student.

Domestic abuse

The cross-government definition of domestic violence and abuse is: 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; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and -psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in the majority of police forces across England, including Wakefield. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

4.2 Child Sexual Exploitation and Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males, females, and children or adults. The abuse can

be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. All concerns should be reported to the DSL.

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, threatening other young people etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common.

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

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

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. This is a serious crime and is never the victim’s fault even if there is some form of exchange.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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;
- children who regularly miss school or education or do not take part in education.

Additional indicators of CSE:

- Children who have older boyfriends or girlfriends
- Children who suffer sexually transmitted diseases or become pregnant.

4.3 Serious Violence

All staff should be aware of the indicators which may signal that children are at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. A trauma informed approach is the best approach to deal with students who have been faced with serious violence. Advice for schools is provided in the Home Office's: **Preventing youth violence and gang involvement** and its **Criminal exploitation of children and vulnerable adults: county lines guidance**.

4.4 Contextual Safeguarding

Safeguarding incidents and /or behaviours can be associated with factors outside school and /or can occur between children outside school. All staff, especially the DSL and DDSL, should consider the context within which such incidents and/ or behaviours occur. This is known as contextual safeguarding. Any assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/ or welfare.

A member of staff who suspects that a pupil is suffering harm from outside the school should refer the matter to the Designated Safeguarding Lead for advice. This includes child sexual exploitation (CSE) where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity; child criminal exploitation (CCE) where a child is coerced into criminal activity such as carrying drugs between county lines; peer on peer abuse.

Hate Crime

Any hate crime/incident will be reported through local reporting mechanisms –Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of: race, sexual orientation, gender identification, disability, religion or faith

A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing. Police will be involved if necessary.

Prejudice Related Incidents

This school is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately under the appropriate policy. Advice will be sought from other agencies if appropriate.

4.5 Female Genital Mutilation and honor based abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Staff in the Foundation need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM is one of a number of so-called acts of honour based violence. These are crimes which are committed to protect or defend the honour of the family or community and in addition to FGM include forced marriage and practices such as breast ironing.

If anyone has a concern they should report it to the Designated Safeguarding Lead as described in Section 6. **From October 2015 there is now a statutory duty placed on teachers to report to the police known cases of FGM carried out on a girl under 18.** To report a concern call West Yorkshire Police on 101. This number is available 24 hours a day, 7 days a week.

Circumstances and occurrences that may point to FGM happening:

- Pupil talking about getting ready for a special ceremony or going abroad to prepare for marriage
- Family taking a long trip abroad
- Pupil's family being from one of the higher risk communities
- Knowledge that a pupil's sibling has undergone FGM
- Pupil talks about going abroad

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school or other activities
- Reluctance to take part in physical activity
- Behaviour change on return from a holiday abroad such as being withdrawn or appearing subdued
- Bladder or menstrual problems; repeated urinal tract infection
- Finding it difficult to sit still and looking uncomfortable

- Mentioning that something happened to them (whilst they were away) but they are not allowed to talk about it.

Forced Marriage

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

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

Mental Health

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

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this child protection policy and speaking to the designated safeguarding lead or a deputy. If a student presents with a medical emergency or if staff have a mental health concern about a pupil that is also a safeguarding concern, then immediate action will be taken. Where a CAMHS referral is necessary, then this is managed by the DSL.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

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

The following policies are published on the website:

WGHS Positive Mental Health Policy, RSHE Policy and PSHE Policy
 QEGS Positive Mental Health Policy, RSHE Policy and PSHE Policy
 WGPPS RSE Policy and PSHE Policy

Mental Health Leads:

WGHS: Mrs Shirley Oldale (ext 232)

Child Protection Policy

Reviewed by Governors 14th October 2021
 Next Review by Governors October 2022

QEGS: Mr Gareth Fowler (counsellor)
 WGPPS: Mrs Jenny Taylor

Suicide (See Death of a child policy)

We recognise that suicide is one of the biggest killers of children and young people in the UK. We have **followed/ are working** towards the national guidance document 'Building a Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

<https://papyrus-uk.org/wp-content/uploads/2018/10/400734-Schools-guide-PAPYRUS.pdf>

We have issued all of our staff with Wakefield Public Health 'Supporting a young person with suicidal thoughts'. Which provides staff with practical tips on how to talk to young people about suicide.

Local support can be found;

<http://www.wakefield.gov.uk/health-care-and-advice/public-health/mental-health-wellbeing/childrens-mental-health>

Samaritans step by step guide responding to a suicide;

<https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/>

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

Managing a sudden death in the school community; [Rebuilding Lives Together \(lqfl.org.uk\)](http://www.lqfl.org.uk)

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

There are many issues of concern affecting children today and not all can be listed here. For a guidance list, see Part 1 and Annex B in Keeping Children Safe in Education. The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally <https://www.wakefieldscp.org.uk/education/>

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

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

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

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

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

We will always take a zero tolerance approach to Child on child abuse, it will always be taken seriously and swiftly acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessment completed as required. Students will be encouraged to report any concerns freely. This kind of behaviour will never be passed off as ‘just banter’, ‘just having a laugh’ or ‘part of growing up’ or as ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

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

It will not be dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE /RSE lessons and discussions. Victims will be supported through the school’s pastoral system.

We recognise that boys are more likely to be perpetrators and girls victims but we are aware not to prejudge and to take each case individually.

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

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

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

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

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

Response:

Child Protection Policy

Reviewed by Governors 14th October 2021
Next Review by Governors October 2022

The initial response to a report from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe

We will;

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

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

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

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

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

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

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

and Part 5 of Keeping Children Safe in Education.

Victim's will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves.

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

Students are encouraged to report any concerns to their form teacher, Head of Year or the DSL team and will be taken seriously and acted upon straight away.

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

Upskirting

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

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

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

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

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

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

[Remove a nude image shared online | Childline](#)

Searching screening and confiscation guidance for schools;

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

Children with Harmful Sexual Behaviour HSB

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

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards

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

Bullying (see separate bullying policy)

Is usually defined as behaviour that is:

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

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

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

For info on sexual and sexist bullying;

[Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk)

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE/RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be

ineffective, the Headteacher and the DSL's will consider implementing child protection procedures.

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

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

Contextual Safeguarding/ Extra Familial abuse

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

Contextual Safeguarding Network

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

4.6 Online and Mobile Phone Safety (refer to ICT Acceptable Use Policy and social media policy)

The use of technology has become a significant component of many safeguarding issues. The Foundation and Schools within the Foundation will implement effective approaches to online safety to protect and educate the community in their use of technology and establish mechanisms to identify, intervene and escalate incidents.

There are three areas of risk:-

Content; being exposed to illegal, inappropriate or harmful material e.g. pornography, fake news, racist or radical and extremist views

Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults.

Conduct: personal online behaviour that increases the likelihood of, or causes harm; for example making, sending and receiving explicit images, or online bullying

The Governing body will ensure the Foundation has robust filtering and monitoring systems which actively monitor use, including email, restrict the use of defined social media and messaging applications and filter access to websites. Schools in the Foundation will ensure that children are taught about online safety and training is available to staff

The school recognises that pupils may also access the internet using smart devices and mobile phones which could access the wireless provision, and therefore limits access to the majority of students, other than through the specific BYOD procedure for older students. Where students access using their own device, they have the same filtering and monitoring applied. We also recognise that pupils may use remote 4G or 5G connections, available on the school site, but have specific mobile phone policies that, through an age appropriate tiered approach should minimize inappropriate use of these networks.

4.6.1 Junior School Mobile Phone Procedure

The only Junior School pupils who may have mobile phones whilst at school are those who are travelling home by train, service bus or school coaches in case of the need for contacting a parent should arise because of delays, etc. Permission to bring a mobile phone into school must be sought in writing to the Head and pupils' names will be added to a list which is constantly updated. Phones should be handed in to the Form Teacher or school office during morning registration and should be switched off whilst on school premises. Under no circumstance should a Junior School pupil use a personal mobile phone during the school day. The phones will be kept in a locked cupboard and returned to the pupil at the end of the school day by the Form Teacher, or school office personnel.

4.6.2 Use of mobile phones, cameras and other mobile devices such as iPads in the EYFS setting (For further information please see EYFS Policy)

- **Personal mobiles and electronic devices:**

All staff working directly with children in EYFS, must ensure that their mobile phone and any other personal device is stored safely away from the children and is not used in the setting.

- **Dedicated EYFS mobile phone/ camera or iPad:**

To protect children we will ensure that the dedicated setting mobile phone/ iPad:

- is stored securely when not in use
- is protected with a password, is clearly labelled and its use is open to scrutiny. All staff are vigilant and alert to any potential misuse
- is only used by allocated people who have a clear understanding of what constitutes misuse and know how to minimise the risk. These staff are responsible for their own behaviour regarding the use of the device.
- is not used in areas such as toilets
- does not detract from the quality of supervision and care of children

- **Mobile phones belonging to visitors:**

We request that mobiles belonging to visitors are either switched off and/or stored securely on entering the setting.

- **Cameras photography and images:**

It is the responsibility of the Head of EYFS to:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Ensure the setting's designated camera is only used in the setting.
- Ensure that children are appropriately dressed, and do not use the child's name with an image on a photograph

- Ensure that all images are stored securely and password protected
- Ensure where professional photographers are used they follow our Child Protection processes and a member of staff is with them at all times
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice
- All visitors must be under the supervision of a member of staff at all times

4.7 Preventing Radicalisation ('Prevent duty') Prevent guidance April 2021

The Foundation's approach to safeguarding includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

4.7.1 Definition:

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the Foundation's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- An incel, an abbreviation of "involuntary celibate", is a member of an online subculture of people who define themselves as unable to find a romantic or sexual partner despite desiring one. Discussions in incel forums are often characterised by resentment and hatred, misogyny, misanthropy, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against women and sexually active people.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

4.7.2 Potential Indicators:

- **Vulnerability** – Identity crisis, personal crisis, personal circumstances, unmet aspirations, criminality.

- **Access to extremism:** Association with individuals or groups known to be involved in extremism, accessing the internet to contact groups associated with extremism or material promoting extremism, contact with extremist organisations or training, involvement in distributing extremist material, involvement in demonstrations or fundraising for extremist causes, evidence of sympathy with extremist groups and / or views.
- **Experiences, Behaviours and Influences:** Peer, social, family or faith group rejection; Evidence of extremist ideological, political or religious influence on the child; Personal and emotional impact on the child of international events in areas of conflict or civil unrest leading to the development of extremist views; Significant shifts in the child's conduct to suggest new social influences; Conflict with family or school over beliefs, lifestyle, dress choices; Evidence of support (verbal or written) for terrorist acts or extremist groups / views; Has the child witnessed, or been the victim of racial or religious hate crime or sectarianism?
- **Travel:** Is there a pattern of travel within / outside the UK for the purposes of extremist activity? Has the child travelled for extended periods of time to locations associated with extremist activity? Has the child ever sought to disguise their true identity?
- **Social Factors:** Experience of poverty, disadvantage, discrimination or social exclusion; Lack of meaningful employment or engagement appropriate to their skills; A lack of affinity with others or social exclusion from their peer groups; Learning difficulties or mental health needs; A simplistic or flawed understanding of religion or politics; Involvement with crime; A foreign national, refugee or awaiting a decision on their immigration status; Insecure, conflicted or absent family relationships; A significant adult in the child's life who has extremist views or sympathies;

4.7.3 Statutory Prevent Duty Obligations:

The Foundation acknowledges that, under section 26 of the Counter-Terrorism and Security Act 2015 the Schools have a duty:

- To continually assess the risk of pupils being radicalised or drawn into terrorism
- To build our obligations under the Prevent duty into our existing local safeguarding partnerships, policy and processes
- To raise the awareness of staff, through appropriate training, so that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas
- To ensure that our school ICT systems are safe and protected from terrorist or extremist material through appropriate filtering and monitoring systems. Pupils will also be taught about online safety more generally.
- To ensure any visiting speakers are assessed and deemed suitable before they are permitted in school. Please refer to the Visiting Speaker Assessment Procedure which is found in Appendix VII.

4.7.4 Prevent Duty Referral Process:

Where a member of the Foundation staff has concerns that a young person might be considering extremist ideologies and / or may be radicalised or would benefit from specialist support to challenge extremist ideologies, contact with the School's Designated

Safeguarding Lead should be made without delay. **See Section 3.1 for names of the Designated Safeguarding Leads.**

The Designated Safeguarding Lead and other senior staff will discuss these concerns and will consider seeking external advice and guidance where necessary and appropriate. They will refer young people on to the Channel programme under the local Prevent Duty strategy in conjunction with the local Prevent police officer.

4.7.5 Information and Contact Numbers:

The Prevent police officer at West Yorkshire police with responsibility for Wakefield is Gary Blezard and he can be contacted:

PC Gary Blezard (CTU)

wd.prevent@westyorkshire.pnn.police.uk

Wakefield Council Prevent Lead is Rachel Payling - 07825 281 312

The UK Anti-Terrorist hotline: 0800 789 321

Department for Education (DfE) helpline for non-emergency advice – 020 7340 7264 or email at counter-extremism@education.gsi.gov.uk

Crime Stoppers: 0800 555 111

Police Emergency: 999

Police Non-Emergency 101

www.gov.uk/report-terrorism

www.gov.uk/report-suspicious-activity-to-mi5

Online Channel Awareness Course for Staff:

[http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel%20General%20Awareness/01/index.html)

4.7.6 Prevent Duty Monitoring and Review:

The Foundation's Schools will implement and monitor our response to the Prevent Duty. It will include:

- Report to governors at the Risk and Constitutional Committee
- A commitment to working in partnership with other agencies
- Providing appropriate training for staff, including the risk of radicalisation within our Safeguarding policy and procedures
- Embedding opportunities within the curriculum and co-curricular activities to actively promote British values and to develop the critical thinking of pupils

- Continuing to promote e-safety among the pupils
- Implementing protocols to monitor the suitability of visiting speakers to the Schools and the content of such presentations.

Training for the Designated Safeguarding Leads and other senior staff will be undertaken. Thereafter, Prevent Duty reminders for staff will be repeated annually during INSET.

4.9 Children and the Court System

Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

4.9.1 Children with family members in prison

Children with family members in prison Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

4.9.2 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

4.9.3 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include; • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, • making, supplying or obtaining malware

(malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. 128 Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

4.94 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation

4.95 Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

5.0 Responsibilities

5.1 The Governors

1. The governors are ultimately responsible for compliance and safeguarding.
2. The governors will appoint a named governor to liaise with the schools' Designated Safeguarding Leads on safeguarding pupils' issues (**see Section 3**)
3. The governors will ensure that the Head has named a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for Safeguarding Pupils in each school also and ensure that they are appropriately trained and receive further formal training at least every two years.
4. The governors will receive and consider annually a report from the Head on safeguarding pupils in the school.
5. The named governor will determine appropriate training (in liaison with the Designated Safeguarding Lead) for the governing body.
6. The governors will review this policy at least annually and determine any changes to the policy and procedures as appropriate. Any deficiencies or weaknesses identified in the Child Protection arrangements will be remedied without delay.
7. The governors will also review the efficiency with which the procedures have been discharged during the year.
8. The named governor will liaise with the Designated Officer in the case of allegations against the Head or a member of the Governing Body
9. The governors recognise that staff dealing with safeguarding issues will develop expertise and will be given the opportunity to contribute when making changes to this policy.
10. The governors will ensure through liaison with the Head that pupils are taught about safeguarding, including online, as part of providing a broad and balanced curriculum e.g. in PSHE and Sex and Relationships education.

5.2 The Head

1. The Head is responsible for the implementation of the policy and ensuring that the outcomes are monitored. The Head will report annually to the governors at the September General Purposes (GP) Committee on the working of the policy in his/her school. The GP Heads' reports and committee minutes will be reviewed by the full Governing Body.
2. The Head will appoint a Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.
3. The Head will ensure that all staff including the Head receive safeguarding and child protection updates as required, including updates by the DfE to Part one: Keeping Children Safe in Education (for example via email, e-bulletins, staff meetings), but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. They will also receive formal safeguarding training at least every three years.
4. The Head will liaise with the Designated Officer when an allegation is made against a member of staff

5.3 Employees

1. Every employee is under a legal duty to safeguard the welfare of pupils and to protect pupils from abuse. All new staff who work directly with children must confirm that they have read Part 1 and Annex B of KCSIE Sep 2021.
2. All staff, including temporary staff and volunteers, will receive induction training that will cover the following:
 - a. being provided a copy of the Child Protection policy and an explanation as to what it includes and what their responsibilities including Child Missing Education procedures
 - b. the names and identity of the Designated Safeguarding Lead and Deputy
 - c. a copy of Part One of Keeping Children Safe in Education, including Annex B and the requirement to confirm to the HR Department that they have read and understand it.
 - d. School Behaviour Policy
 - e. School Anti-Bullying Policy
 - f. ICT Acceptable Use Policy
 - g. First Aid Policy
 - h. Staff Handbook
 - i. Equal Opportunities Policy
 - j. Fire evacuation procedures
 - k. Health and Safety Policy including risk assessments
 - l. emphasis on the Staff Code of Conduct (Section 12)
 - m. an explanation that there is a culture at the Foundation that encourages 'whistleblowing' in the event of an employee having concerns about the welfare of a child or staff member
3. All employees will engage in safeguarding training as required by the school. They also have the responsibility to read and understand any policy / practice updates which are circulated by the school, including updates by the DfE to Part One: Keeping Children Safe in Education, including Annex B.

4. Employees must know how to access and implement the procedures, independently if necessary.
5. Employees need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, that day to the Designated Safeguarding Lead or named deputy. If in any doubt they should consult with the Designated Safeguarding Lead.
6. Employees must ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegation or harm to a pupil.
7. Employees must keep a sufficient record of any significant disclosure, complaint or conversation or event and pass to the DSL.
8. Employees will be given guidance on how to access relevant local safeguarding procedures which will be primarily via the website of the Wakefield District Safeguarding Partners

6.0 Procedures

6.1 Reporting to the Designated Safeguarding Lead

Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or the named deputy in his/her absence) as soon as possible, ideally at least by the end of the teaching session, morning or afternoon and certainly within 24 hours. However, any member of staff may make a referral directly to children's social care, if this is appropriate.

6.2 Action by the Designated Safeguarding Lead

Subject to the paramount safety and welfare of the pupil, the Designated Safeguarding Lead will:

1. Consider the procedures published by Wakefield District safeguarding partners and covered in their specific training for the role.
2. Consider the nature and seriousness of the suspicion or disclosure. A disclosure involving a serious criminal offence will always be referred to the Designated Officer (in the event of an allegation against a member of staff) or the police without further investigation within the school.

Working Together to Safeguard Children

NSPCC – When to call the Police

3. Consult with social care or other appropriate professionals on a confidential basis. This can be done without identifying the family if the Designated Safeguarding Lead deems it appropriate. Wakefield Social Care Direct operates a very useful and informative 'triage' system which will advise on appropriate action and ensure that the right thresholds are met for referral. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral direct to children's social care services will be made without delay and certainly within 24 hours. If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to children's social services promptly. If no response or acknowledgement is received within three working days, the Designated Safeguarding Lead will contact the Designated Officer.
4. Whilst the Designated Safeguarding Lead will always consider the wishes of the pupil who has disclosed and the wishes of his/her parents, consent is not required for a referral to social services where there are concerns about a child's safety. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he will take further advice from the relevant professionals.
5. Have regard for confidentiality, so far as applicable.
6. Consider the lawful rights and interests of the school community as a whole, including its employees and its insurers.

7. Determine if there is a pattern of behaviour which may lead to welfare concerns as a result of a period of monitoring of behaviour by the Designated Safeguarding Lead in response to concerns raised.
8. An allegation against a member of staff should go straight to the Head in the first place. The Designated Safeguarding Lead will keep the Head informed, if an allegation relates to an adult. If the Head is not available or is the subject of the allegation, then the Designated Safeguarding Lead will report the allegation to the Spokesman (Chair of Governors).
9. The Designated Safeguarding Lead will report any referrals to the Nominated Governor for Child Protection but individuals will not be identified.
10. Any concern about a child's welfare should or concerns about a child in need should be immediately acted upon. Therefore, the DSL should be informed and early help, pastoral intervention or the children's social care will be offered, as appropriate. For any concern about a child at risk, the DSL should be informed and the DSL will liaise with social care and the Police if a crime has been committed. This should be acted upon immediately or at least 24 hours of being alerted to the concern. A referral can also be made directly.

6.3 Immediate response to the child

It is vital that any staff actions do not abuse the child further or prejudice further enquiries. The following are guidelines for staff:

T = tell me

E = explain to me

D = describe to me

1. **Don't promise confidentiality**, reassure the pupil that they have done the right thing, explain who needs to be told (the Designated Safeguarding Lead) and why. It is important not to make promises that cannot be kept such as "I'll stay with you all the time" or "it will be alright now". However, staff should also balance the need to not make promises with the fact that immediate statements made to children about subsequently needing to share information with others could lead to a child not making an important disclosure or becoming hesitant.
2. Listen to the pupil, if what is said causes shock or distress try not to show it;
3. Keep an open mind and not take a decision as to whether or not abuse has taken place
4. It is acceptable to observe bruises but not to ask a child to remove or adjust their clothing to observe them unless this is done by the school nurse/matron and the child agrees
5. If a disclosure is made the pace of the conversation should be dictated by the pupil without him or her being pressed for detail by being asked such questions as "what did they do next?" or "where did they touch you?". The staff role is to listen not to investigate. Staff must use open questions such as "is there anything else you want to tell me?"

6. Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”
7. Do acknowledge how hard it was for them to tell you this;
8. Don’t criticise the perpetrator, this may be someone they the pupil is close to.
9. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

6.4 Recording Information

Staff will:

1. make a written record of the conversation at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. CPOMS is used.
2. observed injuries and bruises should also be recorded; At no time will a member of staff take photographic evidence of any injuries or marks to a child’s person. The body map will be used in accordance with recording guidance.
We will seek the Child's voice/opinion and ensure this is noted in the records.
3. note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”);
4. pass the record to the Designated Safeguarding Lead;
5. any evidence (for example scribbled notes, text messages, emails, clothing) must be safeguarded and notified to the Designated Safeguarding Lead;

7.0 Allegations of Abuse Made Against Staff, (including supply staff) Governors or Volunteers

7.1 The Foundation has procedures for dealing with allegations against members of staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from unfounded, false or malicious allegations. Note, that allegations against a member of staff who is no longer employed by the Foundation should be made to the police. Any allegation made against a member of staff, a volunteer or governor must be reported immediately to the Head who refers directly to the LADO . The Head should **not speak** to the member of staff who is the subject of the allegation at this point. If there is a conflict of interest in reporting this matter to the Head, it should be directly referred to the LADO.

7.2 If the allegation is against the Head then the allegation should be reported to the Chair of the Governors or Safeguarding Governor. The Chair of the Governors will refer the allegation to the LADO. The Head must not be informed of the allegation prior to contact with the chair and the LADO.

7.3 These procedures will be used in respect of cases where it is alleged that a member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

7.5 The Foundation will provide support for the members of staff and provide them with a named contact if they are suspended. Any allegation will be dealt with as quickly as possible in a fair and consistent manner that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Particular care will be exercised where a member of staff has been suspended such that they are kept informed of progress and the length of any suspension is kept to a minimum.

7.6 The Head will take the lead and act as 'case manager'. Additional information may be sought such as previous history, whether the child has made similar accusations in the past and the member of staff's current contact with children. The initial discussions may lead to a decision that no further action is necessary and it should be recorded as such. In this situation the Head should determine what action should follow in respect of the person who made the allegation.

7.7 The Head should inform the member of staff about the allegation as soon as possible, and provide as much information as possible without compromising any investigation. The Head will consider carefully whether the member of staff should be suspended or whether alternative arrangements can be put in place. Suspension will only be considered if there is no reasonable alternative. Note that in the event of an allegation against the Head, the Head will not be informed of the allegation prior to reporting to the Chair of Governors and LADO. A decision to suspend the Head will be taken by the Chair of Governors.

7.8 If further investigation is deemed necessary then the Head will determine how and by whom this investigation will be undertaken.

7.9 Where it is or becomes clear that an investigation by the police or children's social care is unnecessary, an internal investigation and hearing will be undertaken. The Designated Safeguarding may be appointed Lead investigator. Following a hearing, involving the member of staff, a union representative and the Head a decision will be reached, ranging from no further action to dismissal or a decision not to use the person if a volunteer.

7.10 Parents or carers of a child involved should be told of the allegation as soon as possible if they do not already know, subject to any concerns raised by the police or children's social services. They should be kept informed about progress of the investigation but should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

7.11 The Foundation will report promptly to the Disclosure and Barring Service (DBS) any person whose services are no longer used by the Foundation for regulated activity (*effectively anyone employed at the Foundation*) and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. The following list describes the reasons where services are no longer required.

- Dismissal
- Non-renewal of a fixed term contract
- No longer engaging or refusing to engage a supply teacher
- Terminating the placement of a student teacher or other trainee
- No longer using staff employed by contractors
- No longer using volunteers
- Resignation
- Voluntary withdrawal from supply teaching, contract working, teacher training or volunteering

7.12 Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order is appropriate, then the Foundation has a duty to consider whether a referral should be made to the Teaching Regulation Agency (TRA). This would be likely in the event of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence.

Supply staff

In some circumstances schools the Foundation will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

Whilst the Foundation is not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should the Foundation decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The Foundation will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the Foundation, are under the supervision, direction and control of the governing body when working in the Foundation. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the Foundation during the investigation.

When using an agency, schools in the Foundation will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies

Low-level Concerns

Each school encourages everyone affected by its operation to report to the Head any concern – even if no more than one which causes a sense of unease of 'nagging doubt' – they may have that an adult working in or on behalf of the school may have acted in a way that is inconsistent with expected standards and/or the Staff Code of Conduct.

Where a low-level concern is raised about the Head, it should be reported to the Chair of Governors. All members of staff are encouraged to self-refer where, for example, they have found themselves in a situation which could be misinterpreted or might appear compromising to others, and/or on reflection they believe that they have behaved in a way that falls below the expected standards.

The Head will usually share the concern with the DSL and they will address it in a proportionate manner. They will gather as much evidence as they can by speaking where possible with the person who raised the concern, the individual involved and any witnesses. They will consider whether it is indeed a low-level concern or whether it is sufficiently serious to meet the harms threshold.

All low-level concerns will be recorded in writing by the Head. The record will contain details of the concern, the context in which the concern arose, and action taken, together with the rationale for all decisions and actions. The name of the individual sharing the concern will also be noted: if the individual wishes to remain anonymous, that will be respected as far as reasonably possible.

Records of low-level concerns will be regularly reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern is identified, the Head and the DSL will decide on a course of action: this might be an internal disciplinary procedure or referral to the LADO if the harms threshold is met. They will consider if any wider cultural issues in the school enabled the behaviour to occur and if appropriate policies could be revised or extra training given to minimise the risk of recurrence.

The purpose of this Low-level Concerns Policy is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff.

Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, such as misconduct or poor performance. Those that relate exclusively safeguarding will not be referred to in a reference unless they meet the threshold for referral to the LADO and are found to be substantiated.

Where a low-level concern relates to supply staff or a contractor, their employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified. If the low-level concern has been raised by a third party, the Head will collect as much evidence as possible by speaking with the person who raised the concern, to the individual involved and any witnesses.

Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the Head a record of the conversation will be made by the Head which will be signed, timed, and dated.

Responding to low-level concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The Head will:

- Speak to the person reporting the concern to gather all the relevant information, gathering as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or police (HR advice from the Bursar may also need to be taken) Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses. The information reported and gathered will then be reviewed to determine whether the behaviour:
 - is consistent with the school's Staff Behaviour and Code of Conduct: no further action will be required
 - constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. via the Capability and Disciplinary Procedures.
 - is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and HR advice taken from the Director of Finance and Operations.

The school must consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed: when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and HR advice taken from the Bursar. In this case the school's Staff Behaviour and Code of Conduct within the Child Protection and Safeguarding Policy and Disciplinary Policy will be followed.

When considered with any other low-level concerns that have previously be made, records will be made of:

- all internal conversations including any relevant witnesses
- all external conversations, e.g. with the LADO the decision and the rationale for it
- any action taken.

Can the reporting person remain anonymous?

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous, this will be respected as far as possible. However, there may be circumstances where this is not possible, e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

Should staff report concerns about themselves (ie self-refer)?

It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the Staff Behaviour and Code of Conduct. In these circumstances they should self refer This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

Where behaviour is consistent with the Staff Behaviour and Code of Conduct

Feedback will be given to both parties to explain why the behaviour was consistent with the Staff Behaviour and Code of Conduct.

Should the low-level concerns file be reviewed?

The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

What is the role of the Governors?

The Head will regularly inform the Governors about the implementation of the low-level concerns policy including any evidence of its effectiveness, e.g. with relevant data. The safeguarding governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

8.0 Allegations of Abuse Made Against Other Children; Peer on Peer Abuse *To be read in conjunction with the Schools' Anti-Bullying Policies*

The conduct of pupils towards each other will, in most instances, be covered by the behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:

- (a) Violence, including gender based violence;
- (b) Threatening or intimidating behaviour;
- (c) Blackmail;
- (d) Misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;

- (e) consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery).
Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. (see the schools' individual Acceptable Use Policies for Pupils for the schools' respective approaches to sexting);
- (f) Encouraging others to engage in inappropriate sexual behaviour;
- (g) Any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- (h) Bullying, including cyberbullying.
- (i) Initiation or hazing type of activities
- (j) Sexual violence and sexual harassment
- (k) Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- (l) Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

The Foundation takes steps to minimise the risk of peer on peer abuse. The Foundation has robust anti-bullying procedures in place (see the Foundation Anti-bullying Policy and individual school policies) and pupils are taught at all stages about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk (see individual school policies)

Abusive behaviour by pupils will be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable. The Foundation recognises that children with SEND can be more prone to peer group isolation and at greater risk and will, if necessary, receive extra pastoral support.

Where an allegation of abuse has been made against a pupil, staff and volunteers should follow the procedures set out in this policy. A pupil against whom an allegation of abuse has been made may be suspended during the investigation and the Foundation's Behaviour and Discipline Policy with relevant sanctions applicable. This is in addition to following other steps within Section 6 of this policy as appropriate. Advice will be taken from children's social care on the investigation of such allegations and all appropriate action will be taken to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the Foundation will ensure that, subject to the advice of children's social care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate her if it is necessary to suspend her during the investigation.

Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

A bullying incident (including cyber-bullying which is defined in the Behaviour and Discipline Policy) could be treated as abuse and therefore a child protection concern and will be covered by the remit of this policy if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. This includes the requirement to refer any such abuse to social services.

In the event of a disclosure regarding pupil on pupil abuse, all children involved whether perpetrator or victim, are defined as being 'at risk'.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

9.0 Confidentiality

10.1 Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead for the child's own sake. At the same time, the child should be reassured that the matter will only be disclosed to the Designated Safeguarding Lead, who will then decide on appropriate action. Staff who receive the information about children and families in the course of their work should have the information only within a professional context. Child protection records should be kept securely locked.

10.2 Personal information about all pupils and their families is regarded by those who work at the Foundation's schools as confidential. All staff will aim to maintain this confidentiality. All records relating to child protection incidents will be maintained by the Designated Safeguarding Lead and only shared as is consistent with the protection of children.

10.3 The Designated Safeguarding Lead should take advice from the Designated Officer, the local safeguarding partners and the police to agree the following:

- who needs to know and exactly what information can be shared
- how to manage speculation
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if and when it should arise

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

10.0 Parents

1. Parents play an important role in protecting their children from abuse. The Foundation is required to consider the safety of the pupil and should a concern arise, professional advice will be sought prior to contacting parents, if in doing so would put the child at greater risk.
2. The Foundation will work with parents to support the needs of their child.
3. The Foundation aims to help parents understand that the Foundation's schools, like all others, have a responsibility for the welfare of all pupils and have a duty to refer cases to the Social Services in the interests of the child.

Whether or not the school decides to refer a particular issue to social care or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the local safeguarding partners or the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

11.0 Staff Behaviour and Code of Conduct

11.1 The Foundation requires all staff, volunteers and governors to maintain the highest professional standards in their work and relationships with children. Staff need to treat pupils with respect and ensure that their behaviour does not directly or inadvertently lay them open to allegations of abuse.

Where staff have any concerns for the welfare or safety of a child, they must report the concerns to the Designated Safeguarding Lead as described in Section 6 and if appropriate, in accordance with the whistle-blowing procedures which are specifically covered in Section 6.2.

The following recommendations for staff provide a framework within which children should be safe from harm and adults protected from false or malicious allegations. Please also see the Safer Recruitment Consortium's document, 'Guidance for safer working practice for those working with children and young people in education settings,' available in the school policies folder.

1. Never use your size or presence as a threat, e.g. standing over a pupil in a threatening manner.
2. Do not intimidate or ridicule pupils as these are forms of abuse and do not permit pupils to intimidate or ridicule other pupils.
3. Avoid scapegoating or rejecting a pupil and similarly avoid favouritism to any one pupil.
4. Call pupils by their given or chosen name.
5. Staff should not allow pupils to call them by their first name.
6. Staff should not give their personal mobile telephone numbers to pupils except in an emergency
7. Avoid comments to or about pupils which could be taken to have sexual overtones. Group discussions which could be interpreted as having sexual overtones must only take place if they are justified in the context of the teaching programme. Similarly, the use of books, videos and films of an explicit or sensitive nature should always have a clear link to the

scheme of work and in the case of the latter, be of an acceptable 'rating' for the age group for whom they will be used.

8. Use the school's rewards and sanctions.
9. Try to avoid physical contact of any sort as it can be misconstrued. The 'natural' reaction when a pupil is upset is to respond with a comforting gesture, but they may not welcome this.
10. In practical areas such as Drama, P.E. and Sports' coaching, all planned body-to-body contact must be demonstrably unavoidable. Staff should avoid participating in such demonstrations wherever possible but rather use pupils themselves to demonstrate a point instead.
11. Take special care in a one to one situation with a pupil and if possible inform a colleague if this situation arises. Leave the door open and if possible position furniture appropriately between the member of staff and the pupil. This is particularly relevant to music teachers.
12. Staff should take particular care to ensure that their conduct should not be misconstrued when supervising pupils in the less formal atmosphere of school trips or extra-curricular activities. Standards of professional conduct and behaviour expected of staff should be no different from that which applies within school.
13. Members of staff should exercise caution if invited to attend non-school social functions with pupils, outside school hours. They should, ideally, have another colleague with them and must be aware that their presence will be taken as meaning they are a teacher "on duty" or "responsible".
14. If a pupil either intentionally or accidentally makes inappropriate physical contact with a member of staff or makes a suggestive approach to a member of staff, the member of staff must tell the pupil that his/her language or behaviour is inappropriate, record the incident and report it to the Designated Safeguarding Lead. This is necessary should accusations be made later. The Designated Safeguarding Lead must then decide on the appropriate course of action.
15. Staff must be aware that it is a criminal offence to have a sexual relationship or engage in sexual activity with a child under 18 or a young adult over 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.
16. Staff are not permitted to transport pupils in their cars without written, parental permission, except in an emergency. Staff must not give pupils casual lifts. See the School Transport Policy.
17. Repeated email (or letter) communication between staff and pupils may also be open to misinterpretation. Communication via email, of course, remains a matter of public record, even if deleted. Staff must always use a school email address and not their personal one (see ICT Acceptable Use Policy section 5.4.2)
18. Members of staff must not be in contact with current Foundation pupils using social media sites. Furthermore, pupils must not make friendship requests to or accept friendship requests from members of staff and equally, members of staff must not make or accept friendship requests from pupils. If a member of staff receives a friendship request from a pupil then the request must be immediately rejected and the matter reported to the Deputy Head or Head as appropriate who in turn will speak to the pupil (see ICT Acceptable Use Policy section 5.3.3)
19. Corporal punishment is prohibited in all schools in the UK. Hitting a pupil, whether in the spirit of fun or otherwise, or any other form of physical restraint is unacceptable. However, see Foundation Policy on Use of Force to Restrain Pupils for guidance on 'reasonable force'.

20. Staff should respect a pupil's privacy in toilets, showers and changing rooms paying particular attention to EYFS year groups.
21. Staff must not use mobile phones or personal devices in the EYFS settings and are prohibited from taking photographs with their personal handsets. Personal effects of staff in EYFS should be stored securely.
22. All staff need to be aware of their responsibilities under the "whistleblowing" procedure (see Safeguarding Policy 1.1)
23. All staff need to be aware of their responsibilities in terms of Low Level Concerns, both in relation to the conduct of other members of staff and, where necessary, self referral. See section 7.13
24. Staff must follow the Social Media Policy and report any concerns about activity on social media to the DSL immediately

12.2 TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

Below are the Teachers' Standards that all teachers need to be aware of:

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - i. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - ii. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - iii. showing tolerance of and respect for the rights of others
 - iv. promoting fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - v. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

13.0 Children Staying with Host Families

Schools in the Foundation often make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

Schools have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit the school arranges, and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

School arranged homestay – suitability of adults in UK host families

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

In circumstances where a school arranges for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where the school has the power to terminate such a homestay the school would be the regulated activity provider.

A regulated activity provider commits a criminal offence if it knows, or has reason to believe that, an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore the school would not be the regulated activity provider. When a school arranges a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. It will be for the school to use their professional judgement to decide what it considers what will be relevant. However, to help inform that assessment, schools should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider, alongside all other intelligence that it has obtained, whether the adults would be a suitable host for a child.

DBS enhanced certificates with barred list information for volunteer roles can be obtained free of charge. In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay or where schools reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role the 'Position Applied For' field will need to make clear that the position is unpaid.

In addition to those engaging in regulated activity, schools will decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

Homestay – suitability of adults in host families abroad

It is not possible for schools to obtain criminality information from the DBS about adults who provide homestays abroad. Schools will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of agreed arrangements. Schools will decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

Pupils will understand who to contact during a homestay should an emergency occur or a situation arise which makes them feel uncomfortable.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

See DfE statutory guidance: **Children Act 1989 Private fostering**

14.0 Monitoring and Review

13.1 The Designated Safeguarding Lead will monitor the working of the policy within each school and will report as required to the Head.

13.2 The Head will report to the Foundation Governors annually on the working of the policy.



Signed:

Date: 14 October 2021

Chair of Governors: Simon Chamberlain

Signed: _____



Date: 14 October 2021

Designated Governor for Safeguarding: Penny Plumpton

Review History

Policy fully re-written	September 2009
Reviewed by Governors	September 2009
Updated and reviewed by Governors	May 2010
Updated and reviewed by Governors	February 2011
Updated and reviewed by Governors	February 2012

Child Protection Policy Reviewed by Governors 14th October 2021
 Next Review by Governors October 2022

Updated and reviewed by Governors	February 2013
Updated and reviewed by Governors	February 2014
Updated following KCSiE (April 2014)	September 2014
Reviewed by Governors	October 2014
Updated following KCSiE (March 2015) and ISI Handbook (April 2015)	June 2015
Reviewed by Governors	June 2015
Updated following KCSiE (July 2015)	August 2015
Updated following ISI Handbook (September 2015)	September 2015
Reviewed by Governors	October 2015
Updated (ISI guidance	November 2015
Updated (Reporting to LADO)	February 2016
Updated following KCSiE (draft May 2016 then September 2016)	September 2016
Reviewed by Governors	October 2016
Updated (changes to Prevent Officer in Wakefield)	December 2016
Updated (children staying with host families/LADO email change)	March 2017
Updated (change of nominated governor for safeguarding)	September 2017
Updated (reference to Safer Recruitment Consortium's guidance)	September 2017
Updated (Additional Deputy DSL added to QEGS SS and WGHS SS)	October 2017
Reviewed by Governors	October 2017
Updated (ISI guidance)	November 2017
Updated (following update to KCSiE September 2018)	September 2018
Reviewed by Governors	October 2018
Updated (allegations against head/JS mobile phone procedure/ Whistleblowing section enhanced)	November 2018
Updated (change of LADO in Wakefield)	February 2019
Updated (following update to KCSiE September 2019)	September 2019
Reviewed by Governors	September 2019
Updated (enhanced section on mobile devices in EYFS)	October 2019
Updated (following update to KCSiE September 2020)	March 2020
Reviewed by Governors	September 2020
Updated (Safeguarding during school closure section added)	October 2020
	February 2021
Updated (following update to KCSiE September 2021)	September 2021
Updated (change of LADO in Wakefield, change of contact details for LADO)	January 2022
Updated by J Palin, QEGS SS	February 2022

Appendix I – NSPCC Child Protection Fact Sheet Link

The NSPCC's child protection fact sheet "Signs of Abuse" (April 2014) should be referred to by all staff to help raise awareness of signs of child abuse. The fact sheet can be found at <https://learning.nspcc.org.uk/research-resources/briefings/definitions-signs-child-abuse>.

Appendix II – Key Contact Numbers

Key contact numbers:

Wakefield Social Care Direct – 0345 8503 503

The LADO is Mark Goddard – lado.referrals@wakefield.gov.uk

Mobile number: 07711797847

Wakefield Early Help Hubs offer a range of services for families in Wakefield District and can help those who need support at the earliest opportunity. There are seven hubs across the Wakefield district and details can be found by clicking the following link:

<http://www.wakefield.gov.uk/residents/schools-and-children/early-help-hubs>

Other Social Care contacts for pupils within the Foundation's catchment area

Leeds Social Care - 0113 376 0336 (out of hours 0113 376 0469) LADO
– Carolyn Hargreaves / Ted O'Sullivan 0113247 8652

Calderdale Social Care - 01422 393336 (out of hours 01422 288000) LADO
Cheryl Baxter 01422 394088 / 07769 886090

Kirklees Social Care - 01924 326097

Barnsley Social Care – 01226 438831 / 01226 772423 (out of hours 08449841800) LADO
Ruth Holmes 01226 772341

Doncaster Social Care – 01302 737777 (out of hours 01302 796000) LADO
01302 737748

North Yorkshire Social Care – 01609 780780 (also for out of hours)
LADO Rosemary Connell 01609 534974 / Susan Crawford 01609 532152

York Social Care – 01904 551900 (out of hours 01609 780780) LADO
01609 532477

If you are unable to contact an out of hours number and believe a child is in immediate danger then call the Police on 999.

NSPCC Helpline - 0808 800 5000

Ofsted Safeguarding Children – 08456 404046

Disclosure and Barring Service – 01325 953795

Appendix III – Wakefield District Safeguarding Board – Fact Sheet

WAKEFIELD DISTRICT SAFEGUARDING CHILDREN BOARD

Golden Rules for Allegations Against People who Work with Children

If you receive an allegation or concern about a member of staff in your organisation, you should pass this to the designated Senior Manager. If in doubt about who this is, refer to your procedure and speak to a manager.

- Some groups of children are more vulnerable. This includes very young babies and toddlers, or children who are more vulnerable due to disability or communication difficulties. However all concerns should be dealt with in accordance with the procedures regardless of the circumstances.
- Concerns about professionals can be raised in any setting and in any professional group at any level. Again, procedures should be followed in all cases, regardless of the role of the individual employee.
- Concerns about people who work with children can be identified due to issues that take place outside their employment e.g. within their own family or community
- Equally, concerns that are raised in relation to someone's employment can impact on their family
- The alleged perpetrator should NOT be spoken to about the allegation. To do so may jeopardise any investigation and evidence, and may lead to risk to children in the future.
- If the allegation is very vague or there is good reason to believe that it may be malicious, the Senior Manager may choose to make discrete inquiries themselves before referring onwards. This is acceptable, however caution should be used to avoid jeopardising any future investigation.
- The referral should be reported to the Local Authority Designated Officer within one working day.
- Initial considerations, involving the employer, will be given by the Local Authority Designated Officer to whether the allegation meets the criteria within the procedure and whether there is a need to proceed to the next stage, convening a strategy meeting.
- Agreement should be reached on what actions, if any, need to be taken and by whom at this meeting.
- The allegation should be dealt with thoroughly, swiftly and sensitively to those involved, and a clear and comprehensive record kept.
- The Local Authority Designated Officer will liaise with the employer during this time to check on progress and offer advice.
- Every effort should be made to maintain confidentiality.

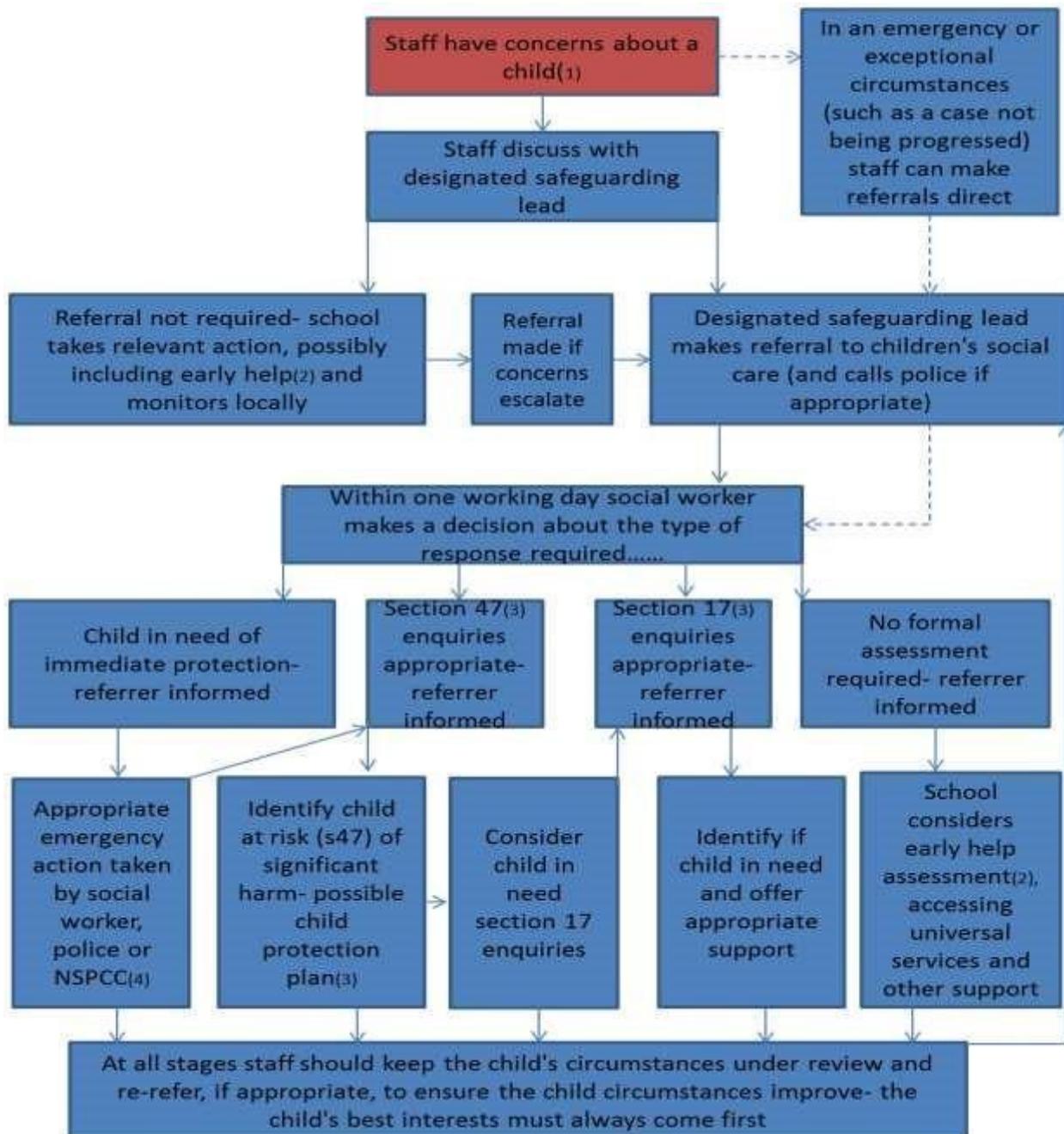
In Wakefield, the LADO role is conducted via a rota. The duty LADO can be contacted on 01924 302155 or 01977 727032.

Procedures relating to allegations or concerns about people who work with children can be found in Section 6 of the West Yorkshire Interagency Safeguarding Children Procedures which are online at www.proceduresonline.com/westyorksrb

The Safeguarding Children Board provide training in relation to the management of allegations or concerns about people who work with children. Details of the training available can be found on our training pages at www.wakefield.gov.uk/safeguardingchildren or by contacting the WDSCB Business Manager on 01977 727047.

Appendix IV – Keeping Children Safe in Education – Action Flowchart

Extract from Department for Education publication –
 'Keeping Children Safe in Education – Statutory Guidance for Schools and
 Colleges September 2018



Appendix V – Wakefield procedure for raising Prevent concerns

From West Yorkshire Police guidelines

Raising PREVENT concerns

1. If you are concerned about a student/parent or a member of the public engaged the Foundation/one of the Foundation's schools or a colleague who is at risk of radicalisation.
2. Members of staff must complete a RED Cause for Concern Form as standard procedure.
3. Discuss with Prevent Lead who will in turn liaise with the Lead Safeguarding Officer,
4. Refer to SOCIAL CARE DIRECT through usual safeguarding procedures.
5. Copy the referral email to **PC Gary Blezard (CTU)** wd.prevent@westyorkshire.pnn.police.uk
6. PEO will refer to the Local Silver Prevent Group for investigation.

Appendix VI - WGSF Designated Safeguarding Lead (DSL) – Job Description

(also applies to Deputy DSL although overall lead responsibility remains with the DSL)

To take lead responsibility and ensure the School safeguards the welfare of all our pupils. Ensure Child Protection and safeguarding issues are managed in accordance with current legislation, all referrals are made to the required agencies and staff, pupils & Governors are equipped with the information and skills to support the welfare of all within our community.

Role and Responsibilities:

- The DSL is given the authority required to effectively undertake the role.
- The DSL or Deputy DSL must be available at all times during school hours
- The DSL will make safeguarding referrals in accordance with WSCP guidance.
- The DSL will be the lead source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- The DSL will liaise with the WSCP, LADO, Children's Social Care, Police and other external safeguarding agencies as noted in *Working Together to Safeguard Children*
- The DSL, where it is not the Head, is to report directly to the Head as appropriate and ensure that there is always cover for this role.
- The DSL is to keep the Governing body informed of safeguarding and welfare matters by reporting incidents to the Designated Governor for Safeguarding and then making a termly report to the General Purposes Committee, and reporting annually to the Full Board of Governors.
- The DSL is to ensure that staff and students know how to report concerns, and that they are taken seriously and acted upon.
- The DSL will work closely with senior mental health leads.
- The DSL will promote educational outcomes of children with a social worker by working closely with their teacher and sharing information about their welfare, safeguarding and child protection concerns.
- The DSL will keep detailed, accurate, secure written records of referrals/concerns.
- The DSL will maintain a sound working knowledge of the possible signs of abuse and neglect and behaviours or circumstances that are likely to put a child or young person at risk.
- The DSL will liaise with the member of FLaG nominated to update and review the Child Protection Policy annually in consultation with the governing body
- The DSL will undergo WSCP Multi-Agency Safeguarding Training at least every two years.
- The DSL will deliver or arrange Safeguarding Induction Training to new staff/volunteers and refresher training to existing staff/volunteers at regular intervals (at least 2 yearly).

- The DSL will liaise with the HR Manager who keep records of staff/volunteer safeguarding training
- The DSL will ensure that all staff read the document 'Keeping Children Safe in Education September 2021 Section 1 Annex B
- The DSL will provide Safeguarding Training to the student body through the PSHE programme, and statutory RHSE programmes enabling them to recognise abuse, neglect and other emerging welfare concerns.
- Where a child or young person leaves the school, the DSL will ensure that their safeguarding file is forwarded securely to the new establishment as soon as possible, but transferred separately from the main pupil file
- The DSL will ensure that parents have easy access to copies of the child protection policy which will alert them to the fact that referrals may be made and the role of the school in this, to avoid conflict later
- The DSL has the responsibility for online safety

Appendix VII – Visiting Speaker Assessment Procedure**VISITING SPEAKER ASSESSMENT PROCEDURE**

Wakefield Grammar School Foundation is part of a wider community. Occasionally, we have speakers visiting the schools from our wider community who enrich our students' experience of school, providing students with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our students is to ensure that the information they receive they can critically assess as to its value to themselves and that the information is aligned to the ethos and values of the school and British values.

All requests for outside speakers must be discussed with the Head. The Head will request:

1. A biography of the speaker or institution must be provided with the purpose clearly defined as to the information the speaker/visitor wishes to communicate. The information must align to the core values and ethos of the school and to British values. This must be discussed with the organiser prior to the request being made to the Head.
2. A copy of the speaker's speech or slides
3. Whenever possible a notice period of no less than one month prior to the speaker's proposed date at school.
4. An organiser for the speaker is provided who will be the liaison with school.
5. The organiser must ascertain that all information communicated by the speaker must be lawful.

When sufficient information has been collated the Head will be able to make a decision giving permission for the visitor/ speaker to come to the school/Foundation. Where a speaker who might fall under the scope of the Prevent duty has been assessed as being suitable, the Head will inform the HR Manager and relevant details of the speaker will be recorded on the Single Central Register.

Further guidelines

Foundation safeguarding procedures apply and normally visiting speakers should have photograph identification from their institution if applicable. They will be issued with the Visitors' Guidelines for Wakefield Grammar School Foundation and required to read these guidelines prior to entry into school. They will be issued with a visitors' badge which they must wear at all times. Visitors are accompanied and supervised in the buildings at all times.

During the speech monitoring

Staff will be present during the visit, including a member of the senior leadership team who will monitor that the speech aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action will be taken by the senior leader to balance the information given.

Post speech/ visit evaluation

Child Protection Policy

Reviewed by Governors 15th October 2021

Next Review by Governors October 2022

The speech/visit is evaluated by the organiser as to whether it met the needs of our students. Should the speaker not meet the needs of our students then this will be clearly communicated to the visiting speaker/institution by the Head.

Appendix VIII – Temporary Policy Addendum

Temporary Policy Addendum:

COVID-19 school closure arrangements for Safeguarding and Child Protection at Wakefield Grammar School Foundation

This Policy addendum is effective from 4th January 2021 – 18th February 2021

Policy owner: LJ Ladds

Date: 21.1.21

Date shared with staff: 21.1.21

Context

To support public health efforts during the return to school in January, secondary schools will invoke a phased return to face-to-face provision at the start of term.

From 5th January 2021 Secondary age parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Wakefield Grammar School Foundation Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key contacts

Remain as per the School Safeguarding Policy.

The Designated Safeguarding Leads and Deputies at each Foundation school are listed below:

Child Protection Policy	Reviewed by Governors 15 th October 2021
	Next Review by Governors October 2022

WGPPS - 01924 231618

Designated Safeguarding Lead ▪ Mrs Emma Gill (Head) ext 266

Deputy Designated Safeguarding Lead: Mrs Lynne Butler (Deputy Head) ext 266

Deputy Designated Safeguarding Lead: Mrs Zoe Mannion (class teacher)

QEGS Junior School - 01924 373821

Designated Safeguarding Lead: Mr James Tiffany (Deputy Head Pastoral) ext 337

QEGS Senior School – 01924 373943

Designated Safeguarding Lead ▪ Mr Jim Palin (Deputy Head) ext 323

Deputy Designated Safeguarding Lead: Mrs Angela Eggleston (Director of Studies) ext 376

WGHS Junior School - 01924 374577

Deputy Designated Safeguarding Lead: (Deputy Head) Mr Sam Rowley ext 242

Deputy Designated Safeguarding Lead: Mrs Vanessa Hutchinson ext 263

WGHS Senior School – 01924 372490

Designated Safeguarding Lead: Mrs Louise Ladds (Assistant Head – Director of Pastoral Care and Wellbeing) ext 371

Deputy Designated Safeguarding Leads: Mrs Judith Tingle (Deputy Head - Academic) ext 208

Ms Heidi – Jayne Boyes (Head) ext 206

Dr Joanna Rhodes (Head of Sixth Form) ext 201

Mrs Abi Lovell (Pastoral Assistant) ext 235

The Nominated Governor for Safeguarding and Child Protection is Penny Plumpton

Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - o children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - o adopted children or children on a special guardianship order
 - o those at risk of becoming NEET ('not in employment, education or training')
 - o those living in temporary accommodation
 - o those who are young carers
 - o those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - o care leavers
 - o others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Wakefield Grammar School Foundation will continue to work with and support children's social workers to help protect vulnerable children. The lead persons for this will be: LJ Ladds (WS) Sam Rowley (WJ), JPalin (QS), R Thompson (QJ) and Emma Gill (WPP)

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Wakefield Grammar School Foundation will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Wakefield Grammar School Foundation or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Wakefield Grammar School Foundation will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

Attendance monitoring

In mainstream schools, all secondary-age pupils who are not expected to be in school during the weeks commencing 4 and 11 January, should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

Wakefield Grammar School Foundation and social workers will agree with parents/carers whether children in need should be attending school – Wakefield Grammar School Foundation will then follow up on any pupil that they were expecting to attend, who does not.

Wakefield Grammar School Foundation will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently does not attend.

Phone calls will be made to the parents/carers in these circumstances.

To support the above, Wakefield Grammar School Foundation will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Wakefield Grammar School Foundation will notify their social worker.

Designated Safeguarding Lead

Wakefield Grammar School Foundation has Designated Safeguarding Leads (DSL) and a Deputy DSLs.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Wakefield Grammar School Foundation staff and volunteers will have access to a trained DSL (or deputy).

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This must be logged by 4pm on the day the concern is raised.

If a concern is raised out of hours, the staff member should report the concern on CPOMS using the contacts outlined in the school safeguarding policy. If a response is not received, you must continue to exhaust all contacts in the key contact section of the school child protection policy.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher.

If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally over the phone and followed up with an email to the head teacher to confirm the discussion. The Chair of Governors must be included in this email.

Concerns around the Headteacher should be directed to the Chair of Governors.

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter, Wakefield Grammar School Foundation they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, Wakefield Grammar School Foundation will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Wakefield Grammar School Foundation is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Wakefield Grammar School Foundation will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Wakefield Grammar School Foundation will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, Wakefield Grammar School Foundation will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Volunteers

Wakefield Grammar School Foundation will use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in, Wakefield Grammar School Foundation will be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst un-supervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

Online safety in schools and colleges

Wakefield Grammar School Foundation will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Wakefield Grammar School Foundation will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only unless prior arrangements with DSL for pastoral meetings. Consent must be obtained from parents for pastoral meetings or counselling to be held.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded if the lesson is 1:1 so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held if not the timetabled time.

Supporting children not in school

Wakefield Grammar School Foundation is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Wakefield Grammar School Foundation and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Wakefield Grammar School Foundation recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at Wakefield Grammar School Foundation need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

Wakefield Grammar School Foundation is committed to ensuring the safety and wellbeing of all its students.

Wakefield Grammar School Foundation will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Wakefield Grammar School Foundation will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Wakefield Grammar School Foundation will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Peer on Peer Abuse

Wakefield Grammar School Foundation recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

We recognise that boys are more likely to be perpetrators and girls victims but we are aware not to prejudge and to take each case individually.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Along with providing support to children who are victims of sexual violence or sexual harassment, the school or college, as set out in paragraph 87 of this guidance, needs to provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.