

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 is at risk of harm a referral should be made to children's social care and/or the police immediately.

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

INDEX

1.1 Whistle-blowing (See Section 7 Allegations of abuse made against Staff,.....	5
Governors or Volunteers)	5
2.0 Aims	6
3.0 Designated Safeguarding Leads	8
4.0 Signs of Abuse	10
4.1 Child Missing from Education	13
Domestic abuse.....	14
4.2 Child Sexual Exploitation and Child Criminal Exploitation	15
4.3 Serious Violence	16
4.4 Contextual Safeguarding	16
4.5 Female Genital Mutilation and honor based abuse	16
4.6 Online and Mobile Phone Safety (refer to ICT Acceptable Use Policy)	18
4.7 Preventing Radicalisation ('Prevent duty')	19
5.0 Responsibilities	22
5.1 The Governors	22
5.2 The Head.....	22
5.3 Employees.....	23
6.0 Procedures	25
6.1 Reporting to the Designated Safeguarding Lead.....	25
6.2 Action by the Designated Safeguarding Lead	25
6.3 Immediate response to the child.....	26

6.4 Recording Information	26
7.0 Allegations of Abuse Made Against Staff, (including supply staff) Governors or Volunteers	27
8.0 Allegations of Abuse Made Against Other Children; Peer on peer abuse	29
9.0 Confidentiality	31
10.0 Parents	31
11.0 Staff Behaviour and Code of Conduct	32
13.0 Children Staying with Host Families	34
14.0 Monitoring and Review	36
Appendix I – NSPCC Child Protection Fact Sheet Link.....	37
Appendix II – Key Contact Numbers	38
Appendix III – Wakefield District Safeguarding Board – Fact Sheet.....	39
Golden Rules for Allegations Against People who Work with Children	39
Appendix IV – Keeping Children Safe in Education – Action Flowchart	41
Appendix V – Wakefield procedure for raising Prevent concerns.....	42
Appendix VI - WGSF Designated Safeguarding Lead (DSL) – Job Description	43
Appendix VII – Visiting Speaker Assessment Procedure	45

1.0 Introduction

Safeguarding and promoting the welfare of children is **everyone's** responsibility and as such any member of staff 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.

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:

- Learners with Special Educational Needs (**SEN**)/Learning Difficulties and Disabilities (**LDD**).
- Looked after children.
- Children and **young people** living in **poverty**.
- Excluded **pupils**, and those at risk of **exclusion**.
- Children who need a social worker – a child's previous experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantages in facing barriers to attendance, learning, behavior and mental health.

‘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 PHSE 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’s Partnership (WSCP) together with DfE statutory guidance contained in *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education September 2019*. 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 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>

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 be alert to signs of abuse both in the school and from outside
5. 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.
6. to deal appropriately with every suspicion or complaint of abuse;
7. to create a culture of safety and raising concerns and have clear procedures for whistleblowing or disclosure of concerns that are understood by all;

8. to design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations;
9. to support children who have been abused in accordance with their agreed child protection plan, which would be put forward through inter-agency agreement;
10. to be alert to the needs of children with medical conditions;
11. to operate robust and sensible health and safety procedures;
12. to take all practicable steps to ensure that school premises are as secure as circumstances reasonably permit;
13. to operate clear and supportive policies on drugs, alcohol and substance misuse;
14. 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;
15. to have due regard for the need to prevent pupils (known as the Prevent duty) 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 2019). 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 direct 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. QEGS Junior School (including Centenary House) 01924 373821

- o Designated Safeguarding Lead
 - **Mrs Louise Gray (Head) ext 350**
- o Deputy Designated Safeguarding Leads
 - **Mr James Tiffany (Deputy Head Pastoral) ext 337**
 - **Mrs Lynne Butler (Deputy Head Centenary House) ext 608**

2. QEGS Senior School – 01924 373943

- o Designated Safeguarding Lead
 - **Mr Jim Palin (Deputy Head) ext 323**
- o Deputy Designated Safeguarding Leads
 - **Mrs Katy Norgate (Matron) ext 313**
 - **Mrs Angela Eggleston (Director of Studies) ext 376**

3. WGHS Junior School (including Mulberry House Nursery) 01924 374577

- o Designated Safeguarding Lead
 - **Mrs Rachel Edwards (Head) ext 242**
- o Deputy Designated Safeguarding Leads
 - **Mrs Tina Haystead (Acting Deputy Head) ext 259**
 - **Mrs Zoe Manion (Deputy Head Pre Prep and Mulberry House Nursery) ext 266**

4. WGHS Senior School – 01924 372490

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

The Nominated Governor for Safeguarding and Child Protection is Canon Leah Vasey-

4.0 Signs of Abuse

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.

Abuse is likely to fall into one of the following categories as described in Keeping Children Safe in Education September 2020:

4.0.1 Signs of Physical Abuse – Physical abuse is defined as hitting, shaking, throwing, 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

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

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 4.3 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 4.4 below Relationship abuse
- Sexting
- 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. 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 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.

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

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. 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.

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

Mental Health

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.

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.

4.6 Online and Mobile Phone Safety (refer to ICT Acceptable Use 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. Schools in the Foundation will ensure that children are taught about online safety and training is available to staff

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')

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 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.
- 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 name 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.

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.
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 A 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 A.
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 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. 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.

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 whom 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".
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;

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. Notes should be signed and dated;

2. observed injuries and bruises should also be recorded;
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 will be referred by the Designated Safeguarding Lead to the Designated Officer

7.2 In the event of an allegation against a member of staff, it should be reported to the Designated Safeguarding Lead as noted in the Procedures under 6.0 above, unless the allegation is against the Designated Safeguarding Lead in which case it should be reported to the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will also inform the Head unless the allegation is against the Head.

7.3 If the allegation is against the Head then the allegation should be reported to the Chair of the Governors. The Chair of the Governors will refer the allegation to the Designated Officer.

7.4 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 member 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 In all other scenarios the Designated Safeguarding Lead will discuss the allegations initially with the Designated Officer and 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 Designated Safeguarding Lead and the Designated Officer should determine what action should follow in respect of the person who made the allegation.

7.7 The Designated Safeguarding Lead should inform the member of staff about the allegation as soon as possible after consulting the Designated Officer, and provide as much information as possible without compromising any investigation. The Designated Safeguarding Lead and 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 by the Designated Safeguarding Lead prior to reporting to the Designated Officer. A decision to suspend the Head will be taken by the Chair of Governors.

7.8 If further investigation is deemed necessary then the Designated Safeguarding Lead and Designated Officer 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, the Designated Officer and Designated Safeguarding Lead should discuss the options open to the Foundation in respect of the member of staff. This will range 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

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) Sexting (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;

The Foundation take 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'.

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 be 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 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 e-mail (or letter) communication between staff and pupils may also be open to misinterpretation. Communication via e-mail, 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)

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 arrangement. 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.

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	October 2019
Updated (enhanced section on mobile devices in EYFS)	March 2020
Updated (following update to KCSiE September 2020)	September 2020
Reviewed by Governors	October 2020

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 www.nspcc.org.uk/signsofabuse.

Appendix II – Key Contact Numbers

Key contact numbers:

Wakefield Social Care Direct – 0345 8503 503

The LADO is Marie Pettman – lado.referrals@wakefield.gcsx.gov.uk

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.

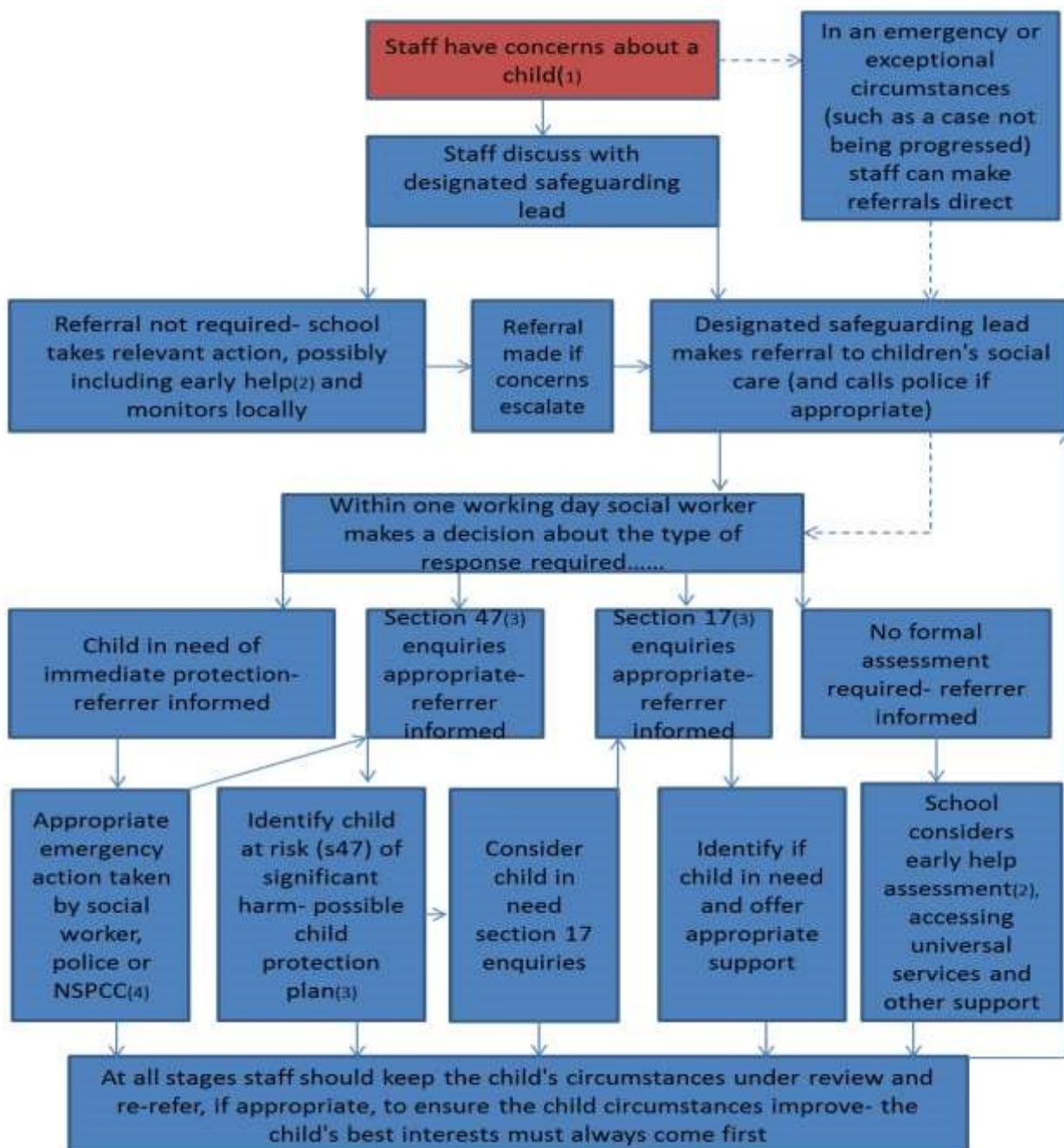
In Wakefield, the LADO role is conducted via a rota. The duty LADO can be contacted on 01924 302155 or 01977 727032.

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/westyorkscb

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. Member 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 LSCB 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 LSCB, 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 LSCB 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 3 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 Section 1 Annex A
- 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.

WAKEFIELD GRAMMAR SCHOOL FOUNDATION (incl EYFS)

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

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.