



## Child Protection & Safeguarding Policy

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## 1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio [e.g. staff code of conduct, safe recruitment, whistle blowing, missing from education, allegations against staff, bullying, student behaviour, E-safety, IT acceptable use and lone working, use of reasonable force, intimate care, complaints, first aid, disciplinary, risk assessments for educational visits, single central record etc.)

It should be considered alongside Health and Safety legislative requirements.

The school's safeguarding arrangements are inspected by Ofsted under the judgement Safeguarding.

### Highfield School's core safeguarding principles are:

- Highfield School's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safe children make more successful learners
- Representatives of the Highfield School community will be involved in policy development and review
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review
- Highfield School will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students
- Highfield School has a responsibility to provide a safe working environment for all employees and volunteers.

### Child protection statement

The school recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. The school endeavours to provide a safe and welcoming environment where children are respected and valued.

The school is alert to the signs of abuse and neglect, will act quickly and follow procedures to ensure that all children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Wakefield Local Safeguarding Children Board.

### Policy principles

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

### Policy aims

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

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

### Wakefield District Safeguarding Children Board WDSCB

<http://wakefieldlscb.org.uk/education>

### West Yorkshire Consortium Procedures.

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

### Equality Act 2010

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

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

## Terminology

**Child / Young person** - include everyone under the age of 18 plus students who are in school until age 19 (working with adult safeguarding / vulnerable adult teams).

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

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

**DSL** refers to Designated Safeguarding Lead

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

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

**Designated Officer** — new term for LADO —(Local Authority Designated Officer)– Officer in the local authority, to coordinate and manage allegations against staff.

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

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

**Signs Of Safety** — a new approach to family intervention work in Wakefield district

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

**CAF** — Common Assessment Framework an early help inter-agency assessment. It offers a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from the Common Assessment may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however undertaking a CAF is not a pre-requisite for making a referral.

**LSCB** - Local Safeguarding Children Board – strategically oversee and scrutinise safeguarding in the district.

**Continuum of Need** – outlines the different levels of support for children and families in Wakefield district

**FIM – Future in Mind** – Program to help in promoting, protecting and improving children’s’ and young people’s mental health and well being

**MARF –Multi Agency Referral Form** used in Wakefield District

**MASH – Multi Agency Safeguarding Hub** – who gather information following a referral to social care direct (MARF)

**MACE** – Multi Agency Action against Child Sexual Exploitation

**ENCOMPASS** – system where agencies share information with schools regarding reports of domestic violence

## 2. Safeguarding Legislation and Guidance

### **Education Act 2002**

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

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

### **Counter Terrorism and Security Act 2015 Section 2**

Applies to schools and other providers;

- To have due regard to the need to prevent people being drawn into terrorism.

### **Safeguarding Vulnerable Groups Act 2006**

Chapter 47 - An Act to make provision in connection with the protection of children and vulnerable adults.

<https://www.legislation.gov.uk/ukpga/2006/47/contents>

### **Statutory Guidance**

**Working Together to Safeguard Children (2018)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. The safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements:

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

**Keeping Children Safe in Education (2018)** issued under Section 175 of the Education Act 2002, the Education (Independent School Standards ) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

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

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

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

**All staff should read Part One of this guidance and staff can find a copy on the school website. All staff must also sign their compliance with this document and complete a yearly quiz.**

### **What to do if you're worried a child is being abused 2015**

This non-statutory guidance is aimed at anyone whose work brings them into contact with children and families, including those who work in early years, social care, health, education (including schools), the police and adult services.

### **Prevent Duty Guidance — England and Wales**

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused->

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

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

### **Teaching Standards**

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

## **3. Roles and Responsibilities**

### **Key Personnel**

The Designated Safeguarding Lead (DSL) for child protection is Mrs Rebecca Thompson

Contact details: Email: [rthompson@highfield.wakefield.sch.uk](mailto:rthompson@highfield.wakefield.sch.uk) Tel: 01924 264240

The Lead Safeguarding office for child protection is Mrs Tracy Marsh

Contact details: Email: [tmarsh@highfield.wakefield.sch.uk](mailto:tmarsh@highfield.wakefield.sch.uk) Tel: 01924 264240

The safeguarding officers are Miss Kirsty Barr, Mrs Emma Kitchener and Mrs Lynn Catchpole

Contact details: Email: [Kbarr@highfield.wakefield.sch.uk](mailto:Kbarr@highfield.wakefield.sch.uk)

[Ekitchner@highfield.wakefield.sch.uk](mailto:Ekitchner@highfield.wakefield.sch.uk)

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All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2018.

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

### **Designated Safeguarding Lead (DSL) responsibilities:**

#### **Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and:
- Refer cases to the Channel programme where there is radicalisation concern as require;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure or Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- The Designated Officer for all cases which concern a staff member.
- (This will be with the Head teacher — who is the case manager in these cases)

#### **Working with others**

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

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Training**

DSL and any deputies will undergo training to provide them with the knowledge and skills required for their role. This training is updated every two years. The DSL will undertake Prevent training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be through e-bulletins, meetings with other DSLs or simply taking time to read/digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with developments relevant to their role so they:

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

### **Raising Awareness**

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately: Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the WDSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **The Deputy Designated Safeguarding Lead(s)**

Is/are appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated lead, the deputy(s) will assume all of the functions above.

### **Availability**

During term time the Designated Safeguarding Lead (or deputies) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputies) would be expected to be available in person in school, occasionally senior and deputy DSL may be off site. In these instances, contact details will be left with the admin team and be available for staff to contact by telephone. Where staff work through holiday time, a DSL will always be available on a rota system by telephone to support these staff.

### **The Governing Body**

Ensures that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account WDSCB procedures.
- Has a nominated child protection governor who liaises with the Designated Officer in the event of an allegation being made against the head teacher.
- Has an effective safeguarding policy (updated annually and on website) as well
- Has staff behaviour policy and both are provided to and followed by all staff.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
  
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding — Personal, Social, Health Economic (PSHE) /1Sex & Relationships Education (SRE).
- Has evidence of the child voice and that there are systems in place for feedback and pupils views.
- Appoints a designated Looked After Children (LAC) teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head teacher and allegations against other children. Procedures are in place for referral to the DBS (disclosure and barring service).
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Head teacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the WDSCB.
- Ensures appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.

### **The Head teacher:**

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

## **4. Good Practice Guidelines and Staff Code of Conduct**

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

- Treating all pupils with respect
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect
- Recognising that challenging behaviour may be an indicator of abuse setting a good example by conducting ourselves appropriately, including online.
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour.
- Avoiding behaviour or language which could be seen as favouring pupils.
- Avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when pupils present.
- Being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures
- Dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- Following the school's rules with regard to communication with pupils and use of social media and online networking
- Be aware of and assess the risk of being alone with a child / young person, avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with pupils.

**All Staff at Highfield are aware of the following:**

Safer Working Practices in Education Guidance 2015

<https://www.saferrecruitmentconsortium.org>

**5. Abuse of Position of Trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

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

**6. Children Who May Be Particularly Vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to social attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. In particular all pupils attending Highfield School and Sixth Form are considered as being particularly vulnerable as all pupils attending are SEND and have an EHCP.

To ensure that all pupils receive equal protection, special consideration will be given to children who are:

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

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

#### **SEND students:**

Pupils with SEND are 3 to 4 times more likely to suffer abuse than those without disabilities and can be disproportionately impacted by bullying. Staff at Highfield are alert to this and do not ignore the signs and indicators nor dismiss them as 'part of the disability' Additional time and communication means will be in place to allow students to communicate effectively with staff.

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

#### **How Wakefield supports SEN students can be found at:**

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

## **7. Some Current Issues**

There are many issues of concern affecting children today and not all can be listed here. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils. The issues are often complex and overlap, e.g. drug use/alcohol misuse/truancy.

Resources on a wide range of safeguarding topics can be found on:

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

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying, e.t.c. Appropriate filters and monitoring are in place, as well as

education of staff and pupils, see later section.

#### **Contextual safeguarding:**

- This is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that different relationships that young people form in their neighbourhood, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

#### **Missing Children**

- A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.
- All pupils will be placed on admission and attendance registers as required by law.
- The School will inform the local authority of any child removed from our admission register. The School will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with local Wakefield procedures. Missing Officer — details in Appendix 1.

#### **Child Sexual Exploitation (CSE)**

- Involves exploitative situations where a child, male or female, receives something from an adult as a result of engaging in sexual activity. This can be seemingly 'consensual' relationships to serious organised crime gangs. There will be an imbalance of power where the perpetrator holds power over the victim. This is a serious crime. Local CSE procedures in Wakefield — details in the appendix. The police team can be contacted for extra support and information. NB they do not take the place of usual reporting procedures. Local Procedures for CSE in Wakefield Appendix 2

#### **CCE – Child Criminal Exploitation**

- Involves exploitive situations where a child is being exploited to engage in criminal activity. This may appear consensual. There will be an imbalance of power. This is a serious crime.

#### **Female Genital Mutilation FGM**

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

#### **Peer on Peer Abuse -Sexting/cyberbullying/sexual assaults**

- These will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying. It will not be seen as 'banter' or 'part of growing up.' These cases will be part of PSHE lessons and discussions. Victims will be supported through the school pastoral system. Any hate crime/incident will be reported through local reporting procedures see Appendix 3
- School will use the updated guidance: <http://swgfl.org.uk/magazine/managing-sexting-incidents/>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

#### **Sexual Violence and Harassment:**

- Highfield School will never tolerate or dismiss sexual violence as 'just part of growing up' and or 'banter' we will challenge behaviour (potentially criminal in nature) which involves touching another person or persons.
- Highfield School will challenge behaviour (potentially criminal in nature) which discriminates against any person or person because of their gender, gender preference or sexuality and any discriminations against those identifying as part of the LGBT.

- We recognise that students with SEND will need support to remove barriers such as communication barriers and those pertaining to their specific need and therefore any reports of abuse will involve liaison with the DSL or safeguarding officers.

## **Bullying**

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour policy. All pupil will use child friendly policies for anti-bullying and know who they can turn to within the school for help. All parents will have access to the anti-bullying policy on the school website and will be pointed towards this on joining the school. The subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling of bullying procedures are deemed to be ineffective, the Head teacher and the DSL will consider implementing child protection procedures.

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

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

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

## **Children with sexually harmful behaviour**

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

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

## **Domestic Abuse**

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

## **Local details**

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

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

## **Honour Based Violence HBV – e.g. FGM/Forced Marriage**

### **Female Genital Mutilation FGM**

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

Multi-agency guidelines:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### **Forced Marriage**

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

Multi-agency guidelines: <https://www.gov.uk/guidance/forced-marriage>

### **Preventing Radicalisation**

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. As with other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately. We will work with other partners including the Channel Panel. The DSL is appropriately trained and be able to offer advice, support and information to other staff. We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

### **Local Prevent Contacts**

For further advice regarding a concern you have please contact a member of the Community Cohesion Team on 01924 305352.

Rachel Payling L.A. Prevent Coordinator 01924 305352

Gary Blezzard Police Prevent Officer 07789 753634

**See Appendix 4**

### **Private Fostering**

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

### **Dealing with issues relating to parental responsibility**

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

## **8. Helping Children to Keep Themselves Safe**

- Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.
- Highfield's approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to

conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures including the legalities and consequences.

- Highfield School continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

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

PSHE Education: We acknowledge and sign up to Wakefield's Young People's Charter and actively promote this across the school and on our website.

## 9. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. The School will support pupils, their families, and staff taking all suspicions and disclosures seriously by:

- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Maintaining and storing records securely
- Offering details of helplines, counselling or other avenues of external support following the procedures laid down in our whistleblowing, complaints and disciplinary procedures cooperating fully with relevant statutory agencies.

## 10. Complaints Procedure

- The School's complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head teacher and governors. An explanation of the is included in the appendix
- Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

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

### **Whistle blowing**

- Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.
- All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher. Complaints about the Head teacher should be reported to the Chair of Governors
- Staff may also report their concerns directly to the Designated Officer, the police or the NSPCC Whistleblowing Helpline if they believe direct reporting is necessary to secure action.

## 12. Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. It is important to

have a culture of openness and transparency and a consultation with the Designated Officer will happen if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
  
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children

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

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

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

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE 2016) and in the school's Whistle Blowing Code of Practice Policy and Procedures.

Allegations concerning staff who no longer work at the school, or historical allegations should be reported to the police.

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

### 13. Staff Training and Induction

- It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Head teacher, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.
- The DSL will receive training updated at least every two years, including training in interagency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WDSCB and the Safeguarding Advisor.
- Governors will receive strategic governor safeguarding training.
- All training will be recorded and monitored to flag in advance when updates are required.
- The booklet 'What to do if you're worried a child is being abused' 2015 and Part One of Keeping Children Safe in Education 2016 is available on the school website.
- New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, details for the DSL, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct and the whistleblowing policy. Staff will sign to say they have received this and understood.
- Supply staff and other visiting staff will be given the school's Health & Safety leaflet. Supply staff will be asked to sign to say they will agree with the Supply Staff Code of Conduct Appendix 5

### 14. Safer recruitment

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

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

- Verifying identity
- Enhanced DBS (disclosure and barring service) check for those in regulated activity  
Verification on mental and physical fitness
- Prohibition from teaching check – teacher services system – for all teaching posts/EEA restrictions. Along with checks for everyone who has worked overseas against the overseas barring.
- Right to work in UK
- Professional qualifications.
- References will be sought before interview so any concerns can be explored.
- Checks will also be carried out in accordance with Disqualification under the Childcare Act 2006 statutory guidance.
- At least one member of each recruitment panel will have attended safer recruitment training. The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2016.
- Written confirmation will be obtained from supply agencies that agency and third party staff have been appropriately checked. Along with ensuring the correct person arrives in school.
- Governors will have enhanced DBS checks.

#### **Volunteers**

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

#### **Contractors**

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

#### **Visitors**

Schools do not have the power to ask for DBS checks or see the certificate. Senior staff from the leadership team will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

### **15. Site security**

Visitors to the school are asked to sign in, in necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head teacher or a member of the senior leadership team will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **16. Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, the school's own child protection policy and procedures apply and the DSL will be available. If other organisations provide services or activities on the school site checks will be made that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

When pupils attend off-site activities, including day and residential visits and work related activities, risk assessments will be carried out and checks that effective child protection arrangements are in place. The School will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

If alternative providers are used it will be ensured that they have effective safeguarding in place, with the DSL kept appropriately informed.

## 17. Photography and images

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

To protect pupils the school will:

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

## 18. Physical intervention and use of reasonable force

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

Children who require support will have identified Individual Behaviour Plans that will be followed by all staff and if appropriate separate risk assessment and physical intervention plans. These documents will be signed by parents. It is everyone's duty to follow these to minimise all risks of physical intervention. Where dynamic risk assessments have been carried out and for a child's safety a plan has been changed, appropriate action should be taken to communicate with the parent and alterations to the Individual Behaviour Plan, Risk Assessment and Physical Intervention Plan should be undertaken. Any physical intervention should be in line with Team Teach training and carried out by a member of staff who has training and updates in line with Team Teach guidance. A physical intervention should be reported on CPOMS and also in the 'Red Book'

## 19. Intimate Care

Intimate care will be provided in accordance with the schools Intimate Care Policy. This will be risk managed to afford dignity to the young people as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and where possible having the consent of the child.

## 20. Online Safety

Pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, it is known that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, and encouraging radicalisation or face to-face meetings. The school's e-safety policy (on the network) explains how we aim to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

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

**Highfield's advice to parents is not to allow their child onto social media. All out students are at increased risk of vulnerability and many have communication difficulties which can make navigating social media sites and online**

games even more difficult for our young people. However we also understand that it is very popular among the students so if your child is using it then our advice would be to ensure adult supervision.

Acceptable IT use for staff, pupils will be enforced and parents are also informed of expectations.

### **Staff/pupil online relationships**

Staff are advised not to communicate with pupils via any form of social media or text or phone message except for the purposes of fulfilling their job role and using a school phone, computer or other device. All additional out of school contact should be reported to a line manager who should be given a reason for the contact and access to a record of the contact.

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

### **First Aid and managing medical conditions**

Identified staff will be trained appropriately in first aid.

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

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## **21. Child Protection Procedures**

### **Categories and Definitions**

To ensure that pupils are protected from harm, it is necessary to understand what types of behaviour constitute abuse and neglect.

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

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

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

#### **Physical abuse**

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

#### **Emotional abuse**

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

## **Sexual abuse**

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

## **Position of Trust**

The age of consent for sexual activity is 16 years old if you are in a position of trust over that child. Sexual Offences Act 2003.

## **Neglect**

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

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

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

## **Indicators of abuse**

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

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

A child who is being abused or neglected may:

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

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

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

### Impact of abuse

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

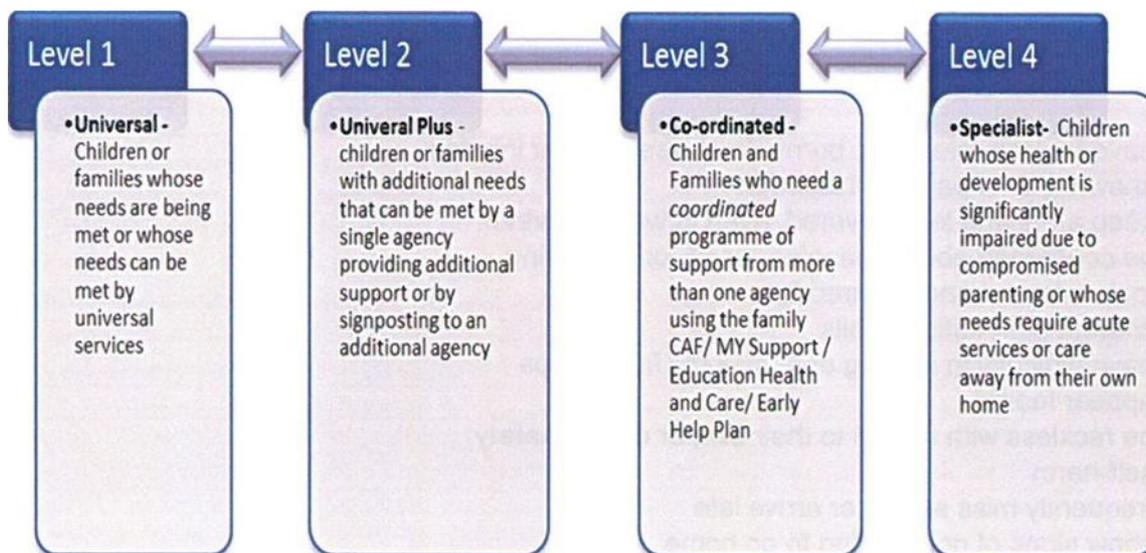
### Taking Action

It is the responsibility of staff to report and record their concerns as soon as possible. Recording procedures should be on the CPOMS system (Appendix 6) or directly to the DSL

The School actively encourages a 'never do nothing' attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.

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

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



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

### Key points for staff to remember for taking action are:

- if an emergency take the action necessary to help the child, for example, call 999
- REPORT your concern to the DSL as soon as possible and certainly by the end of the day
- Complete a RECORD of concern online using CPOMS <https://highfieldschool.cpoms.net>

- Do not start your own investigation share information on a need- to-know basis only — do not discuss the issue unnecessarily with colleagues, friends or family.
- Seek support for yourself if you are distressed

### **If you are concerned about a pupil's welfare**

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

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

### **Early intervention**

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

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

### **If a pupil discloses to you**

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

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

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

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

### **Notifying parents**

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

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

### **Records and Monitoring**

#### **Why recording is important**

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

#### **Cause for concerns**

Any concerns about a child will be recorded ASAP and definitely within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be added to CPOMS (<https://highfieldschool.cpoms.net>) and highlighted to the DSL, and other staff where appropriate.

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

It may be appropriate for the DSL to change the status of the student's file to reflect secure safeguarding concerns and start a chronology on CPOMS. This will help in building patterns and decision making.

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

**Where actions are given to staff via the CPOMS system to follow they must be carried out and if appropriate further actions recorded to maintain accurate records.**

### **The safeguarding file I CPOMS**

The establishment of a safeguarding file on CPOMS (<https://highfieldschool.cpoms.net>) is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

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

This file will be kept separately from the main pupil file and will held securely only to be accessed by appropriately trained people. CPOMS allows different delegated levels of security for staff.

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

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

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

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

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

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

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

#### **Referral to Social Care Direct (Level 4)**

The DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm. In the Wakefield LA this should be done in reference to the Continuum of Need and using the 'Signs of Safety' approach (example on SG notice Board). If there is already a social worker assigned to this case -for safeguarding reasons, the social worker should be contacted.

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

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

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

#### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Head teacher and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

## **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

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

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2016) emphasises that any member of staff can and should contact children's social care if they are concerned about a child.

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

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

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

**Necessary and proportionate relevant adequate accurate timely Secure**

Information sharing decisions will be recorded, whether or not the decision is taken to share.

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate) Seek advice. (anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head teacher.

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

## **22. Special Circumstances**

### **Looked after Children**

The most common reason for children becoming 'looked after' in Highfield School is as a result of an identified need for a shared care arrangement which enables young people and parent / carers to meet the challenges of everyday life. For a very few young people become 'looked after' as a result of abuse or neglect. The school ensures that appropriate staff

have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

### **Children in Need**

A significant number of young people in Highfield School become Children in Need as a result of an identified need to provide support to young people and their parents and to enrich the lives of the young people in a way that is not possible for the parents carers for a variety of reasons.

### **Supporting Pupils in school with medical conditions**

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

### **Work Experience**

The school has detailed procedures to safeguard pupils undertaking work experience

As students are supervised by school staff at ALL times whilst on placement this complies with the guidance in Keeping Children Safe in Education.

### **23. Related safeguarding portfolio policies:**

- Staff code of conduct
- Lone working
- Physical intervention and the use of reasonable force
- Supporting students with a medical condition
- First Aid
- E-Safety
- Behaviour
- Personal and intimate care
- Complaints procedure
- Tackling bullying
- Appropriate physical contact
- Whistleblowing
- SEN
- Missing Children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary
- GDPR

24. **Operation Encompass** – Highfield school is part of Operation Encompass which is aimed at making the next day better for students who have been witness to or in a house hold where domestic violence has occurred and the police have been called. All parent shave received letters regarding this.

### **25 Local Contact Details**

**Social Care Direct Phone**

**03458503 503**

**Minicom 01924 303450**

**Email [social\\_care\\_direct@wakefield.gov.uk](mailto:social_care_direct@wakefield.gov.uk)**

## Local Early Help Hubs

Central and North West, City Limits, Wakefield Phone 01924 303600

Email [wakefieldcentral@wakefield.gov.uk](mailto:wakefieldcentral@wakefield.gov.uk)

Castleford, Pontefract and Knottingley, 5 Towns Centre, Castleford Phone 01977 723591

Email [castleford@wakefield.gov.uk](mailto:castleford@wakefield.gov.uk)

Normanton and Featherstone, Normanton Town Hall, Normanton  
Phone 01924 307878

Email [normantonandfeatherstone@wakefield.gov.uk](mailto:normantonandfeatherstone@wakefield.gov.uk)

South East, Platform 1, Hemsworth Phone 01977 723165

Email [southeast@wakefield.gov.uk](mailto:southeast@wakefield.gov.uk)

Wakefield District Domestic Abuse Service WDDAS Phone 0800 9151561

Designated Officer (LADO) Jane McCann

Phone 01924 302155

Email [JaneMcCann@wakefield.gov.uk](mailto:JaneMcCann@wakefield.gov.uk)

Prevent Police Officer (Covers the North East of England) Garry Blezard

Phone 07789753634

Email [Garry.blezard@westyorkshire.pnn.police.uk](mailto:Garry.blezard@westyorkshire.pnn.police.uk)

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

CSE Police Team Phone

01924 878397

Email [DA.CSE@westyorkshire.pnn.police.uk](mailto:DA.CSE@westyorkshire.pnn.police.uk)

Child Missing Education Officers Francesca Hunter

Phone 01924 307449

Email [fhunter@wakefield.gov.uk](mailto:fhunter@wakefield.gov.uk)

George Sykes

Phone 01924 3037395

Email [gsykes@wakefield.gov.uk](mailto:gsykes@wakefield.gov.uk)

Virtual Head for LAC Gary

Stuart

Phone 01924 307391

Email [gstuart@wakefield.gov.uk](mailto:gstuart@wakefield.gov.uk)

Safeguarding Advisor for Education Vicky Maybin

Phone 07788743527

Email [vmaybin@wakefield.gov.uk](mailto:vmaybin@wakefield.gov.uk)

**Continuum of Need Document** <https://www.wakefieldscb.org.uk/professionals-and-practitioners/early-help-strategy/>

**Signs of Safety webpage**

<https://www.wakefieldscb.org.uk/professionals-and-practitioners/signs-of-safety/>

**NSPCC Whistleblowing Helpline** Phone 0800 0280285

**Education Welfare Officer** Karina

Dexter

Phone 01924 307451 / 07876447827

### Online Safety

- ICT4C  
<http://shareit.ict4c.co.uk/enews/>
- National Association People Abused in Childhood NAPAC  
<http://www.mindingyourhead.info/service/napac-national-association-people-abused-childhood>
- Stop it Now – a leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children  
<http://www.stopitnow.org.uk/>

### Reporting Hate Crime

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

- Race
- Sexual orientation
- Gender identification
- Disability
- Religion or faith

**A hate crime could be:**

- Name calling
- Arson/file
- Attacks or violence
- Damage such as to your house or car
- Graffiti or writing

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

#### Appendix 1

##### Missing Children Strategy

<https://www.wakefieldscb.org.uk/professionals-and-practitioners/missing-children/>

#### Appendix 2

##### CSE Local Procedures

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

#### Appendix 3

##### Hate Crime Reporting

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

#### Appendix 4

##### Preventing Radicalisation

##### Making a referral

*Referrals made to Prevent should contain concerns based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin.*

Ideally, the person considering making the referral will be the designated Safeguarding Lead within their organisation and have a good understanding of Safeguarding and Prevent. They should have attended the Home Office approved Workshop to Raise Awareness of Prevent (WRAP) or some form of awareness around Prevent and completed the Channel e-learning training course.

**If the organisation's designated Safeguarding Lead is not available the referral should still be made, so that a timely assessment can be made.**

<https://www.elearning.prevent.homeoffice.gov.uk/>

If the referring person or organisation has not completed the above referral then it is highly recommended that they speak with a member of the Community Cohesion Team in the first instance, to discuss any concerns before making any referral.

The following flow chart can be used in your assessment on whether or not to make a referral, and if a referral is to be made, the relevant information required within the initial referral form. The information within this flow chart is not a definitive guide and should be used as a prompt to promote further questioning, reasoning, and clarity for the necessity of a referral to Prevent

NOTICE

- What have you noticed? Who was involved?
- Does the incident relate to recent local, national or international events? Does the incident relate to local or national news stories? Has the individual been involved in similar incidents?
- Why do you feel the individual is vulnerable to radicalisation? What makes the individual at risk? Was it a one off comment or statement and out of context for the individual?
- Are there any other apparent vulnerabilities or concerns that make the individual at risk of radicalisation?
- Can the concern be dealt with in house or does it need wider checking?

#### SHARE

- Having raised the initial concern and carrying out the appropriate checks do you feel a referral is necessary?
- If so, all referrals should be made using the Wakefield Prevent Referral Form (Appendix 1)
- On the referral form have you included all the relevant contact details and basic information for the individual of concern, including parent/ guardians details and any siblings if appropriate?
- Have you differentiated between the date of referral and date of incident or incidents? If there is a gap, have you provided an explanation, for example; waiting for a meeting with parents to discuss concerns before making referral?
- Have you provided as much detail as possible in the nature of concern box? Have you provided a rounded picture of the individual? Have you detailed your actions as the referrer? Who have you consulted? What intervention, if any, have you put in place?
- Have you made any other Safeguarding referrals regarding the subject, or discussed the case with other agencies? Have you discussed with the Prevent team and been advised to make this referral?
- We encourage all referrers to discuss their concerns with the individual and parents (if applicable) and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm.

## Appendix 5

### Visitors Health and Safety Leaflet Supply Staff Code of Conduct

Thank you for complying with these instructions, which are essential to meet the requirements of the Health & Safety at Work Act 1974 and other attaching regulations.

If you have any questions regarding matters raised in this leaflet, please do not hesitate to ask your host who will be pleased to explain further.



Highfield School, Gawthorpe Lane, Ossett, Wakefield, WF5 9BS

☎ 01924 264240 | ✉ [admin@highfield.wakefield.sch.uk](mailto:admin@highfield.wakefield.sch.uk)



### Health & Safety Information for Visitors



## Supply Staff Code of Conduct

**I am aware of the key staff in school I may ask for advice or help from. For a particular year group I am working with this could be...**

**Year 7 Lead Practitioner Nicola Hirst**

**Year 8/9 Lead Practitioner Claire Steer**

**Year 10/11 Lead Practitioner Judith Hickey**

**Post 16 Lead Practitioner Amanda Sheppard**

**Concerns can also be discussed with Deputy Headteacher Rebecca Thompson, along with our Senior Behaviour for Learning Mentor Tracy Marsh.**

**I have seen who the Designated Leads for Safeguarding are and I understand that if I have concerns I will report them immediately to one of these staff.**

**I agree to follow the following code of practice for supply staff:**

- 1. I will ask the staff in the area in which I am working for the Individual Behaviour Plans, Risk Assessments or Personal Handling Plans of pupils and I will work with the staff to ensure these are followed.**
- 2. If I am unsure regarding delivery of teaching, learning or any task I am asked to do I will ask a member of the school staff team.**
- 3. I will ensure that I follow my timetable that I am given for the day.**
- 4. I will not reward children with treats and will follow established routines for rewards e.g. Class Dojos and class teams will help me record these.**
- 5. If I have any Child Protection or Safeguarding concerns I will report these immediately.**
- 6. If I am asked to do something I know I am not qualified to do e.g. Team Teach physical intervention I will not do this and I will report my concerns to a DSL if I have any.**
- 7. If I am asked to do something, or if I see something I consider not best practice I will report this immediately to a DSL.**
- 8. If I have concerns about any child I will ensure the relevant Lead Practitioner is aware of my concerns.**
- 9. I will follow the visitors guide for all information regarding health and safety.**

## Appendix 6

### Use of CPOMS Guide

<https://highfieldschool.cpoms.net/login>

Go to the login above. It is available on the desktop as an icon.

This is the login page below. Add your email address and if you are a new user press the forgotten your password/new user information below login. An email will be sent to your school email account.

Copy and paste the password details into the login page and press the log in button.

Change your password to something you will remember. If you forget your password repeat the steps above.

Highfield School

You have successfully signed out!

Email address

Password

To **Login** add

Incident	I was working with a (name) and he became quite upset because he wanted to go on a computer. I tried to help him understand but he continued to become upset. He refused to follow instructions and started banging the keyboard. At this point the (name) turned off the computer. (Name) started shouting and tipped over a chair. The Lead Practitioner came to assist and we persuaded (name) to come to a quieter place to calm down.
----------	--

an incident press the New Incident button on your dashboard

Language used to record incidents should be factual. It should not use any unprofessional opinions or your own thoughts about what should have been done. This is a record that can be used in many different meetings, even outside of the school. If you think your language will upset someone or cause offence to a parent, do not use it.

Once the incident is recorded a category must be chosen. For ALL behaviour reported an ACTION must also be reported. Please ensure you choose the right category.

If a Physical Intervention (TEAM TEACH) has been used this MUST be recorded on CPOMS and in the Red Book.

Ensure the time stamp is accurate and correct AM or PM Add staff that need to be alerted.

Categories	<input type="checkbox"/> Absence <input type="checkbox"/> Behaviour Actions <input type="checkbox"/> Behaviour Incidents <input type="checkbox"/> Categories of Abuse
	<input type="checkbox"/> Category of Need or Safeguarding/CP <input type="checkbox"/> Cause for Concern <input type="checkbox"/> Communication Logs <input type="checkbox"/> Meetings
	<input type="checkbox"/> Team Teach
Linked student(s)	<input type="text" value="Begin typing a student's name"/> Type a student's name to link them to this incident.
Body map	<input type="text"/>
Date/Time	<input type="text" value="Tue 10 October 2017"/> <input type="text" value="4:12PM"/>
Files	<input type="text" value="Click to browse or drag a file to upload"/>
Alert Staff Members	<input type="text" value="Begin typing a staff member's name"/> Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Press the Add Incident button

If you are given a CPOMS incident to read you will receive an email alert. Login to CPOMS and view the alert.

If you are given an action. Carry out the action and record it under the incident you have been alerted to,

All staff MUST read CPOMS alerts

All staff MUST complete and record actions when they are given.

**If you need any help with CPOMS ask a DSL**