



# Wakefield Grammar School Foundation

<b>Document Reference</b>	<b>WGSF Safeguarding and Child Protection Policy</b> to be read in conjunction with the LOW LEVEL CONCERNS POLICY
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<b>Consultation</b>	
<b>Checker Person Name / Title</b> <b>Quality Assurance</b>	Penny Plumpton, Safeguarding Governor
<b>Name of Approver / Committee</b> <b>Date Ratified</b>	Governing Board <b>29.08.2025</b>
<b>Date of Next Review (yearly)</b>	<b>August 2026</b>

## CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.02	February 2024	Updated - removed LADO name (as per DSL guidance) and updated new Chair of Governors
V1.03	August 2024	Adopted and written based on Wakefield's Education Safeguarding procedures, E Gill  Updated on 18.12.2024 with staffing changes.
V1.04	August 2025	Adopted and written based on Wakefield's Education Safeguarding procedures, E Gill / J Harris.
V1.05	December 2025	Update and addition of 14.3 and 14.3.1 regarding pupil led tours. Approved by Penny Plumpton 08.12.2025

To be published on the following:

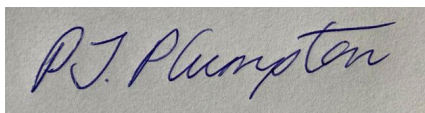
<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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## **Authorisation and Review**

Signed 

Date: 29.08.2025

## **Chair of Governors**

Signed 

Date: 29.08.2025

## **Safeguarding Governor**

Signed 

Date: 29.08.2025

## **Executive Head and Head of QEGS**

Signed 

Date: 29.08.2025

## **Associate Head, WGHS**

Signed 

Date: 29.08.2025

## **Head, Prep and WGPPS**

**Next scheduled review: August 2026**

## WGSF Safeguarding and Child Protection Policy

This policy is one of a series in the school's integrated safeguarding portfolios and approach. **Related safeguarding portfolio policies/procedures:**

- [WGSF Anti-bullying Policy](#)
- [WGSF Attendance Management Policy](#)
- [WGSF Behaviour Policy](#)
- [WGSF Bereavement Procedures \(including the death of a pupil\)](#) - **internal policy**
- [WGSF Child on child abuse policy](#)
- [WGSF Complaints Policy](#)
- [WGSF Data Protection Policy](#)
- [WGSF Discipline and Conduct Policy and Procedure](#) - **internal policy**
- [WGSF Educational Visits Policy](#)
- [WGSF Exclusions Policy](#)
- [WGSF First Aid, Medicine and Medical Conditions Policy and Procedures](#)
- [WGSF Grievance Procedure](#) - **internal policy**
- [WGSF Health and Safety Policy](#)
- [WGSF ICT Acceptable Use Policy \(including Online Safety\)](#)
- [WGPPS Intimate Care Policy](#)
- [WGSF Low Level Concerns Policy](#)
- [WGSF Mental Health and Wellbeing for Pupils Policy](#)
- [WGSF Missing Child Policy](#)
- [WGSF Recruitment, Selection and Disclosure Policy and Procedures](#)
- [WGHS Relationships, Sex and Education \(RSE\) Policy](#)
- [QEGS Relationships, Sex and Education \(RSE\) Policy](#)
- [WGPPS Relationships, Sex and Education \(RSE\) Policy](#)
- [WGSF SEND Policy](#)
- [WGSF Staff Code of Conduct Policy](#) - **internal policy**
- [WGSF Use of Reasonable Force to Restrain Pupils Policy](#) - **internal policy**
- [WGSF Whistleblowing Policy](#)

The school follows the updated [EYFS statutory guidance](#) and has taken account of the following changes within our EYFS and whole Foundation policies.

[Early Years Foundation Stage \(EYFS\) safeguarding reforms: Summary of changes](#)

*The current Safeguarding and Child protection policy is as 'up to date' as it can be. We are still awaiting further updates from the Government in relation to Gender Questioning Guidance and other legislation.*

The Foundation's safeguarding arrangements are inspected by ISI.

### **Our core safeguarding principles are:**

- The schools' responsibilities to safeguard and promote the welfare of children are of paramount importance.
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- Safer children make more successful learners.
- Representatives of the school community will be involved in policy development and review.
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The schools will work with other agencies and share information appropriately to ensure the safety and wellbeing of our pupils.

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

### **Child protection statement**

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

### **Safeguarding is:**

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network
- through a kinship care arrangement, whenever possible and where this is in the best interests of the children

### **Policy principles**

- Welfare of the child is paramount; actions will be taken in the child's best interests.
- All children, regardless of sex, race, religion/belief, disability, sexual orientation, gender reassignment, pregnancy/maternity, have equal rights to protection.
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or allegation that may suggest a child is at risk of harm.
- There is a culture of vigilance, 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 and timely support.

### **Policy aims**

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

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

**West Yorkshire Consortium Procedures - [West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures \(proceduresonline.com\)](https://proceduresonline.com)**

**Wakefield Safeguarding Children Partnership (WSCP) - [Home page • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://wakefieldscp.org.uk)**

We will engage locally with **Wakefield Safeguarding Children Partnership** (which includes the three key partners of Police, Local Authority and Health) including taking part in the annual safeguarding audit and training offer. We also work with other local safeguarding children's partnerships, as relevant, depending on the child's home address.

As a family of schools we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We will ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We recognise, welcome and respect diversity.

## **Coronavirus**

We recognise that the global Covid pandemic and other world events have had a significant and ongoing impact on some of our pupils and increased pressure on our safeguarding staff. It is recognised that Covid lockdowns were a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma. The school outlines the continued support offered in this policy.

During the pandemic we implemented Covid measures in school and will do so again if required. We have plans in place in case of the need for further remote learning.

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three to four times more likely to be abused. Five children in an average classroom have a diagnosable mental health condition. 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 and mental health concerns. 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, neglect and exploitation, both inside (e.g., bullying or staff grooming behaviours) and outside school and understand the procedures for reporting their concerns. We will create an open transparent culture and environment where staff and pupils feel safe and can raise any issues. Staff will be supported to be professionally curious with regards to safeguarding matters and to use a restorative approach when working with children, families, and other agencies. The schools will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

During lockdowns we follow government and local arrangements for safeguarding by providing support for vulnerable children in school and support for others via remote learning and home visits if necessary.

During Covid a safeguarding tracker was completed and returned to the Local Authority to allow coordinated support for children and families. We will complete this if required for any further lockdowns.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health, and care (EHC) plans. Those who have a social worker include children on Child Protection CP, those who are Child in Need CIN and those who are Looked After Children LAC or Children in Care CIC in West Yorkshire. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home. Vulnerable also includes any other child the DSL deem to need to be in school for any reason.

Attendance will be monitored in accordance with government guidance, with links made to local arrangements. The basics of this policy will remain unchanged e.g., reporting and recording, DSL availability and safer recruitment arrangements.

## Terminology

- **ACES** - Adverse Childhood Experiences
- **CAMHS** - Child and Adolescent Mental Health Service
- **CAF** – Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example. Any Early help assessment can be used in Wakefield.
- **‘Child’** refers to everyone under the age of 18. This policy in effect applies to all pupils, including those who are over the age of 18.
- **“Child protection”** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.
- **CiC** - Child In Care
- **CPOMS** - CPOMS pupil safe is an online system which helps schools confidently demonstrate their pupil wellbeing policies and protocols, such as referrals, child-on-child abuse, neglect, exploitation, interventions, attendance, persistent absence, and more. It provides clear, effective, and secure record-keeping.
- **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.
- **Early Help Assessment** - All Early Help assessments offer 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 require consent and 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 Early Help assessments 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 this is not a prerequisite for making a referral in emergency circumstances.
- **EIP Service** – Early Intervention and Prevention Service
- **LADO** – Local Authority Designated Officer; a post in the local authority, to coordinate and manage allegations against staff.
- **Parent** refers to birth parents and other adults who are in a parenting/carers role, for example step-parents, foster carers and adoptive parents.
- **TAC/F/S/EY** - Team around the Child/Family/School/Early Years
- **Staff** refers to all those working for or on behalf of the Foundation, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Safeguarding** - Protecting children from maltreatment; preventing the impairment of their mental and physical health or development; Ensuring that they grow up in circumstances consistent with the provision of safe and effective care; Taking action to enable the best outcomes.
- **Social Care MASH** – Wakefield’s children’s social care/Family services/Integrated Front Door/Multi Agency Safeguarding Hub

## **1. Safeguarding Legislation and Guidance**

### **1.1 The Children Act 1989 and 2004**

Provides the overarching framework for care and protection of children.

### **1.2 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 ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The same applies through the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009.

### **1.3 Working Together to Safeguard Children (2023)** covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of children. The three safeguarding partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2023)

### **1.4 Keeping Children Safe in Education (2025)**

Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This publication includes the guidance on Sexual Violence and Sexual Harassment between children in schools and colleges.

[Keeping children safe in Education 2025](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2025)

**All staff should read and confirm understanding of Part One and Annex B (Annex A for those not working directly with pupils) and staff can find a copy of these on the schools' notice boards and on Firefly (internal IT information site for staff).**

### **1.5 Prevent Duty Guidance – England and Wales**

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

[Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance)

[Protecting children from radicalisation: the prevent duty - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

### **1.6 Information Sharing Guidance 2024**

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners)

### **1.7 Sharing nudes and semi nudes guidance for school/college 2024**

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

### **1.8 Teacher Standards (2012)**

The Teacher Standards 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.

### **1.9 Counter Terrorism and Security Act 2015**

Section 26 applies to schools and other providers, requiring them to have due regard to the need to prevent people being drawn into terrorism.

### **1.10 Serious Crime Act 2015**

Includes the mandatory reporting of FGM.

### 1.11 **Equality Act 2010**

Schools/Colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics), and within this is the Public Sector Equality Duty (PSED) – for state funded schools/colleges.

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-guidance-for-schools)

(For nurseries (FS1) Statutory Framework for the Early Years Foundation Stage)

### 1.12 [Working together to improve school attendance 2024 - statutory guidance](#)

### 1.13 [Generative AI: Product Safety expectations](#)

## **2. Roles and Responsibilities**

2.1 The Designated Safeguarding Leads (DSLs) and Deputies (DDSLs) at each Foundation School are listed below:

### 2.1.1 **Wakefield Pre-Preparatory Grammar School – T. 01924 231618** **Designated Safeguarding Lead and Designated Safeguarding Lead for EYFS - Year 6.**

Mr Sam Rowley (Director of Pupils) T. 07856 730 626

Mrs Emma Gill (Head) ext 266

#### **Deputy Designated Safeguarding Leads**

Mrs Lynne Butler (Deputy Head: Curriculum)

Mrs Jenny Taylor (Wellbeing, Hub and Inclusion Lead)

Mrs Vanessa Hutchinson (Head of Year 3 & 4 / PSHE Lead)

### 2.1.2 **Queen Elizabeth Grammar School & Wakefield Girls' High School (Year 7 to Year 13) – T. 01924 373943**

#### **Designated Safeguarding Lead**

Mr James Harris (Director of Pupils, Pastoral Deputy Head) ext 371

#### **Deputy Designated Safeguarding Leads**

Mr James Jones (Head of Sixth Form)

Mrs Rebecca Manson (Head of Section KS4)

Mr Gareth Thomas (Head of Section KS3)

Mr Gareth Lewis (Head of Year 5 & 6)

Mrs Claire Grattrick (School Nurse) ext 313

### 2.13 **Governors**

The nominated Safeguarding and Child Protection Governor is Mrs Penny Plumpton. The Deputy Safeguarding and Child Protection Governor is Mrs Fran Galbraith. They can be contacted via the Governors' Office on 01924 231600.

The Chair of the Governors is Mr Martin Shevill and he can be contacted on 01924 231600.

2.2 School staff have no role in investigating child protection concerns, this is a responsibility of Children's Social Care and the police however all staff have a responsibility for Safeguarding no matter what their role. These responsibilities are outlined clearly in the current Keeping



Children Safe in Education of which appropriate sections are issued to all staff and understanding checked against, throughout the year.

- 2.3 We will ensure that an appropriate senior member of staff, from each school leadership team, is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. We recognise this role carries a significant level of responsibility and they will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

2.4 **Voice of the child**

We will always seek and record (on CPOMS) the voice of the child and take this into consideration when making decisions. However, there may be circumstances where we override the pupils' wishes and feelings to act in their best interests.

2.5 **Equality and Diversity**

All members of the Foundation staff and Governing Body will uphold the ethos of the Equality Act and any prejudicial related incidents will be recorded and actioned immediately.

2.6 **Deputy Designated Safeguarding Leads**

Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out, remains with the designated safeguarding lead, and this lead responsibility should not be delegated.

2.7 **Availability**

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally we would hope that the DSL was available in person, phone or Gmeet/Teams/Zoom etc. may on occasion be appropriate.

We will arrange adequate and appropriate DSL cover for any out of hours/out of term activities.

2.8 **DSL responsibilities**

For full description of the role of the DSL please see [Keeping children safe in education - GOV.UK](#), Annex C and Appendix 1 of this policy.

The Foundation has written a further document ([WGSF DSL checklist](#)) which stipulates the role and the evidence of the training DSLs have undertaken.

Heads and Governors recognise the large and emotionally intense role the DSL has and provide support to the team by regular DSL meetings, support from Safeguarding Governors and half-termly Cross-Foundation safeguarding meetings.

The pastoral teams meet regularly to offer support to one another and there are two counselors available to offer support to both pupils and staff, as needed.

**Full responsibilities of governors and senior leaders are set out in Part 2 of [KCSIE Keeping children safe in education](#)**

The Governing Body and Heads ensure that the Foundation complies by addressing all aspects of the current KCSIE. Governors will receive a safeguarding report from the DSL team each term and will sign off the full self-assessment safeguarding audit, and any

subsequent action plan, each summer.

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

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

- treating all pupils with respect.
- being alerted to changes in pupils' behaviour and to signs of abuse and neglect and recognising that challenging behaviour/Mental Health issues may be an indicator of abuse.
- setting a good example by conducting ourselves appropriately, including online.
- reporting any concerns/low level concerns about other staff members or self.
- involving pupils in decisions that affect them.
- encouraging positive, respectful and safe behaviour among pupils including always challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils or being overly familiar.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- avoiding taking photos of pupils on personal devices.
- reading and understanding the Foundation's Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, absence from education 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 are 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 pupil 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 pupil.
- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary, directly to police or children's social care.
- following the Foundation's rules about communication with pupils and use of social media, not communicating with pupils outside of school systems.
- avoiding unnecessary time alone with pupils and risk-managing any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

#### **3.2 Transporting pupils**

In general staff will not transport pupils in their own vehicles. If it is necessary staff will ensure this is agreed and recorded and that they have business insurance, ensure the pupil is in the back seat wearing a seatbelt and that other staff and parents are informed of departure and estimated arrival times.

All our staff are reminded of codes of conduct and safer working practice through specific two-yearly training and regular reminders from the Head or DSL which incorporates Safer Working Practices in Education Guidance 2022 - [Home \(saferrecruitmentconsortium.org\)](https://www.saferrecruitmentconsortium.org/).

### 3.3. Abuse of Position of Trust

All Foundation staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Disciplinary and, in some cases, legal action can be taken if professional standards are not upheld.

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 staff and a pupil under 18 is a criminal offence, even if that pupil is over the age of consent. Any sexual relationship between staff and any pupil, even if over the age of 18, is unacceptable and will result in disciplinary action being taken.

## 4. Children Who May Be Particularly Vulnerable

4.1 Some children may have an increased risk of abuse. 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.

4.1.1 To ensure that all our pupils receive equal protection, we will give special consideration to child(ren) who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- is BAME
- is a young carer
- is bereaved
- is showing signs of being drawn into antisocial or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is suffering from mental ill health
- is LGB or gender questioning
- is in care or has returned home to their family from care
- is a privately fostered child
- has a parent or carer in custody
- is missing education, or persistently absent from school, or not in receipt of full time education has experienced multiple suspensions and is at risk of being, or has been permanently excluded

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

### 4.2 SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities. Our staff are alert to this and the additional barriers that can exist when recognising abuse and neglect in this group of children:

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing

any signs

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition or disability without further exploration
- over empathising with parents/carers to the detriment of the child's best interests
- children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- communication barriers and difficulties in managing or reporting these challenges

We work to address these additional challenges and consider the extra time and specific support required to allow these children to communicate effectively. Extra consideration will be given if using restraint and the impact this can have for children and young people experiencing abuse.

Further guidance and information can be found here:

- Wakefield SEND local offer - [Homepage \(mylocaloffer.org\)](https://mylocaloffer.org)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/supporting-pupils-with-medical-conditions-at-school)

#### 4.3 Children with a social worker

We recognise these children are highly likely to have suffered trauma. We will promote educational outcomes of this group by DSLs appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and school leadership staff. DSLs will ensure staff know who these children are, understand their academic progress, attendance and attainment, and maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face due to their adverse childhood experiences (ACES) and the additional academic support and adjustments that they could make to best support these children.

### 5. Emotional Health and Wellbeing

#### 5.1 Mental Health

*Mental health is a state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community. (World Health Organization).*

In an average classroom, 5 pupils will be suffering from a diagnosable mental health condition. In addition to this it is likely that many more pupils will be struggling with their emotional wellbeing.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify early signs that may suggest an issue.

If staff have concerns about the mental health of a pupil, they will speak to relevant staff within the school including, if necessary, the DSL. If a pupil presents with a medical emergency, then this will be actioned immediately. Where a CAMHS referral is necessary then this will be in conjunction with parents and managed/actioned by the Director of Pupils (or a member of the DSL team). Each school has a designated mental health lead.

We understand the **key messages** below.

## Key Messages

- **Behaviour** is communication
- A significant trusted adult in school is key. Relationships are vital.
- Students need to feel safe to learn and thrive
- Interaction can be an intervention
- Staff wellbeing is essential as a priority to supporting students, parents, carers and colleagues



If an individual care plan is required this should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- details of a pupil's condition/presenting difficulties
- special requirements and precautions
- medication and any side effects
- what to do and who to contact in an emergency
- the role the school can play.

We understand the impact that the global pandemic of coronavirus and other national and world events will have on our staff and pupils. At our schools, we aim to promote positive mental health for every member of our staff and pupil body as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful times, e.g. exams, times of transitions or when a critical incident occurs.

Possible warning signs of mental health issues and indicators to explore can include:

- physical signs of harm that are repeated or appear non-accidental
- changes in eating or sleeping habits
- increased isolation from friends or family, becoming socially withdrawn
- changes in activity and mood
- unexplained changes in academic achievement
- discussing or joking about self-harm or suicide
- substance misuse and/or engaging in risk taking behaviour
- expressing feelings of failure and/or hopelessness
- changes in clothing, e.g. long sleeves in warm weather, wearing baggy clothes, looking unkempt or spending a disproportionate amount of time on appearance
- secretive behaviour
- avoiding PE and / or communal changing
- repeated lateness or absence from school without obvious explanation
- repeated physical pain, nausea and other physical symptoms with no evident cause

This list is not exhaustive which is why, as a family of schools, we invest in relationships with our pupils and being able to recognise even small changes in their individual behaviour and presentations.

We understand that taking a listening and empathetic approach is important when talking to pupils about their mental health issues and we have a Foundation culture that follows a whole school approach to mental health and wellbeing.

Listening and better understanding the circumstances and the pupil's view may be initially what is needed rather than immediate advice or direction. If there are safeguarding concerns, the DSL and the Mental Health Lead will discuss, and appropriate next steps will be taken to ensure the safeguarding of the pupil.

Please see each school's individual Mental Health Policy for the support offered to pupils. These include how we identify mental health concerns, training for staff (including suicide awareness), routes to escalate and signposting to appropriate services.

## 5.2 Compass

[Wakefield Children and Young People's emotional health and wellbeing service - Compass \(compass-uk.org\)](#)

Pupils are encouraged to access local support via [WF-I-Can website](#)

We use the Wakefield Resilience framework to build resilience in our pupils - [The Wakefield Resilience Framework \(riskandresilience.org.uk\)](#) as well as embedding the following into our curriculum (see MH toolkits under resources section of Firefly):

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)

## 5.3 Suicide (suspected)

- 5.3.1 We recognise that suicide is one of the biggest killers of children and young people in the UK. Sadly, it is always a possibility that a school may have to face dealing with a suspected suicide of a young person or member of staff.

We are working towards the national guidance document '[Building a Suicide Safer School/College](#)' by Papyrus; advice on policy, prevention, postvention, etc.

- 5.3.2 [Samaritans Step by Step guide responding to a suicide](#). The Step-by-Step service will help manage an effective and safe response, support staff and the pupil community to prepare for, respond to and recover from a suspected suicide.

We have issued all our school specific staff with advice on what to do if they are worried about a young person.

- 5.3.3 **Local support can be found by contacting the Education Psychology service and [Children's Mental Health - Wakefield Council](#).**

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

## 6. Sexual Violence and Sexual Harassment (SVSH) and other Current Issues

- 6.1 Local Procedures - for local procedures on all safeguarding topics please see the [West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures](#).

- 6.2 **Further Guidance and Resources** - There are many issues of concern affecting children today and not all can be listed here. For guidance and further resources/links list, see **Part 1** and **Annex B** in [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#). These issues are often complex and may overlap.

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

- 6.3 **When to report to police** - the following guidance will be followed - [When to call the Police - Guidance for Schools and Colleges](#). This link is also available in Annex C of KCSIE.

We understand that if police are talking to a pupil, because they suspect them of a crime, the child must have an appropriate adult present, e.g. a parent.

- 6.4 Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as sexual harassment, sexual abuse, CCE, CSE, radicalisation, bullying, etc. Appropriate filters and monitoring are in place, as

well as education of staff and pupils. See Section 9 for further information.

Children will often not feel ready or able to tell someone about the abuse, neglect or exploitation and we work hard to build trusting and safe relationships with all our pupils and all staff are encouraged to be professionally curious if they suspect safeguarding issues.

**6.5 Child on Child Abuse** - sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating.

Child on child abuse will always be taken seriously and swiftly acted upon under the appropriate policy, e.g. safeguarding, behaviour, bullying, and a risk assessment completed as required. Pupils will be encouraged to report any concerns freely. 'How to report' is displayed/communicated in our schools.

It will not be dismissed as 'banter' or 'part of growing up'. All staff are trained to respond to inappropriate comments etc. These issues will be part of PSHE /RSHE lessons and discussions. Victims will be supported through the school's pastoral system and external agencies if required including both inside and outside school, as well as online, will be responded to appropriately.

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

As with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a pupil could be suffering. We know it may be difficult to tell and recognise it is likely to be happening here even if no reports have been made.

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

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

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

We will:

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

**Consent** is about having the freedom and capacity to choose. Consent can be withdrawn at any time.

**6.6.1** We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Leads and the Director of SEND.



- 6.6.2 Children who are lesbian, gay, bi, or trans/gender questioning can be targeted by their peers. In some cases, a child who is perceived by their peers to be part of this community (whether they are or not) can be just as vulnerable as children who identify as such.

Each school specifically speaks to single sex groups of pupils about their views. We have identified staff they can speak to and have support in place for LGBTQ+ and gender questioning pupils. The EDI coordinator actions key events and student groups across the foundation.

- 6.6.3 We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our pupils outlined in Part 5 of Keeping Children Safe in Education and consult tools such as risk assessment and safety plan templates and advice available locally.

- 6.6.4 Victims will never be blamed or made to feel ashamed for coming forward. We will:

- ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for the alleged perpetrator as we realise perpetrators may be victims themselves. (We are aware that the terms 'victim' and 'perpetrator' may not be how children identify themselves and will be considerate of this especially when talking to pupils/parents)
- seek advice and support from other agencies such as police or social care if the case is above Early Help or internal management.
- report any incidents of sexual violence to the police. If police then interview a pupil, we understand the requirement for an appropriate adult to be present e.g. the child's parent.
- look to the police to support with risk assessments and information sharing as to how the investigation of any case of sexual violence is progressing.

Resources and Support:

- **WSCP** - [Understanding Sexual Behaviour - Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://wakefieldscp.org.uk) leads to school specific resources, risk assessment and safety plan templates.
- **National Harmful Sexual Behaviour Support Service** - [Harmful Sexual Behaviour Support Service | SWGfL](https://www.nhs.uk/healthcareprofessionals/harmfulsexualbehaviour/)
- **Sexual Assault Referral Centre SARC** - [Professionals - Hazelhurst Centre \(hazlehurstcentre.org\)](https://www.hazlehurstcentre.org/)
- **Support for rape and sexual violence age 8 yrs. upwards** - [RASAC](https://www.rasac.org.uk/)

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

## 6.7 Upskirting

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

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

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

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. Nor



does it apply to children sharing adult pornography, which depending on its nature and other circumstances, may be handled through the school's behaviour policy.

Our schools will follow the below guidance to define (aggravated or experimental), risk assess and respond to any incident, and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required. The same action will be taken whether the image is AI generated or not.

The incident will be referred to DSL as soon as possible. The DSL team will hold an initial review meeting following the guidance below. Children involved will be spoken to. Parents will be informed to support the child (unless this places the child at risk). Referrals will be made to other agencies if necessary.

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

**To remove a nude image online. see:**

- [Remove a nude image shared online | Childline](#)
- [Take It Down \(ncmec.org\)](#)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)

## 6.9 Children with Harmful Sexual Behaviour (HSB)

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

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

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

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community. It is important not to catastrophise nor minimise any situation and to act proportionately. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a DSL as soon as possible. We will consider the Brook Traffic Light tool or other evidenced based tool when making judgements and will ensure this is recorded and if appropriate shared and discussed with parents.

We have assessed our schools against the [Beyond Referrals | Contextual Safeguarding](#) toolkit.

### 6.9.1 Wakefield HSB panel

The support offered by this panel will be accessed via MASH and the Targeted Early Help (TEH) team if necessary. This will ensure a coordinated response for the alleged perpetrator as well as the alleged victim.

Panel members include:

- Police
- Social Care
- Forensic CAMHS - [Forensic child and adolescent mental health services \(CAMHS\) – South-West Yorkshire Partnership NHS Foundation Trust](#)

## 7. Bullying

Bullying is usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, where there is an imbalance of power.

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

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our Behaviour Policies and tackling-bullying procedures. These are available on the website for all pupils and parents, and the subject of bullying is addressed at regular intervals in PSHE/RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Heads and the DSLs will consider implementing child protection procedures.

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

Please refer to the [WGSE Anti-Bullying Policy](#) and the [WGSE Behaviour Policy](#).

Further information/guidance is available here:

- [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](#)
- [Cyberbullying Guidance | Childnet](#)

## 8. Contextual Safeguarding / Extra-Familial abuse

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

**Contextual Safeguarding Network** - [contextualsafeguarding.org.uk](https://contextualsafeguarding.org.uk)

### 8.1 Hate Crime

A hate crime/incident is any behaviour that anyone thinks was caused by hatred of race, sexual orientation, gender identification, disability, religion or faith. A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing. Any hate crime will be reported through local reporting mechanisms. Police will be involved if necessary.

[Hate crime - Wakefield Council](#)

### 8.2 Persistently Absent / Children Missing Education (CME) / Elective Home Education

CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school, e.g. home schooling.

It is important that this is not confused with 'children absent' where the child is on school roll but not attending.

Unexplainable and or/persistent absences from education, which includes within the school day, is a potential indicator of abuse and educational neglect, including exploitation, mental health concerns, risk of forced marriage, fabricated and induced illness etc. Unauthorised and unexplained absences will be monitored and followed up in line with procedures, particularly where children are absent on repeated occasions.

We will:

- do all we reasonably can to achieve the highest level of possible attendance focusing on persistent absence. Our analysis of absence including cause and plans can be discussed with the DSL in each school. This information is shared termly with Governors. See best practice examples here: [Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK \(www.gov.uk\)](#)
- take attendance registers at the start of every day/lesson and after lunch.
- collect, where possible, more than one emergency contact number for each pupil. Professional curiosity is key and if appropriate we will contact siblings' schools to share/gather info.
- add and remove all pupils from admission and attendance registers as required by law. If parents choose to electively home educate their child we will ensure we follow the policy outlined below.
- inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures.
- Inform the local authority of all pupils who meet the 10 day consecutive threshold where their absence has been recorded as 'unauthorised' and 15 day threshold (consecutively or cumulatively) where their absence has been recorded as 'illness'.
- have first day response procedures which are referred to in the WGSF Attendance Management Policy.

Educational Neglect 7 Point briefing - [Neglect - Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

Child not attending school - [One Minute Guides • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

[Working together to improve school attendance](#)

[Children Missing Education Guidance](#)

### 8.2.1 Elective Home Education/CME

We will ensure we follow all local and national policies and guidance:

**Local guidance** - [Elective home education - Wakefield Council and Children missing education - Wakefield Council](#)

**National guidance** - [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)

### 8.3 Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur using technology. CSE can affect 16- and 17-year-olds who can legally consent to have sex. It includes contact and non-contact sexual activity, e.g. copying images and posting on social media. It can affect both males and females and can include

children who have been moved/trafficked for exploitation.

This is a serious crime and is never the victim's fault even if there is some form of exchange. Staff will be careful to use appropriate language that does not victim blame.

[Child Exploitation Language Guide | The Children's Society \(childrenssociety.org.uk\)](https://www.childrenssociety.org.uk)

[Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

The police and social care will be contacted for referral, extra support and information.

#### 8.4 **Child Criminal Exploitation (CCE) / County Lines**

In a similar way to sexual exploitation, CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity. This can include drug running, working in cannabis factories, stealing/pickpocketing, vehicle crime, threatening other young people, etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common. Debt bonding is where gangs/organised groups often manipulate children and create situations where the child owes them money. Staff will be careful to not use language that blames the victim – see above guidance.

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

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

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

#### 8.5 **Local exploitation resources**

[Child Exploitation Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://wakefieldscp.org.uk)

[Speak up. Stand Up. Stop Exploitation! Wakefield Safeguarding Knowledge Hub \(wakefieldscp.org.uk\)](https://wakefieldscp.org.uk)

In both CSE and CCE, children's vulnerability as victims will be recognised by school staff.

#### 8.6 **Serious Violence**

Staff will look out for signs that indicate that a pupil may be at risk of or involved in serious crime, including criminal networks or gangs, and follow the appropriate referral pathways for help and support. We understand that children who are likely to be involved in violence may have previously suffered trauma and abuse and that peak times for serious violence involving school children can be just before or just after school hours.

Further guidance and information is available here:

- Practical advice for schools / colleges - [Advice to schools and colleges on gangs and](https://www.gov.uk)

[youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/youth-violence)

- Searching screening and confiscation guidance for schools - [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/searching-screening-and-confiscation-at-school)
- [Gang Activity and Youth Violence \(safeguarding network\)](#)

## 8.7 Domestic Abuse

Safeguarding guidance now includes domestic abuse as a safeguarding issue, and clarifies that it can be psychological, physical, sexual, financial or emotional.

It includes any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

**This does not have to include violence to be classed as abuse.**

1 in 4 women and 1 in 6 men will experience domestic abuse at some time in their lifetime. Children are victims in their own right of this type of abuse, i.e. if they are seeing or hearing this abuse it can have a detrimental long-term impact on their health, development and ability to learn. Ending the relationship can be the most risky time for the victim if a clear plan of support is not in place.

We are mindful that staff may be victims or perpetrators and we signpost to local and national services by displaying posters in staff toilets, etc.

**All schools in the Foundation take part in Operation Encompass**, where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our pupils were present. The purpose of this information sharing is to make the next day better for the child.

Further guidance and information can be found here:

- [Operation Encompass](#)
- [Domestic abuse - Wakefield Council](#)
- [Domestic Violence & Abuse · Emergency Injunction Service \(ncdv.org.uk\)](https://ncdv.org.uk)
- Resources for children - [The Hide Out](#)
- Parental Conflict advice website - [Relationship Matters \(relationshipsmatter.org.uk\)](https://relationshipsmatter.org.uk)

## 8.8 Honour Based Violence/Abuse HBV/A, e.g. FGM/Breast Ironing

Female Genital Mutilation (FGM) 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 mandatory legal duty to report **known** cases on under 18's to the police. How school staff will know is probably through intimate care or the child making a direct disclosure.

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

Multi agency guidelines can be found here:

- [Multi-agency statutory guidance on female genital mutilation](#)

- [PDF FGM Schools Guidance 18.06.2019 \(nationalfgmcentre.org.uk\)](https://nationalfgmcentre.org.uk)

## 8.9 Forced Marriage

Forced marriage is illegal and a form of child abuse. It is a marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used. It is illegal for a child under 18 to marry in the UK.

Multi agency guidelines can be found here:

[Handling cases of forced marriage: multi-agency practice guidelines \(English\) - GOV.UK](#)

National Charity – [Karma Nirvana](#)

## 8.10 Preventing Radicalisation

This is part of our wider safeguarding duty. We recognise that school plays a significant part in the prevention of this type of harm. We will include education through our PSHE/RSHE curriculum and encourage 'British Values' and critical thinking.

We are aware extremism spans many topics including misogynistic, e.g. Incel. However, in Wakefield right wing extremism is the most common form of extremism.

An incel ("involuntary celibate") is a member of an online subculture of people who define themselves as unable to find a romantic or sexual partner despite desiring one. Discussions in incel forums are often characterised by resentment and hatred, misogyny, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against women and sexually active people.

Extremism – vocal or active opposition to our fundamental British values, including democracy, rule of law, individual liberty and 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 – 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.

We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

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

The DSL team is appropriately trained and is able to offer advice, support and information to other staff. We will work with other partners including the Prevent Police officer and Channel Panel – a voluntary confidential support program for those who are considered vulnerable to being drawn into terrorism.

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

Further guidance and information can be found here:

- Resources to educate pupils - [Educate Against Hate - Prevent Radicalisation & Extremism](#)
- [Prevent in Wakefield - Wakefield Council](#)



## **Our Prevent Leads are:**

- **Emma Gill (WGPPS - Early Years - Year 6 - DSL)**
- **James Harris (WGHS & QEGS Year 7 -13 - DSL)**

### **8.11 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. (A 'close family' relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does NOT include great-aunts or uncles, great grandparents or cousins.)

The Foundation will follow the legal requirements of reporting to the local authority as set out by WSCP: [Private Fostering - Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://www.wakefieldscp.org.uk/private-fostering)

### **8.12 Homelessness**

See Wakefield procedures and support, including 16 and 17 year olds - [Accommodation for homeless 16/17-year-olds - Wakefield Council](#)

### **8.13 Drug Use**

Local service – [Turning Point | Health & Wellbeing \(turning-point.co.uk\)](https://turning-point.co.uk/)

National Drug website - [Honest information about drugs | FRANK \(talktofrank.com\)](https://www.talktofrank.com/)

### **8.14 Dealing with issues relating to Parental Responsibility – Dispute Resolution**

[Parental responsibility: guide for schools and local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/parental-responsibility)

### **8.15 Fabricated Illness and Perplexing Presentations**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Perplexing Presentations sit under this where we have concerns but do not have evidence the child is a risk of significant harm. In all these cases we will follow local protocols and seek advice from health colleagues: see protocol below (includes signs and indicators).

Local procedures - [Perplexing Presentations \(PP\) and Fabricated or Induced Illness \(FII\) in Children](#)

### **8.16 Safe Sleeping/Coping with Crying – for early years**

[Safeguarding Babies & Infants • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://www.wakefieldscp.org.uk/safeguarding-babies-infants)

## **9. Online Safety**

Many of our pupils will use mobile phones, tablets and computers daily. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The WGSF ICT Acceptable Use Policy explains how we aim to keep pupils safe in school which includes through the use of reasonable filters and monitoring. The DSL team are responsible for acting on online safety issues such as cyberbullying and sharing nudes and semi nudes by

pupils. These incidents 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 behaviour 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. Navigating the risks of advancing technologies such as Virtual Reality/Metaverse and AI will be considered and information sent to parents as to how they can help protect their children whilst online and using new technology. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/RSHE. Parents are encouraged to consider measures to keep their children safe when using social media. We advise parents by sending regular online newsletters/promoting online safety on our website/holding online safety talks with parents.

## 9.1 Use of AI in school

We have considered this very carefully and follow all current guidance:

- [Generative artificial intelligence \(AI\) in education - GOV.UK](#)
- [Using AI in education: support for school and college leaders - GOV.UK](#)
- [Using AI in education settings: support materials - GOV.UK](#)

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, misinformation, disinformation (fake news), conspiracy theories, racism, misogyny, self-harm, suicide, antisemitic or radical and extremist views.
- **Contact:** being subjected to harmful online interaction with other users; for example, Child on Child pressure, commercial advertising, and adults posing as children or young adults with the intention to groom and exploit them for financial, criminal, sexual or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (consensual and non-consensual sharing of nudes and semi nudes) and/or pornography, or online bullying.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing or other financial scams.

Pupils will be educated in online safety, and regularly reminded, as an ongoing part of our curriculum.

If required, we will seek advice from local sources and national helplines.

Teaching Online Safety in Schools:

- [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)
- [Education for a Connected World - GOV.UK \(www.gov.uk\)](#)
- [ProjectEVOLVE - Education for a Connected World Resources](#)

## 9.2 Professionals Online Safety Helpline (POSH)

[Professionals Online Safety Helpline - UK Safer Internet Centre](#)

Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations. We have self-assessed our schools' online safety provision.

If we use any external speaker to add to our curriculum, we will ensure we follow this advice and checklist - [Using External Visitors to Support Online Safety Education: Guidance for Educational Settings - GOV.UK \(www.gov.uk\)](#)



We will not respond to individual apps or challenges which may occur, so as not to give them more attention or publicity, but will simply reiterate our basic online safety messages as and when required.

### **[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)**

To protect pupils while using mobile technology we have a clear WGSF ICT Acceptable Use Policy in place. Airtag usage is not permitted.

See point 6.8 on Sharing Nudes and Semi Nudes.

## **9.3 Risk managing our photos of pupils on the website and social media etc.**

We will follow the guidance issued in [Managing pupil image and video content - UK Safer Internet Centre](#) by;

- regularly reviewing online content/apply 'name no image' or 'image no name' policy/limit public visibility of pupil images/ensure image metadata is removed/use lower resolution images/strengthen privacy setting on school managed platforms/follow policies and raise awareness in training.

## **9.4 Reporting harmful content**

### **[Report Harmful Content - We Help You Remove Content](#)**

## **9.5 Filtering and monitoring, limiting pupils' exposure to risk**

We understand we cannot eliminate all risk and that a managed system in school is preferable to a completely locked down system. We guide pupils to manage online risk through our online safety teaching.

The Foundation will follow the standards - [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#) including:

- Identifying and assigning roles.
- Reviewing at least annually and record.
- Blocking harmful and inappropriate content (including in community languages in the school community) without over blocking for teaching and learning.
- Having effective monitoring strategies to meet the needs of our schools.

Lightspeed is our Chromebook filtering system and we also have Netsupport Classroom Cloud. We have checked them against the UKSIC checklist and tested the filtering ourselves. We have a clear risk assessment and reporting for our systems.

Further guidance and information can be found here:

- [Filtering and Monitoring | SWGfL](#)
- [Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)
- [Generative AI:product safety expectations](#)

Our relevant SLT members are:

- QEGS/WGHS: James Harris
- WGPPS: Emma Gill

They have responsibility for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of our provision
- overseeing reports and ensuring staff understand their role and are appropriately trained
- following policies, processes and procedures
- acting on reports and concerns

Our nominated governor is Penny Plumpton who will support the schools using [Questions for Governors and Trustees](#)

The DSL team and members of IT staff are linked in, and all staff have an awareness to be alert and report, including teaching topics that could see a spike in reports of drugs / sex, for example during PSHE or Sex Ed lessons.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSLs will work closely together with IT service providers to meet the needs of our schools. We will ask filtering or monitoring providers for system specific training and support if required.

The DSL role includes overseeing and acting on;

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems, including mobile devices and guest log ins

## **10. Helping Children to Keep Themselves Safe / RSHE**

Children are taught to understand relationships and respect, promote British values, and respond to and calculate risk through our personal, social, health and economic (PSHE) and Relationships and Sex Education and Health Education (RSHE) lessons and in all aspects of school life. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused, and that victim blaming is always wrong.

Our approach is designed to help children to think about risks they may encounter both on and offline 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 consent, online safety, including sharing nudes/semi nudes, and bullying procedures, including the legalities and consequences and where to go for help. We mark anti-bullying week, child mental health week, internet safety day, etc., and respond to local issues such as delivering Water Safety messages to all our pupils.

The Foundation continually promotes an ethos of respect for children and the emotional health and wellbeing of our pupils is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and offline. Childline is regularly promoted especially over school holidays.

All our pupils are aware that if they disclose that they are being harmed or that they have, or intend, to harm another, this cannot be kept secret and that information will need to be shared. Pupils are told that we may have to pass on information to keep them safe and we may not be able to maintain confidentiality.

We have clear links between our RSHE lead and the DSL team to support vulnerable pupils with these sensitive topics.

### **10.1 Resources**

We use these resources in our schools to complement our RSHE program:

- Pol-Ed: [A positive force in education | Pol-Ed - A positive force in education](#)
- We will follow the guidance on RSHE education - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

- We acknowledge and sign up to Wakefield's Young People's Charter and actively promote this across the Foundation - [Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)
- We use Wakefield Resilience framework to build resilience in our pupils - [The Wakefield Resilience Framework \(riskandresilience.org.uk\)](http://riskandresilience.org.uk)
- Primary schools NSPCC PANTS program - [PANTS resources for schools and teachers | NSPCC Learning](http://www.nspcc.org.uk/learning-and-resources/pants)
- [Childline \(chidline.org.uk\)](http://www.childline.org.uk)

## 11. Support for Those Involved in a Child Protection Issue

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

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

- taking all suspicions and disclosures/allegations seriously
- 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, a separate link person 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

## 12. Complaints Procedure

Complaints are managed by senior staff, the Head and governors. The [WGSF Complaints Policy](#) is situated on the Foundation website. All complaints and concerns will be recorded.

### 12.1 If you have Concerns about a Colleague or Safeguarding Practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the Foundation 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, no matter how small, about a colleague or the safeguarding practice within the Foundation.

All concerns of poor practice or possible child abuse by colleagues should be reported immediately to the Head. Complaints about the Head should be reported to the Chair of Governors.

If they believe direct reporting is necessary to secure action, staff may also report their concerns about staff directly to the LADO, the police or to the NSPCC Whistleblowing Helpline (T. 0800 028 0285).

All concerns will be recorded.

## 12.2 Allegations and low level concerns against staff

Allegations and low level concerns against staff should be immediately reported, in any event within 24hrs of staff becoming aware, to the Head.

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed: see *Keeping Children Safe in Education* Part 4. It is vitally important to have a culture of openness and transparency and a consultation with the LADO by the case manager 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes behaviour that may have happened outside of work – transferable risk). This also includes staff who may be on supply.

## 12.3 Case Managers

The Head should do an initial consideration/fact find to establish if there is substance to the allegation or concern. Any agency for supply staff/contractors, etc., should also be involved/informed.

In the event of the Head being absent the deputy is:

- QEGS/WGHS (Senior Section): James Harris / Angela Eggleston
- WGPPS: (Early Years - Year 6) Lynne Butler

## 12.4 In cases of allegations reaching the LADO criteria

The Head should NOT carry out any investigation, other than initial basic fact finding, until consultation with the LADO. Full and accurate records will be made at every stage alongside HR processes.

Referrals must be made to the LADO within one working day. Case managers may then be invited to a meeting coordinated by the LADO.

Depending on the outcome of investigations it may be necessary to report to the Disclosure and Barring Service (DBS) /Teaching Regulation Agency (TRA) as per guidance.

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

An uncomfortable fact is that some professionals do pose a serious risk to pupils, and we must act on every allegation and concern. 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 and concerns against staff, including supply staff, can be found in *Keeping Children Safe in Education* part 4.

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

Safer Working Practice training is undertaken every 2 years and the Head or DSL provides regular reminders regarding the staff code of conduct and behaviour expectations. This is important to avoid any culture slippage or erosion of the code of conduct and values we expect from all staff.

## **12.5 In cases of low level concerns**

We will robustly record any low level concerns that do not reach the above thresholds. We promote a culture of openness and provide a robust structure to handling concerns about behaviour however low level. Sharing of low level concerns by staff to the Head or DSL will be viewed as a neutral act.

These records will be kept in a central low level concerns file for each school including the details of the concern, the context and the action taken. These records will be reviewed termly by the Head or DSL so that patterns can be identified, and a record of these reviews will be made. Records will be kept until the person leaves our employment.

Staff are encouraged to self-refer any of their own behaviour both inside and outside school which could be constituted as a concern.

The Head or DSL will speak to the person who raised the concern, any witnesses, and to the person subject to the concern. The information will then be reviewed to determine if the behaviour is consistent with the code of conduct, the behaviour constitutes a low-level concern, the behaviour is not serious enough to consider a referral to LADO but may merit advice from the LADO, or this is a pattern that now hits LADO referral criteria. Robust recording will take place including the rationale for decision and action taken.

This will all be done discreetly and on a need-to-know basis.

We use secure reporting to log low level concerns.

## **13. Staff Training and Induction**

It is important that all staff, including temporary and volunteers, have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including dealing with Sexual Violence and Sexual harassment, Early Help responsibilities and whistleblowing.

All staff, including site staff, volunteers and the Head, will be inducted in and then regularly trained in Safeguarding, including sexual violence and harassment and online safety, and be given regular updates by the DSL team in various forms such as emails/newsletters/input at staff meetings, etc.

WSCP advice is that all school staff receive education-specific basic safeguarding refresher training once every 2 years with DSL team top ups in between, alongside Safer Working Practice Training also every 2 years with the Head or DSL issuing regular code of conduct reminders to all staff in between.

All of our staff are aware of and trained in Safer Working Practices in Education Guidance 2022 - [Home \(saferrecruitmentconsortium.org\)](https://www.saferrecruitmentconsortium.org)

All staff accessing the IT network, and at least one governor, will undertake cybersecurity training for education staff.

New staff and governors will receive an induction in safeguarding which includes:

- appropriate parts of KCSIE
- details of the DSLs and their role
- reporting and recording arrangements specific to the school
- dates of training
- WGSF Safeguarding and Child Protection Policy
- WGSF Staff Code of Conduct
- WGSF Behaviour Management Policy
- WGSF Attendance Management (CME) Policy
- WGSF Whistleblowing Policy

**Staff will sign to say they have received, read and will adhere to these policies and KCSIE and will be tested to ensure comprehension.**

Staff are trained to seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the pupils wishes and feelings to act in their best interests, e.g. in the case of CSE/CCE where, as a result of perpetrator grooming, the pupil states they do not want any intervention.

Our staff are trained in Adverse Childhood Experiences (ACEs) and are aware of the impact of trauma on behaviour, etc., and they understand and aim to work towards trauma informed practice.

DSLs will receive face to face training updated every two years. They must also do Prevent training. All DSLs/DDSLS are strongly recommended to attend the half-termly cross Foundation DSL forums.

DSLs will be supported and encouraged to attend additional training to keep up to date, including DSL forums, sign up to WSCP E-bulletin and other multi-agency training offered by WSCP and the Safeguarding Advisor. Specifically they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training.

For further info on multi agency face to face or recorded courses see:

[Schools, Colleges, Learning & Development - Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)

All governors will receive strategic level safeguarding training every 2 years. The DSL team may invite governors to any staff operational training / include them in staff safeguarding newsletters, etc., whilst acknowledging this is just for interest/understanding and is in addition to the strategic level training they require. The DSL team also provides the governors with regular strategic reports and action plans from audits but governors do not have access to operational case details.

The Heads and Chair of Governors are encouraged to undertake managing allegations against staff training or to have read and understood Part 4 of KCSIE. Any member of staff involved in recruitment of staff/interview panels, etc., is encouraged to read part 3 of KCSIE and undertake Safer Recruitment training – at least one member of any interview panel must be trained.

All training will be noted in the training file, including sign in sheets, certificates and test/quiz results, and monitored to flag in advance when updates are required. Any training done by third party or independent providers MUST reflect local protocols and training minimum standards; a checklist is available.

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One and Annex B of Keeping Children Safe in Education are available on staff notice boards or online under safeguarding. Relevant parts of KCSIE are issued and understanding checked at the

start of every academic year.

Supply staff and other visitors in contact with pupils will be given the relevant school's (Safeguarding Leaflet) with a summary of key safeguarding information pertinent to the school.

The schools use a range of methods to provide updates to staff and check understanding. These include quizzes, email updates and verbal updates in briefings and meetings"

## **14. Safer Recruitment**

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

At least one person on every interview panel will have undertaken Safer Recruitment training.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education Part 3, including:

- Recruitment and selection process
- Pre-appointment and vetting checks, regulated activity and recording information
- Other checks that may be necessary for staff volunteers and others, including the responsibilities on schools and colleges for children in other settings
- How to ensure ongoing safeguarding of children and the legal reporting duties on employers

CVs will not be accepted as an alternative to application forms as part of the application process.

Self-disclosure information on applicants obtained prior to shortlisting will not be used as part of the shortlisting process.

Online searches of publicly available information will be carried out as part of the Foundation's due diligence on shortlisted candidates and the candidate will be made aware of this.

References will be sought before the interview so any concerns can be explored with the applicant at interview along with any gaps or inconsistencies from their application form. We will always seek at least two references.

All offers of employment will be conditional upon satisfactory completion of the pre-employment checks applicable for the role.

To comply with the DBS code of practice and under GDPR we will not keep the original or copies of DBS certificates.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education Part 3. This is regularly checked by trained Governors and members of the Executive Team.

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

### **14.1 Volunteers**

Volunteers, including governors, will be risk assessed and undergo checks commensurate with their work in the school and contact with pupils, i.e. if they are in regulated activity or not, and this will be recorded. Volunteer risk assessments are available from [Traded Services Wakefield.gov.uk](https://www.wakefield.gov.uk/traded-services).



- 14.2 **Contractors**  
We will check the identity of all contractors working on site and request evidence of checks where they work in regulated activity or are unsupervised.
- 14.3 **Visitors**  
If visitors work in regulated activity, we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Head will use their professional judgement regarding escorting visitors in the school. Tours will be conducted with staff and pupils up to Year 7. Year 8 pupils and upwards will tour in pairs. All visitors will be asked to wear a lanyard identifying them as a visitor.
- The Foundation refers to the [NSPCC School Visitor and Safeguarding](#) guidance and has an internal Visitor Process (on FireFly for staff) which is followed when bringing visitors on site.
- 14.3.1 **Pupil Tours of Prospective Families**  
The Foundation will manage the risk of pupils touring prospective parents accordingly by:
- Ensuring staff are present in the vicinity and maintain general oversight of the tours, even if they are not accompanying every step of the route.
  - Making it clear to pupils that if they have any concerns at any point, they can go straight to the nearest member of staff or bring the tour to a natural pause.
  - Designing routes so tours remain in communal areas, corridors, and teaching spaces where other staff and pupils are present. Tours will not deviate from the predesigned itinerary.
  - Avoiding sending pupil tour guides into isolated areas, closed classrooms, or locations where they would be entirely alone with adults.
  - Scheduling tours during busy school periods whenever possible.
  - Ensuring someone from the Admissions Team or Senior Leadership Team tracks who is on site, where tours are going, and when they are expected to return.
  - Training pupils on appropriate boundaries, how to handle unexpected questions, and what to do if they feel uncomfortable.
  - Making it clear to prospective families that pupils cannot answer questions of a personal or safeguarding nature and that such queries should go to staff.
  - Ensuring all visitors are signed in and wearing visible visitor badges.
  - Reminding visitors of school expectations on conduct while on site.
  - Pairing two pupil tour guides together (Year 8 pupils and below will conduct tours with staff), which provides additional confidence and reduces any one-to-one scenario.
  - Pupils will be given a 'safety card' should they not feel comfortable during the tour. This should be presented to a member of staff at the earliest opportunity.
  - The tour will be checked by the member of staff in the Learning Hub and reported to the admissions team once seen.
- 14.4 **Supply staff** and other visiting staff will be given the school's Visitor Leaflet, which are available from each school office, and a lanyard.

## 15. **Site Security**

Visitors to the school are asked to sign in, show ID (if necessary), and be given a badge which confirms they have permission to be on site. All visitors will be issued with a leaflet informing them of who the DSLs are, the code of conduct expected and what to do if they have a safeguarding concern. 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. All staff are expected to clearly display their ID badges whilst on site.

## 16. **Extended School and Off-Site Arrangements**



Where extended school activities are provided by and managed by the schools, this Safeguarding and Child Protection Policy and procedures apply and a DSL will be available. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures, and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed. This will form part of our hiring arrangements. Any organisation using our site will be signposted to the below document by the Foundation.

Further guidance and information can be found here: [Keeping children safe in out-of-school settings: code of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-out-of-school-settings-code-of-practice)

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL to be kept appropriately informed. If external staff have regular contact with our pupils they will be asked to sign up to the school's code of conduct to ensure clarity of expectations, e.g. mobile phone use and social media restrictions.

## **17. Photography and Images**

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

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use a pupil's 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, to take images
- 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 to physical intervention that are specific to the child. Restraint will only be used as a last resort and all incidents of this will be recorded, monitored and reviewed. Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be explicitly taken into account if restraint is used on SEND pupils.

Further guidance and information can be found here:

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/reducing-the-need-for-restraint-and-restrictive-intervention)

## **19. Intimate Care**

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

## **20. First Aid and Managing Medical Conditions**

Staff will be trained appropriately in first aid and follow safer working practice guidance of 'saying before touching'.

Section 100 of the [Children and Families Act 2014](#) places a duty on schools to plan 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 - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#).

## **21. Changing Rooms and Other Sports Issues**

We follow safeguarding advice on children using changing rooms, etc. The [NSPCC Child Protection in Sport Unit | CPSU \(thecpsu.org.uk\)](#) includes a safe sporting event checklist.

## **22. Special Circumstances**

### **22.1 Looked after Children (LAC)/Children in Care (CiC) and Previously in Care**

Children in care and previously looked after children start school with the disadvantage of their pre-care experiences and often have special educational needs. Most commonly, the reason for children becoming looked after is because of abuse or neglect. The school must ensure that appropriate staff have information about a child's looked after status and care arrangements, including contact. The designated teacher for Children in Care and Previously Looked After children and the DSL team have details of the child's social worker / carer, parent or guardian, as well as the name and contact details of the local authority's Virtual School Head.

The Designated Teacher will work within the Wakefield Pupil Premium Plus policy guidelines to support the academic progress of CiC / PCiC through appropriate target setting in their termly PEP (Personal Education Plan).

Further information and guidance can be found here:

- [Promoting the education of looked after and previously looked after children](#)
- [Designated teacher for looked after and previously looked after children](#)
- Wakefield Virtual School – [Wakefield Virtual School | Wakefield Traded Services](#)

### **22.2 Work Experience**

The schools have detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience, which are in accordance with the guidance in Keeping Children Safe in Education 2025. This information is held by each school and can be requested from the DSL in each school.

### **22.3 Children staying with Host Families**

The schools may plan for pupils to stay with a host family during a foreign exchange or sports tour. In such circumstances this may amount to Private Fostering and the school follows the guidance in Keeping Children Safe in Education to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

## 23. Remote Learning Safeguarding Considerations/Future lockdowns

During lockdowns we follow government and local arrangements for safeguarding by providing support for vulnerable children in school and support for others via remote learning and home visits if necessary.

During Covid a safeguarding tracker was completed and returned to the Local Authority to allow coordinated support for children and families. We will complete this if required for any further lockdowns.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children on Child Protection (CP), those who are Child in Need (CIN), and those who are Looked After Children (LAC) or Children in Care (CIC) in West Yorkshire. Those with an EHC plan will be risk-assessed, in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home. Vulnerable children also include any other child the DSL deem to need to be in school for any reason.

Attendance will be monitored in accordance with government guidance, with links made to local arrangements.

The basics of this policy will remain unchanged, e.g. reporting and recording, DSL availability and safer recruitment arrangements.

Safeguarding considerations will include using local WSCP checklists and government guidance - [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-remote-education-guidance-for-schools).

## 24. Child Protection Procedures

### 24.1 Categories and Definitions

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

For allegations against staff please see Section 12.

**Abuse** - A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Abuse of a child is never acceptable. We will ensure we do not have a culture where low standards are considered acceptable or viewed as 'normal for' a family or community.

### 24.2 Voice of the Child

We will always seek and record the voice of the child and take this into consideration when

taking decisions. We have a reminder on our recording system to alert staff to collate this. However, there may be circumstances where we override the pupil's wishes and feelings to act in their best interests, e.g. in case of exploitation where, because of perpetrator grooming, the pupil does not want any intervention. We promote support for any alleged victim, including child on child abuse, and will never victim blame.

### 24.3 **Extra-Familial Harm**

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and/or other children. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, child-on-child (nonfamilial) sexual abuse and other forms of harmful sexual behaviour displayed by children towards their peers, abuse, and/or coercive control children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

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**

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. See point 3.3 - Abuse of position of trust.

## **Neglect**

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 caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education

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

The Wakefield Neglect Toolkit will be consulted to assess the level of neglect in all cases and certainly before any referral is made regarding neglect - [Home page - Wakefield Safeguarding Children \(wakefieldscps.org.uk\)](https://www.wakefieldscps.org.uk).

## **24.4 Child criminal/sexual exploitation**

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal/sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator, and/or (c) through violence or the threat of violence. The victim may have been criminally/sexually exploited even if the activity appears consensual. Child criminal/sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**Financial exploitation** - Financial exploitation can take many forms. In this context, we use the term to describe exploitation which takes place for the purpose of money laundering. This is when criminals target children and adults and take advantage of an imbalance of power to coerce, control, manipulate or deceive them into facilitating the movement of illicit funds. This can include physical cash and/or payments through financial products, such as bank and cryptocurrency accounts.

### **Financially Motivated Sexual Extortion/ Sextortion**

A type of online blackmail often referred to as 'sextortion' where young people and adults are forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release sexual/indecent images of them.

Definitions taken from [Working Together to Safeguard Children](#) (HM Government, 2023).

## **24.5 Grooming**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know, for example a family member, friend, or school staff. Groomers may be male or female. They can be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

## **24.6 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 because they are ashamed or embarrassed or their abuser has threatened them or they don't want the abuser to get into trouble. It is also 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:** (this is not designed to be a checklist).

- have bruises, burns, fractures or other injuries which do not have a plausible explanation, e.g. bruises on babies who are not yet mobile, bruises on cheeks, ears, palms, arms, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns
- challenge authority, have outbursts of anger, poor behaviour (signs of trauma response)
- be reckless about their own or other's safety
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or 'attention seeking' (may be attachment seeking) behaviour
- regularly flinch to sudden but harmless actions, e.g. raising a hand
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- self-harm, incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- display violence/sexualised behaviour towards animals, toys, peers
- regress to younger child behaviour
- 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
- have unexplained gifts/money/mobile phones or be over secretive online
- have low self esteem
- steal or scavenge compulsively
- be overly affectionate to strangers or people they haven't known for very long
- have traumatic mutism

**Responses from parents that may cause concern, include:**

- Unexpected delay in seeking treatment, e.g. medical or dental which is obviously needed
- Denial of any injury
- Explanations that differ from that of the child, e.g. for bruising
- Claims of falls/fits etc. that never happen in school
- Unrealistic expectations or constant complaints about the child
- Being uninterested in child
- Alcohol/drug misuse
- Mental health issues which affect parenting

- Requesting removal of child from school after concerns raised
- Domestic abuse

#### **Disabled children: other signs to consider:**

- Force feeding
- Over / under medication
- Bruising if non mobile
- Poor toileting arrangements
- Lack of stimulation
- Unjustified use of restraint
- Rough handling
- Unwilling to learn child's means of communication
- Ill-fitting equipment
- Misappropriation of child's finances
- Invasive procedures
- Non consideration of a child's dignity.

See document on the schools' noticeboards for further signs and indicators.

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

**It is very important that staff report and record all their concerns as soon as possible – they do not need 'absolute proof' that the child is at risk before acting.**

#### **24.7 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.

Our staff are trained in Adverse Childhood Experiences (ACEs), they are aware of trauma, and they work towards trauma informed practice.

#### **24.8 Taking Action**

It is the responsibility of staff to report and record their concerns **immediately/as soon as possible**. A DSL will be always available, within the school day, for staff to speak to.

We actively encourage a 'never do nothing' attitude if staff have a concern about a child, and promote discussion with a DSL if in any doubt. Abuse of a child is never acceptable. We will ensure we do not have a culture where low standards are considered acceptable or viewed as 'normal for' a family or community.

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" and remain professionally curious.

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 or seek medical attention
- **REPORT your concern to a DSL immediately/as soon as possible**
- **Complete a RECORD of your concern, using a professional tone and language, (CPOMS) and immediately pass onto to a DSL; if you need assistance with this**



**please speak to a member of the safeguarding team in your school**

- 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; see the helplines in Section 25
- Ask for feedback and if there are no improvements push for reconsideration; see section 24.16 on escalation.

All staff will be regularly reminded of best practice on recording using CPOMS, at induction and as needed. Where this is done, we use the CPOMS webinar videos rather than live data to ensure confidentiality.

The DSL team will discuss the concern and agree a course of action, the progress of which will be monitored during DSL team peer supervision meetings.

See the flowchart in Keeping Children Safe in Education Part 1.

## **24.9 Levels of Need**

Wakefield has a Continuum of Need for children and families who need support, which ranges from No Additional Support Needed to Requires Immediate Safeguarding Support. It is worth noting that a cause for concern does not always require a top-level response, it may be that the family needs a lower level of support to help the situation.

The [Wakefield Families Together](#) website provides lots of advice and support around Early Help. We have added this to Firefly for parents' information and self-referral.

The Early Intervention Prevention Service and Team Around the School (TAS) arrangements / school link workers are able to signpost DSLs and offer support.

- Universal Services are Meeting the Needs – No Additional Support Needed. For example, a universal service is providing extra support / referring to another agency / EIP Service / TAS.
- Multi agency approach to support: Multi agency early help TAS arrangements with multi agency plan may be able to support or Targeted Early Help.
- Statutory intervention and assessment is needed where a child is at risk or currently suffering significant harm. Social care / police assess, investigate and lead at this level.

The school does have a duty to intervene early and support, however it is not a school's responsibility to investigate or decide whether a child has been abused. Schools do not have the powers to investigate child protection concerns.

## **24.10 Local procedures for specific issues - [West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures](#)**

## **24.11 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, for example their artwork could be bizarre, they may write stories or poetry that reveal confusion, distress or mental health issues or their behaviour may have changed. 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, or a grandparent is very ill.

Staff are encouraged to be professionally curious in these situations asking the pupil if they are OK, if they are worried about anything or if everything is ok at home.

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the dealing with a disclosure/allegation advice.



Following an initial conversation with the pupil, if the member of staff remains concerned, they should record and pass on their concerns to a DSL.

## 24.12 **Notifying parents**

The schools will normally seek to discuss any concerns about a pupil with their parents, with consideration of including fathers as well as mothers. This must be handled sensitively, therefore staff will not discuss safeguarding issues with parents until they have consulted with the DSL. In most cases the DSL will be in the most informed position to make contact with the parents in the event of a concern, suspicion or disclosure/allegation.

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 school link workers/Social Care MASH. Best practice for all agencies is to work alongside and openly with parents in any concerns about their children; however consent is not required to refer to social care if informing the parents puts the child at more risk, e.g. in cases of forced marriage.

We will be alert if parents' and pupils' 'stories' differ in any way, e.g. with regards to how an injury was caused and will ensure this is noted and shared with other agencies as appropriate.

If parents have any queries regarding safeguarding they are encouraged to contact the DSL.

If the concern is low level and can be dealt with through pastoral support in school the DSL will initiate early intervention to:

- Use a restorative approach and engage with the parents/carers as soon as possible (unless the situation is so serious that would put the pupil at increased risk). We then can evidence quick action was taken and the length of time of involvement.
- 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 pupil (e.g. breakfast club, additional in school support, signposting to Family or Youth hubs) and create a plan of action. At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- Record all contacts with the family, dates, and times, including phone calls/letters.
- Monitor the pupil closely - behaviour/concerns/interaction with peers and parents/academic progress, etc. This will demonstrate the frequency of concerns and help to build patterns.

If necessary, the school will assess using the Signs of Safety framework – What are we worried about? What's working well? What needs to happen? (including all subsections, e.g. complicating factors) and then scaling.

If a school needs further help (i.e. move up the continuum) other agencies/link worker will be contacted and if issues escalate the social worker link workers can be contacted or, if necessary, a referral made to social care / MASH.

Risk assessments may be required in certain circumstances, e.g. HSB. Templates are available on the WSCP website, and we may wish to consult with other agencies for additional support and input. The Wakefield Neglect toolkit will be considered in any cases of Neglect - [Neglect - Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](https://wakefieldscp.org.uk)

**It is important to continually reassess concerns if there are no improvements and follow the escalation process if required.**

## 24.13 **Dealing with Disclosures/Allegations**

It takes a lot of courage for a child to disclose that they or their peers are being abused. There are many reasons why they may be blocked from telling, including: they may think it is normal

or 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; they may want to protect the abuser; 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 member of staff 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.

Members of staff should bear in mind that in some cases children may tell ‘half a truth’ to test out how information may be handled by the listener. Children can also withdraw truthful disclosures/allegations later in the process if they feel things have gotten out of their control. Effective communication and relationship building with children will help in these situations.

If a pupil is reluctant to say what is wrong, offer reassurances, suggest other staff members to speak to and/or signpost to other external helplines, e.g. childline.

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

- Focus on listening rather than giving advice
- Allow pupils to speak freely
- Try to move away from others to a quiet space
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing talking to me’
- Not be afraid of silences, and allow space and time for the pupil to continue; staff will recognise the barriers the pupil may have had to overcome to disclose.
- Clarify or repeat back to check what they have heard, if needed, but not lead the discussion in any way and not ask direct or leading questions – such as, whether it happens to siblings too
- Use open questions such as ‘Tell me what happened’, ‘is there anything else you want to tell me?’
- Avoid taking photographs or videos of any injuries, etc.
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer physical touch as comfort, as it may be anything but comforting to a child who has been abused. However, this will be case and age specific. If it is appropriate and in the child’s best interest, the member of staff will use safe touch following advice given in Safer Working Practice guidelines and in training.
- Remember professional boundaries and to not share personal experiences or information such as ‘that happened to me’.
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ is not helpful and may be interpreted by the child to mean that they have done something wrong.
- Not pass judgement on the perpetrator
- Tell the pupil what will happen next. Let them know that you will be consulting the DSL and why (to get them the help and support they need).
- Write up their conversation as soon as possible, using the child's words, and submit to the DSL and do not discuss with other staff. The DSL will keep the child informed.
- Seek support if they feel distressed, from the DSL team / helplines in the contact's section.

**Staff should be aware that SEND pupils may face additional safeguarding challenges and, if possible, should remove any barriers to disclosure.**

### **Why recording is important**

Our staff will be encouraged to understand why it is vital that recording is timely, comprehensive and accurate.

**Any concerns about a child will be recorded in a professional manner and passed to a DSL immediately/as soon as possible.** All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and timed. The DSL team will then analyse this information.

**We will seek the Child's voice/opinion and ensure this is noted in the records.**

We will give feedback to the staff member on any actions. However, this will be on a need-to-know basis. It may not be appropriate for staff members to know full details.

### **The Safeguarding File (at WGSF this is within CPOMS)**

The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the 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 issue, etc. We will therefore use professional judgement when making this decision and will have clear links and discussions between pastoral staff and DSLs.

This file will be kept separately from the main pupil file and will be held securely only to be accessed by appropriately trained DSLs. All staff will be made aware of children who have a safeguarding file or who are open to social care due to safeguarding concerns.

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

We will keep detailed, accurate, secure written records of concerns and include our rationale for any decision making.

All incidents/episodes, e.g. phone calls to other agencies, will be recorded in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL team in analysis and action, which may include no further action, monitoring, whether an Early help assessment should be undertaken, or whether a referral should be made to other agencies - Social Care MASH/TAS in line with the Continuum of Need document. (See the DSL referral checklist on WSCP webpage).

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

In some cases, 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 a DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements.

The file can be inactive in terms of monitoring, i.e. a child is no longer CiC or subject to a child protection plan. If future concerns then arise, it can be reactivated as new information arises.

If the child moves to another school, the file will be securely sent or taken to a DSL at the new establishment/school **within 5 days** and a **written receipt will be obtained**. There will be a timely liaison between each school's DSL, and, if necessary, a face-to-face meeting, 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. [Child protection records retention and storage guidance | NSPCC Learning](#)

Child protection records may be exempt from disclosure which means that children and parents do not have an automatic right to see them in certain circumstances. 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/DSL, who will consult with the information governance/legal team.

#### 24.15 **Referral to Social Care MASH**

A DSL will make a referral to Social Care MASH if it is believed that a pupil is **suffering or is at risk of suffering significant harm – top level on the Continuum of Need**. In the DSL's absence, or if there is disagreement, anyone can make a referral. If in doubt if thresholds are met the link social worker can be contacted; however, if this causes any delay we will refer directly.

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.

A phone call must be made initially before a referral form is filled out. There is a DSL referral checklist and referral form available on the WSCP webpage. Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required. If there is already a social worker assigned to the case, for safeguarding reasons, the social worker should be contacted directly.

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.

The DSL will then be expected to take part in assessments, strategy meetings, case conferences, etc., as and when required. Reports for meetings will be shared with parents beforehand, unless there is good reason not to, and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

The Wakefield Neglect toolkit will be considered in any cases of Neglect before referrals are made to other agencies.

#### 24.16 **Escalation / Professional Disagreement**

If the situation does not appear to be improving or if there is any professional disagreement with the outcome the school will press for reconsideration and follow the WSCP professional disagreement procedure - [Resolving Multi Agency Professional Disagreements and Escalation](#)

#### 24.17 **Referral to Police**

If a criminal offence has occurred it will be necessary to contact the police on 101 or 999 as appropriate. It may be useful to state which department we require, e.g. child safeguarding unit / Child Exploitation Team (CET) / indecent images team.

If we believe a child is being radicalised, we will refer to the Prevent police officer using the referral form on the WSCP education page.

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#) – see the link also in KCSIE.

We understand that if police are interviewing any pupils, where they suspect them of a crime, an appropriate adult must be present, e.g. a parent.

See the Local [Partnership Intelligence Portal \(PIP\) | West Yorkshire Police](#) – to report any intelligence. This does not replace usual procedures if a child is at risk.

## 24.18 Home Visits

When our staff are required to do home visits, we will follow best practice and consult the checklist:

[Schools & Colleges Key Links & Resources • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

## 24.19 Confidentiality and Information Sharing

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

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

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

### The Seven Golden Rules for Safeguarding Information Sharing

- All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy or the privacy rights of the person failing to protect them.
- When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carers and explain who you intend to share information with and what information you will be sharing and why.
- You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.
- Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.
- When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g. the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
- Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.
- Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](#)

[Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](#)

Data protection legislation (GDPR) 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 a 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 may be exempt from the disclosure provisions of Data Protection, which means that children and parents do not have an automatic right to see them in certain circumstances. However, it will be usual practice for parents to have been informed of any concerns at the time. 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/DSL who will consult with the information of governance/legal team.

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

## **25. Local and National Contact Details**

**Wakefield Social Care MASH** - T. 0345 8503 503 (consultation via phone call is necessary before submitting a referral form), Minicom: 01924 303450 (type talk welcome), Email: [social\\_care\\_direct\\_children@wakefield.gov.uk](mailto:social_care_direct_children@wakefield.gov.uk)

**Wakefield Continuum of Need document** - [Key Safeguarding Forms, Tools, Standards & Frameworks - Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)

**West Yorkshire Procedures for specific issues** - [West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures](#)

**Wakefield Families Together website** - [Wakefield Families Together – Wakefield Families Together](#)

**Local Family Hub** - [Family Hubs – Wakefield Families Together](#)

**Local Youth Hub** - [Youth Hubs – Wakefield Families Together](#)

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**Police** - If a criminal offence has occurred, contact police via 101 or 999 as appropriate.

**Child Safeguarding Unit** - [wakefield.sguchild@westyorkshire.pnn.police.uk](mailto:wakefield.sguchild@westyorkshire.pnn.police.uk)

**CET Child Exploitation Team** [cveteam@wakefield.gov.uk](mailto:cveteam@wakefield.gov.uk)

**West Yorkshire Police partnership intelligence portal (PIP)** – to report intelligence. This does not replace usual procedures if child is at risk. (Schools have one sign in all DSLs have access to) [Partnership Intelligence Portal | West Yorkshire Police](#)

**Pol-Ed** Police and education designed lesson plans on a range of police/safety topics - [A positive force in education | Pol-Ed - A positive force in education Links with RSHE curriculum](#)

**Wakefield Safeguarding Children Partnership WSCP** - [Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](http://wakefieldscp.org.uk)



**Local Authority Designated Officer (LADO) – for allegations against staff**  
[lado.referrals@wakefield.gov.uk](mailto:lado.referrals@wakefield.gov.uk) T. 01977 727032. Mobile – 07711 797847

**Safeguarding Advisor for Education - Vicki Maybin, [vmaybin@wakefield.gov.uk](mailto:vmaybin@wakefield.gov.uk), T.07788743527**

**Safeguarding training page specific to schools/colleges - [Wakefield Safeguarding Children Partnership | Wakefield Traded Services](#)**

**Safeguarding Information webpage for Wakefield Schools - Multi agency training offer and education specific webinars etc, templates, audit information, resources and managing allegations information. [Schools & Colleges • Wakefield Safeguarding Children \(wakefieldscp.org.uk\)](#)**

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## **Mental Health**

Mental Health support Team contact - CAMHS Single point of access (SPA): T. 01977 735865

**[Child and adolescent mental health service \(CAMHS\) in Wakefield - South West Yorkshire Partnership NHS Foundation Trust](#)**

**Compass Mental health support - [Wakefield Children and Young People's emotional health and wellbeing service - Compass \(compass-uk.org\)](#)**

**Wakefield Resilience Framework - [The Wakefield Resilience Framework \(riskandresilience.org.uk\)](#)**

**Wakefield School nursing/Health visiting service - [Wakefield 0-19 Service](#)**

## **Wakefield Spectrum**

**[RSE - Spectrum Community Health CIC \(spectrum-cic.org.uk\)](#)**

**[Raising Awareness of Child Sexual Exploitation - Spectrum \(spectrumat10.org.uk\)](#)**

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**Wakefield District Domestic Abuse Service WDDAS, T. 0800 915 1561, [domesticabuse@wakefield.gov.uk](mailto:domesticabuse@wakefield.gov.uk)**

**Prevent Contacts - [Prevent in Wakefield - Wakefield Council](#)**

**Wakefield Education Welfare Service - [Education welfare service - Wakefield Council](#)  
includes Elective Home Education (EHE) and Children Missing Education (CME)**

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## **Virtual Head for CiC**

Jackie Roper, [jroper@wakefield.gov.uk](mailto:jroper@wakefield.gov.uk), [Wakefield Traded Services, virtualschool@wakefield.gov.uk](#)

**Wakefield Local Offer – for children with SEND and their families. [Homepage \(mylocaloffer.org\)](#)**

**NSPCC Speak out Stay safe service for Primary schools - [Speak out Stay safe programme | NSPCC Learning](#)**



Emma Hobson, Schools Coordinator, [emma.hobson2@nspcc.org.uk](mailto:emma.hobson2@nspcc.org.uk)

Wakefield Young Carers - [Young carers - Wakefield Council](#)

Drug support for young people - [Turning Point | Health & Wellbeing \(turning-point.co.uk\)](#)

Wakefield voluntary sector Young Lives Consortium - [Young Lives Consortium Wakefield Safeguarding Children \(ylc.org.uk\)](#)

Adult Social Care - [Wakefield Council Adult Social Care](#)

Wakefield Well Women Centre - [Well Women Centre Wakefield \(wellwomenwakefield.org.uk\)](#)

Vico Homes (formerly Wakefield District Housing) - [Vico Homes Contact Us](#), T. 0345 8 507 507

NSPCC Helpline – for advice public/professionals: T. 0808 800 5000

NSPCC Whistleblowing Helpline: T. 0800 028 0285

NSPCC Report Abuse in Education: T. 0800 136 663

[NSPCC dedicated helplines | NSPCC](#) – FGM/Gangs/Radicalisation/Talk Relationships

Counter Terrorism helpline: T. 0800 789 321

Forced Marriage Unit: T. 020 7008 0151, [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

Karma Nirvana – charity working to end honour based abuse in UK - [Karma Nirvana](#)

National Association People Abused in Childhood (NAPAC): T. 0808 801 0331 - [NAPAC – Supporting Recovery From Childhood Abuse](#)

**Stop It Now** - Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children - [Stop It Now! UK and Ireland | Preventing child sexual abuse](#). T. 0808 1000 900

Professional Online Safety Helpline - [Professionals Online Safety Helpline - UK Safer Internet Centre](#). T. 0344 381 4772

National Services – Domestic Abuse - [Domestic Violence & Abuse · Emergency Injunction Service \(ncdv.org.uk\)](#)

CPOMs training videos - [CPOMS Home](#)

Concerning sexual behaviours - [The Lucy Faithfull Foundation ‘Shore Space’](#)



## Appendix 1: The DSL's Role and Responsibilities

See also [Annex C of KCSIE](#)

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the police as required;
- act as a source of support, advice and expertise for all staff;
- act as a point of contact with safeguarding partners;
- liaise with the Head to inform them 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 LADO(s) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, mental health leads and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so the needs are considered holistically;
- liaise with the mental health lead and, where available, the mental health support team where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Head and relevant strategic leads, take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

This includes:

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

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

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared. This happens in line with information sharing advice as set out in Part 1 and Part 2 of KCSIE. When children leave the school (including in-year transfers) the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff, such as DSLs and SENDCOs or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college, for example information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

The DSL should:

- ensure each member of staff has access to, and understands, the Foundation's Safeguarding and Child Protection Policy and procedures, especially new and part-time staff;
- ensure the Foundation's Safeguarding and Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
- ensure the Safeguarding and 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 in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

The DSL and DDSLs should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to children's social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation, and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;
- are aware of the role of the appropriate adult and PACE Code C requirements.

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

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

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

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

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of KCSIE, and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand the relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

DSLs have the lead responsibility for filtering and monitoring and are responsible for ensuring that staff CPD is sufficiently focused and detailed in regard to filtering and monitoring, ensuring the governing body understands their role in relation to this and can articulate a strategic plan which shows how the filtering and monitoring standards are implemented across the Foundation.

External counselling and support is available as needed. The wellbeing of DSLs is a governors' responsibility. DSLs meet regularly with the nominated Safeguarding Governors and their wellbeing is a key agenda item at these meetings.

## **Appendix 2: Range of safeguarding issues**

Staff are expected to be alert to the possibility of pupils experiencing safeguarding issues which are listed in Annex B of KCSIE.

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

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can occur through the use of technology. CSE can affect 16- and 17-year-olds who can legally consent to have sex. It includes contact and non-contact sexual activity, e.g. copying images and posting on social media. This is a serious crime and is never the victim's fault even if there is some form of exchange. Staff will be careful to use appropriate language that does not victim blame.

### **Child Criminal Exploitation (CCE) and County Lines**

As with sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity. This can include drug running, stealing, threatening other young people, etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common. Staff will again be careful to not use language that blames the child.

'County lines' is a term used to describe gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It is a form of CCE as gangs use children and susceptible people to move and store drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local susceptible adults by force or coercion in a practice referred to as 'cuckooing'. They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. The response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County Lines activity and the associated violence, drug-dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

### **Domestic Abuse**

This does not have to include violence to be classed as abuse. It includes any incident or pattern of incidents of controlling, psychological, physical, sexual, financial or emotional abuse (including 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. We are aware, as a Foundation, that domestic abuse may impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. This Foundation is taking part in Operation Encompass, where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our pupils were present. The purpose of this information sharing is to make the next day better for the child.

### **'Honour based' Abuse, including Female Genital Mutilation (FGM)**

So-called 'Honour-based' abuse or violence (HBA/HBV) may include forced marriage, breast ironing and 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. A statutory duty is placed upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

## **Preventing Radicalisation**

This is part of our wider safeguarding duty. We recognise that school plays a significant part in the prevention of this type of harm. We will include education through our PSHE/RSHE curriculum and promote 'British Values' and critical thinking.

We are aware extremism spans many topics. Extremism takes the form of vocal or active opposition to our fundamental values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. In Wakefield, right wing extremism is most common.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The internet has become a major factor in radicalisation and recruitment. We will intervene where possible to prevent susceptible children being radicalised.

Terrorism takes the form of 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. We will work with other partners including the Channel panel – a voluntary confidential support programme for those who are considered susceptible to being drawn into terrorism.

An 'incel' (an abbreviation of 'involuntary celibate') is a member of an online subculture of people who define themselves as unable to find a romantic or sexual partner despite desiring one. Discussions in 'incel' forums are often characterised by resentment and hatred, misogyny, misanthropy, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against women and sexually active people.

As with all other forms of abuse, staff should be vigilant: they should be confident in identifying pupils at risk and act proportionately. The DSL team is appropriately trained and is able to offer advice, support and information to other staff.

The aspects covered in the preceding paragraphs are explained at greater length in Annex B of KCSIE. Other issues covered in that Annex are: child abduction; community safety incidents; children and the court system; children with family members in prison; modern slavery and the national referral mechanism; and cybercrime.

## **Appendix 3: Arrangements Specific to Wakefield Grammar Pre-Preparatory School (WGPPS)**

### **Responsibilities for Early Years mobile phones and camera use**

#### **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 / camera or 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 authorised 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 in the staff room on entering the setting.

#### **It is the responsibility of the EYFS lead (Mrs Michelle Robinson) to:**

- Ensure that the school has obtained 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 the child's name is not used with an image or a photograph
- Ensure that all images are stored securely and password protected
- Ensure that where professional photographers are used they follow our Safeguarding and Child Protection procedures and a member of staff accompanies 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 and an appropriate risk assessment indicating this and who is responsible for the visitor.**

#### **Key workers**

WGPPS follows the [EYFS Statutory Framework](#) which states that every child should have a 'key person'. In FS1 each child is assigned to a teaching assistant, with overall responsibility sitting with the class teacher. In FS2, the class teacher is the key worker, supported by the teaching assistant. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

## **Staffing ratios**

At WGPPS we ensure that staffing ratios always remain within the statutory guidance for EYFS which states for children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

However, we always try to ensure we staff well above these ratios, ensuring all of our classes have a teacher with Qualified Teacher Status and follow the [guidance](#).

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, is working directly with the children:

- there must be at least one member of staff for every 13 children
- at least one other member of staff must hold an approved level 3 qualification

**Note that all of our teaching (teachers/key workers) staff in EYFS hold at least an approved level 3 qualification.**

## **Intimate Care**

Within the WGPPS there may be times when administering intimate care is required. This occurs as outlined within the [WGPPS Intimate Care Policy](#) to support our children and ensure their privacy and independence is maintained as far as is practically possible.

## Appendix 4: Updates to Safeguarding policy for EYFS (2025)

The following changes for EYFS have been actioned by the EYFS setting at WGPPS.



Department  
for Education

### Changes to the EYFS safeguarding requirements from September 2025



From September 2025 the EYFS safeguarding requirements will be strengthened. Below are some of the changes you need to be aware of for your settings:

- Amendments to promote **safer recruitment**, including: new expectations to provide references, requirements to obtain references and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- New requirements for providers to follow up if a **child is absent** for a prolonged period of time and amendments to ensure providers hold additional emergency contact details.
- New requirements to ensure **safer eating**.
- Creation of a **safeguarding training** criteria annex and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place.
- Amendments to ensure that early years students and trainees are required to have **paediatric first aid (PFA) training** in order for them to be included in ratios at the level below their level of study.
- New requirements to support **whistleblowing**.
- Amendments to ensure that **children's privacy** during nappy changing and toileting is considered and balanced with safeguarding considerations.
- A small number of **other minor changes** to the structure and wording of the safeguarding requirements to improve clarity.

#### To find out more visit:

<https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-safeguarding>