# Safeguarding and Child Protection Procedural Instruction

## Contents

# 1. Related Policy

1.1 This Procedural Instruction facilitates the compliant implementation of the Trust's Safeguarding and Child Protection Policy.

# 2. Summary

2.1 As described in the associated policy, safeguarding and promoting the welfare of children is of paramount importance. So too is creating a Trust and school culture which recognises this and responds appropriately. The Trust's Safeguarding and Child Protection Policy sets out:

- The Trust's commitment to safeguard and protect all children in its care.

- The legal frameworks with which safeguarding and child protection activities must comply.

- Other Trust policies which impact upon or otherwise relate to safeguarding and child protection activities.

- The consequences of failure to comply with legal, regulatory or policy requirements at a Trust and individual level.

2.2 This Procedural Instruction will describe the processes applicable to those within the scope of the Safeguarding and Child Protection Policy. The processes and requirements outlined are intended to ensure the Trust safeguards and protects children in our schools in a consistent, ethical and legally compliant manner.

2.3 Information identifying key personnel responsible for safeguarding and child protection in each setting must be displayed clearly in accessible locations such as corridors, staff rooms and reception areas.

# 3. Safeguarding and Child Protection Structures

The Trust has structures in place within the Central Team and each of its schools to ensure effective oversight of all safeguarding and child protection activities. This structure provides for:

- The role of Director of Inclusion and Safeguarding within the Central Team.

- The appointment of a member of the Senior Leadership Team in the role of Designated Safeguarding Lead (DSL) at each school.

- Sufficient resilience in the form of cover for the role of DSL, known as Deputy DSLs, at each school.

- The provision of the requisite level of training to ensure that those appointed to these roles can exercise the status and authority to undertake their duties, which may involve committing resources, directing and/or supporting other staff.

- The provision of the requisite level of training to ensure that all staff have sufficient knowledge and skills to discharge their statutory responsibility for safeguarding irrespective of their role.

The current composition of the trust's safeguarding and child protection structure is as follows:

## 3.1    Central Team

Contact Information:    01977 232146 or admin@patrust.org.uk

| Director of Inclusion and Safeguarding | Claire Hughes | chughes@patrust.org.uk |
|---|---|---|

## 3.2  The King's School

Contact Information:    01977 601701 or admin@kings.patrust.org.uk

| Headteacher | Marie Evans | mevans@kings.patrust.org.uk |
|---|---|---|
| DSL | Alex Lunn | alunn@kings.patrust.org.uk |
| SPRB Safeguarding Lead | David Wilkins | dwilkins@patrust.org.uk |

## 3.3  Carleton High School

Contact Information:    01977 781555 or admin@carletonhigh.patrust.org.uk

| Headteacher | Shaheen Shariff | sshariff@carletonhigh.patrust.org.uk |
|---|---|---|
| DSL | Kelly Hodges | khodges@carletonhigh.patrust.org.uk |
| SPRB Safeguarding Lead | To be appointed | dwilkins@patrust.org.uk |

## 3.4    Carleton Park Junior and Infant School

Contact Information:    01977 722615 or admin@carletonpark.patrust.org.uk

| Headteacher | Michelle Winter | mwinter@carletonpark.patrust.org.uk |
|---|---|---|
| DSL | Sarah Humphreys | shumphreys@carletonpark.patrust.org.uk |
| SPRB Safeguarding Lead | To be appointed | jkneafsey@patrust.org.uk |

## 3.5  De Lacy Primary School

Contact Information:    01977 722620 or admin@delacy.patrust.org.uk

| Headteacher | James Parkinson | jparkinson@delacy.patrust.org.uk |
|---|---|---|
| DSL | Jonathan Shuttleworth | jshuttleworth@delacy.patrust.org.uk |

| SPRB Safeguarding Lead | Alex Lunn | alunn@patrust.org.uk |
|---|---|---|

### 3.6    Halfpenny Lane Junior, Infant and Nursery School

Contact Information:    01977 703270 or admin@halfpenny.patrust.org.uk

| Headteacher | Ian Shuttleworth | ishuttleworth@halfpenny.patrust.org.uk |
|---|---|---|
| DSL | Carly Greatorex | cgreatorex@halfpenny.patrust.org.uk |
| SPRB Safeguarding Lead | Samaak Khan | skhan@patrust.org.uk |

### 3.7    Larks Hill Junior and Infant School

Contact Information:    01977 722845 or admin@larkshill.patrust.org.uk

| Headteacher | Kara Adams | kadams@larkshill.patrust.org.uk |
|---|---|---|
| DSL | Emma Penty | epenty@larkshill.patrust.org.uk |
| SPRB Safeguarding Lead | Alex Lunn | alunn@patrust.org.uk |

### 3.8    Orchard Head Junior, Infant and Nursery School

Contact Information:    01977 723495 or admin@orchardhead.patrust.org.uk

| Headteacher | Richard Grogan | rgrogan@orchardhead.patrust.org.uk |
|---|---|---|
| DSL | Joanna Carr | jcarr@orchardhead.patrust.org.uk |
| SPRB Safeguarding Lead | Samaak Khan | skhan@patrust.org.uk |

### 3.9    The Rookeries Junior, Infant and Nursery School

Contact Information:    01977 600368 or admin@rookeries.patrust.org.uk

| Headteacher | David Dunn | ddunn@rookeries.org.uk |
|---|---|---|
| DSL | Dianne Marsh | dmarsh@rookeries.patrust.org.uk |
| SPRB Safeguarding Lead | To be appointed | jkneafsey@patrust.org.uk |

### 3.10    Northfield Primary School and Communication Resource

Contact Information:                01977 651291 OR admin@northfield.wakefield.sch.uk

| Headteacher | Joe Ayre | joe.ayre@northfield.wakefield.sch.uk |
|---|---|---|
| DSL | Louise Garland - Jones | louise.garland-jones@northfield.sch.uk |
| SPRB Safeguarding Lead | To be appointed | mshinn@patrust.org.uk |

### 3.11    Local and National Key Contacts

| Social Care Direct | |
|---|---|
| Telephone | 0345 8503 503 |
| Minicom | 01924 303450 (type talk welcome) |
| Email | social_care_direct@wakefield.gov.uk |
| **Children First Hub (Airedale)** | |
| Telephone | 01977 723 591 |
| Email | cfhnortheast@wakefield.gov.uk |
| **Police Safeguarding Unit** | |
| Telephone | If a criminal offence has occurred contact police via 101 or 999 |
| Email | wakefield.sguchild@westyorkshire.pnn.police.uk |
| **Local Authority Designated Officer (LADO)** | |
| Telephone | 01977 727032 |
| Email | lado.referrals@wakefield.gov.uk |
| **Safeguarding Advisor for Education** | |
| Telephone | 03458 503 503 |
| Email | social_care_direct_children@wakefield.gov.uk |
| **NSPCC Speak Out, Stay Safe service for Primary schools** | |
| Telephone | 0808 800 5000 |
| Email | help@nspcc.org.uk |
| Website | https://www.nspcc.org.uk/ |
| **Wakefield District Domestic Abuse Service WDDAS** | |
| Telephone | 0800 915 1561 |
| **Prevent Contacts / Channel Team  – referral form see templates on WSCP website** | |
| Telephone | 01924 306645 |
| Contact 1 | communitysafety@wakefield.gov.uk |
| Contact 2 | Gary Blezzard, Police Prevent Officer - 07789753634 |

| CSE Police Team | |
|---|---|
| Telephone | 01924 878 125 |
| Email | DA.CSE@westyorkshire.pnn.police.uk |

| Child Missing Education Officers | |
|---|---|
| Telephone | 01924 307451 |
| Email | ews@wakefield.gov.uk |

| Virtual Head for Children in Care | |
|---|---|
| Telephone | 01924 304248 |
| Contact 1 | Jackie Roper |

| Future in Mind | |
|---|---|
| Contact 1 | Debbie Bell, Primary Practitioner |
| Telephone | 01977 735 900 |
| Email | debra.bell@swyt.nhs.uk |

| CAMHS Single Point of Access | |
|---|---|
| Telephone | 01977 735 900 |

| Wakefield Local Offer – for children with SEND and their families | |
|---|---|
| Telephone | 01924 304152 |
| Email | wakefieldlocaloffer@barnardos.org.uk |
| Website | https://wakefield.mylocaloffer.org/Home |

| NSPCC Helpline | |
|---|---|
| Telephone | 0808 800 5000 |

| NSPCC Whistleblowing Helpline | |
|---|---|
| Telephone | 0800 028 0285 |

| Counter Terrorism Helpline | |
|---|---|
| Telephone | 0800 789 321 |

| National Association People Abused in Childhood NAPAC | |
|---|---|
| Telephone | 0808 801 0331 |
| Website | https://napac.org.uk/ |

| Stop It Now – Leading charity working in the field of sex abuse. | |
|---|---|
| Telephone | 0808 1000 900 |
| Website | https://www.stopitnow.org.uk/ |

## 3.12   Local Key Sources of Information

| Wakefield Continuum of Need document |
|---|
| (Click here) |
| **Safeguarding Information webpage for schools (Training, templates, audit. resources, managing allegations, education board reps).** |
| Wakefield Safeguarding Children (wakefieldscp.org.uk) |

| Reporting Hate Crime |
|---|
| Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of race, sexual orientation, gender identification, disability, religion or faith. A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing. |

## 4    Role and Responsibilities

There are roles within the Trust and its schools which have specific responsibilities in relation to safeguarding and child protection.  These are outlined below:

### 4.1   The Trust Director of Inclusion and Safeguarding

The Director of Inclusion and Safeguarding is responsible for:

a. Being the strategic lead on all aspects of the Trust policy and procedures in relation to safeguarding.
b. Develop, review and implement a Trust wide safeguarding strategy across all settings in the Trust.
c. Ensuring that Trust's safeguarding strategy implementation is clear, purposeful and drives a compliant, robust safeguarding culture.
d. Ensuring that the Safeguarding and Child Protection Procedural Instructions are reviewed at least annually and promptly updated to reflect good practice, audit findings, or changes to systems that support safeguarding and child protection activities.
e. Monitoring and evaluating all data in relation to safeguarding and providing regular updates to the Executive Leadership Team and Trust Board.
f. Strategically leading safeguarding forums and network meetings for safeguarding leads across the Trust to ensure alignment, consistency and collaboration.
g. Taking the lead safeguarding role within the Trust, providing support to senior designated safeguarding leads as required.
h. Developing a training strategy that ensures all staff, including site staff, the Executive Directors and Headteachers receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of Wakefield Safeguarding Children Partnership (WSCP).

### 4.2   The Headteacher

The Headteacher is responsible for:

a. Ensuring that the Safeguarding and Child Protection Policy and Code of Conduct are implemented and followed by all staff.
b. Allocating sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively; including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
c. Ensuring that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing policy.
d. Ensuring that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
e. Liaising with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff.

f. Ensuring that the school has systems and procedures in place to manage low level safeguarding concerns and allegations where these do not meet the harm threshold, managing these in conjunction with the DSL.

g. Ensuring that low level concerns regarding supply staff and contractors are shared with appropriate employers and the Central Team.

h. Ensuring that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

i. Appointing a DSL who is a member of the senior leadership team, ensuring that they are trained every two years, and that the responsibilities are explicit in the role holder's job description.

j. Ensuring that there is always cover available for the DSL role.

k. Appointing a designated Children in Care (CIC) teacher and ensuring they receive appropriate training.

l. Ensuring all staff have awareness of children in care and their needs including contact arrangements.

m. Ensuring that safer recruitment processes are implemented within the school.

n. Ensuring that at least one person on the appointment panel is safer recruitment trained.

o. Ensuring volunteers are appropriately supervised.

p. Assessing and recording the Safeguarding (Prevent strand) risk (Prevent strand) associated with visitors to school who will be undertaking activities with students. See the Record of Visiting Speakers Form.

q. Ensuring that appropriate filters and monitoring systems are in place and are able to manage these effectively including knowing how to escalate concerns.

r. Ensuring that there is an appropriate response to children who are absent, repeatedly absent or missing from education.

## 4.3 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

**Managing Referrals:**

a. Referring cases of suspected abuse to the local authority children's social care as required.

b. Supporting staff who make referrals to local authority children's social care.

c. Referring cases to the Channel Program where there is a radicalisation concern, as required.

d. Supporting staff who make referrals to the Channel Program.

e. Referring cases where a person is dismissed or has left due to risk of harm or harm to a child to the Disclosure and Barring Service as required.

f. Referring cases where a crime may have been committed to the Police as required.

g. Taking a lead role for online safety including understanding filtering and monitoring systems and processes that are in place, sharing these appropriately with all staff.

**Working With Others:**

a. Liaising with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

b. As required, liaising with the "case manager" and the LADO for child protection concerns, including all cases which relate to a member of staff.

c. Liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

d. Acting as a source of support, advice and expertise for all school staff.

e. Ensure partnership working is in place for all pupils that attend alternative provision – ensuring that the school continues to be responsible for the safeguarding of those pupils and are satisfied that the provision meets the pupils needs.

**Undertaking Training:**

The Designated Safeguarding Lead (and any deputies) will 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.

In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals as required (but at least termly via the Trust through WCSP network meetings), to allow them to understand and keep up with any developments relevant to their role so they:

a. Understand their role and responsibilities in providing help and support to children as soon as problems emerge and that our child protection duties are whether concerns are within or outside the home, including online.
b. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.
c. 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.
d. Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy and procedures, especially new and part time staff.
e. Are alert to the specific needs of children, those with special educational needs and young carers (Section 17(10) Children Act 1989), those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
f. Are able to keep detailed, accurate, secure written records of concerns and referrals.
g. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
h. Obtain access to resources and attend any relevant or refresher training courses.
i. 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.

**Raising Awareness:**

a. Ensuring the school's child protection policies are known, understood and used appropriately.
b. Ensuring the Safeguarding and Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect or exploitation may be made and the role of the school in this.
c. Working with WSCP or other providers to make sure staff are made aware of training opportunities and the latest local policies on safeguarding.

**Transferring the Child Protection File:**

a. Ensuring that the child protection file is transferred to the new school or college where a pupil leaves the school, including ensuring that transfer takes place:

- Within five working days.
- Separately from the main pupil file.
- In a secure manner, with confirmation of receipt.

**Maintaining Availability:**

a. Ensuring that, during term time, the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

b. Ensuring that appropriate cover arrangements are made for any out of hours or out of term time activities.

c. Ensuring that during school holidays, a member of the Safeguarding Team (via rota if required) is available by mobile phone and will have access to student information via CPOMS.

d. Ensuring that in their absence, the deputy DSL(s) is appropriately trained and able to carry out those functions necessary to ensure the ongoing safety and protection of pupils. However, the senior DSL retains lead responsibility at all times.

## 4.4 The Trust's Governance Structure

The Trust's Governance Structure is responsible for:

- Supporting the creation and maintenance of a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complying with their duties under legislation - including the Prevent Duty 2015.
- Considering how children are taught about safeguarding – PSHE/SRE.
- Ensuring that online safety is a running and interrelated theme across other policies such as the Behaviour and Relationships policy and curriculum and that all policies should have due regard and consideration to all forms of abuse/harassment.
- Ensuring there are sufficient and compliant procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children.
- Ensuring that procedures are in place for referral to the DBS disclosure and barring service.
- Ensuring that the Trust and its schools employ safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this.
- Monitoring to ensure that safeguarding procedures are effective.
- Ensuring appropriate **online filter and monitoring systems** are in place and ensuring that online safety is included in lessons.
- Ensuring that all members of the Governance structure are trained on induction to a level appropriate to their role in providing strategic challenge.
- That all members of the SPRB and Trust Board have relevant training in the Data Protection Act 2018 and the UK General Data protection Regulation (UK GDPR)

## 5 Training Requirements

5.1 [Keeping Children Safe in Education](#) (KCSIE) statutory guidance, which is a key driver of safeguarding and child protection arrangements, is subject of review annually. The Trust requires **all staff** to undertake training in relation to the latest version of KCSIE following release. This usually takes place at the start of the academic year.

5.2 In support of this, **all staff** are required to read the following at the start of each academic year:

- The Trust's Safeguarding and Child Protection Policy
- These Procedural Instructions and
- Part One of KCSIE and Annex B

5.3 All staff must confirm that they have done so via the Every system. The system which will notify staff of the requirement to read these documents and record individual confirmation, for audit purposes.

5.4 In addition, all staff will be required to attend annual safeguarding update training as part of their continuing professional development (CPD). This includes the latest updates from Keeping Children Safe In Education 2024, Safer Working Practices, Working Together guidance and local/national contexts.

5.5 It is important that all staff have regular training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. All staff, including site staff and the Headteacher, will be regularly trained and updated in Safeguarding via various means including emails, newsletters, staff meetings, CPD and conferences.

5.6 All new members of staff will receive child protection training as part of induction. All relevant Trust policies and procedures will be shared.

5.7 DSL's, by virtue of their specific responsibilities and authorities in relation to safeguarding and child protection, are required by the Trust to be part of a professional forum, facilitating professional updates, training and CPD on a weekly basis. Time will be set allocated for this for staff occupying the DSL role.

5.8 The DSL will receive training on appointment, which will be updated at least every two years, including training in interagency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WSCP. All training will be recorded and monitored to flag in advance when updates are required, held on Single Central Records with Trust level access.

5.9 DSL's will also be supported by and meet regularly with the Director of Safeguarding for the Trust. This will include CPD, forums and network meetings.

## 6    Code of Conduct

6.1 To meet and maintain our responsibilities towards children all employees of Pontefract Academies Trust follow the Staff Code of Conduct, Safer Working Practices Guidance 2022 and Working together to safeguard children 2023 . Underpinning this, all staff are expected to:

a. Treat all pupils with respect.
b. Provide help and support to meet the needs of children as soon as problems may emerge.
c. Be alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation.
d. Recognise that challenging behaviour may be an indicator of abuse.
e. Set a good example by conducting themselves appropriately, including online.
f. Involve pupils in decisions that affect them.
g. Avoid behaviour or language which could be seen as favouring pupils.
h. Avoid any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
i. Read and understand the school's Safeguarding and Child Protection and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
j. Ask the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
k. Maintain appropriate standards of conversation and interaction with and between pupils, avoiding the use of sexualised or derogatory language, even in jest.
l. Be clear on professional boundaries and conduct with other staff when pupils are present.
m. Be aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
n. Apply the use of reasonable force only as a last resort and in compliance with Trust policy and procedures.
o. Deal with student infatuations in an open and transparent way e.g. informing relevant staff and managing the situation in a way which is sensitive to the feelings of the student.

p.  Refer all concerns about a pupil's safety and welfare to the DSL or, where necessary, directly to police or children's social care.

q.  Use agreed communication and referral procedures that are in place to record all concerns in a timely manner, including low level concerns.

r.  Follow the Trust's rules with regard to communication with pupils and use of social media and online networking.

s.  Avoid unnecessary time alone with pupils and risk manage any time alone or one to one working.

t.  Avoid sharing excessive personal information with pupils.

u.  Understand the Trust's online filtering and monitoring procedures and liaise with the DSL when appropriate.

## 7    Abuse of Position

7.1 All school staff are reminded that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Disciplinary action may be taken where professional standards are not upheld.

7.2 In addition, staff are reminded 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.

7.3 This means that any sexual activity between a member of the school staff and a pupil under 18 is considered a criminal offence, even if that pupil is over the age of consent.

## 8    Children Who May Be Particularly Vulnerable

8.1 The Trust recognises that some children may be at an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

8.2 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.

8.3 To ensure that all of our pupils receive equal protection, we will give special consideration to children who:

- Are absent, repeatedly or persistently absent, unexplained absences, missing from education, severely absent from education, home or care.
- Are disabled or who otherwise have special educational needs (SEND) including an EHCP.
- Are young carers.
- Are Children in Care (CIC).
- Are privately fostered children.
- Are affected by health conditions.
- Are affected by family in prison or parental offending.
- Are affected by seeing, hearing or experiencing domestic abuse.
- Are affected by substance misuse/drug use.
- Are affected by mental health issues including self-harm and eating disorders.
- Are affected by poor parenting.
- Are at risk of fabricated or induced illness.

- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are asylum seekers.
- Are living away from home.
- Are vulnerable to being bullied, or engaging in bullying including cyber, homophobia, racism etc.,
- Are live transient lifestyles.
- Are Lesbian, gay, bisexual or gender questioning.
- Are living in chaotic and/or unsupportive home situations.
- Are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Are vulnerable to extremism or radicalisation.
- Are vulnerable to faith related abuse.
- Has experienced multiple suspensions, is at risk of being permanently excluded from school and is in Alternative Provision or a Pupils Referral Unit.
- Are involved directly or indirectly in child sexual exploitation (CSE), modern slavery or trafficking
- Do not have English as a first language.
- Are at risk of Honour Based Violence (HBV) including; female genital mutilation (FGM) and forced marriage.

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

## 9 Children who are absent, repeatedly absent, severely absent or missing from education.

9.1 Pontefract Academies Trust place the upmost importance on attendance through the Trust's Attendance and Punctuality Policy and Working Together to Improve Attendance.

9.2 The Trust will ensure through its Attendance and Punctuality Policy that all avenues have been drawn upon and explored in order to understand the barrier to attendance the family is facing.

9.3 Those who are absent, particularly on repeat occasions and/or prolonged periods will be referred to the DSL as part of the Trust's attendance strategy to ensure that early intervention and support is in place. School's will follow the Children Missing Education statutory guidance alongside criteria set by WCSP.

9.4 Where voluntary support has not been effective and / or has not been engaged with, schools will work with the local authority to put formal support in place such as an attendance contract or an education supervision order.

9.5 Pontefract Academies Trust will when all avenues of support have been exhausted by school and other partners intensify support through statutory children's social care involvement and recognise that severe absence (below 50%) likely to constitute as neglect.

## 10 Protected Characteristics

10.1 Pontefract Academies Trust staff ensure the aims of The Equality Act 2010 are adhered: to protect people or groups of people who have one or more 'protected characteristics'.

10.2 The protected characteristics included in the Act are:

- Age
- Disability
- Sexual orientation
- Sex
- Gender reassignment

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief

This means that equal and fair treatment to everyone must be applied when considering this policy.

10.3 The Trust must ensure that every individual has the right to be treated equally and fairly and not be discriminated against on the basis of any 'protected characteristics', whilst recognising and reflecting the rights of every individual to be treated with respect and dignity.

## 11    SEND Pupils

11.1    Whilst any child may benefit from early help, all staff should be particularly alert to the potential need for early help for a child who is disabled or has certain health conditions (including those that are deaf), specific educational/additional needs, has an Education and Health Care Plan (EHCP), or a mental health need.

11.2    Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk.

11.3    It is vital that school staff are alert to the signs of abuse, both inside (e.g. bullying or staff grooming behaviours) and outside the school and understand the procedures for reporting concerns, in line with the training advice and guidance provided to them.

11.4    The Trust's schools will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating. Our staff are alert to this and will not ignore signs and indicators nor dismiss them as 'part of the disability'.

11.5    Additional time and communication means will be in place to allow children to communicate effectively with staff in line with Safeguarding disabled children DfE guidance.

11.6    The DSL and SENCo in Trust schools will support parents with signposting to services such as the Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) and Wakefield's Local Offer. Alternatively, details can be found as follows:

- SENDIASS
- Wakefield SEND Local Offer
- NSPCC Safeguarding children with special educational needs and disabilities (SEND) and NSPCC Safeguarding child protection / deaf and disabled children and young people.

11.7    The cohort of pupils who are attending alternative provision often have complex needs, the Trust recognises this additional risk that these pupils may be vulnerable to. The Trust also acknowledges that the school of a pupil attending alternative provision continues to be responsible for the safeguarding of that pupil and as such correct checks and assurances are in place as referenced in the Behaviour Policy. See the Alternative Provision DFE Statutory Guidance, and Education for Children with health needs who cannot attend school Policy.

## 12 Emotional health and wellbeing

12.1    It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. The Trust recognises the importance of emotional health and wellbeing for all our students and we support this through pastoral support/counselling in school etc. The Trust is committed to the delivery of emotional health and wellbeing programs and the training of staff in this process, in line with the training requirements outlined at section five.

12.2    Further information advice and guidance is available via the following link:  Mental health and behaviour in schools.

## 13 Child On Child Abuse (Sexting, Cyber-bullying, Sexual Assaults or Harassment)

13.1    Child on child abuse must always be taken seriously and acted upon, in accordance with the appropriate Trust policy e.g. Safeguarding and Child Protection, Anti-Bullying, not dismissed as 'banter' or 'part of growing up'.

13.2    The Trust adopts a zero-tolerance approach to incidents of sexual violence and harassment and sanctions will be in line with the Trust's Behaviour and Relationships Policies at primary and secondary phase. Incidents will be handled in line with Keeping Children Safe in Education 2024 which now has the following sexual violence and sexual harassment between children in schools fully embedded within it.

13.3    Where a crime has been committed a referral to the police should be made and whilst the age of criminal responsibility is 10 years old, where alleged perpetrator is under 10, the starting principle of referring to the police should remain.

13.4    All parties involved in an incident of sexual violence or harassment will be supported through the school's pastoral system.

13.5    These issues will be covered during PSHE lessons and discussions.

13.6    Any hate crime/incident will be reported through local reporting mechanisms outlined at section 3.

13.7    Schools use CPOMS to record all qualifying causes for concern (CfCs) from orange forms (Child Protection Referral Form), subsequent actions, referrals and associated documents. CPOMS entries for incidents of child-on-child abuse include space for recording student voice and views.

13.8    The Designated Safeguarding Team use this system to track trends across school to plan interventions and service provision.

13.9    All incidences of child-on-child abuse, including sexual harassment and sexual violence, will be recorded, reported and managed in accordance with the Trust's behaviour and relationships policy and procedures. A full range of sanctions will be considered proportionate the incident. Where ongoing investigations are underway, schools will consider a range of strategies in the best interests of the students and their families, taking advice from any other agencies involved. This may include the use of alternative provision or managed moves through clear, detailed risk assessments.

13.10    Pontefract Academies Trust are also committed to empowering our young people through a comprehensive curriculum package to be able to recognise abuse, and how to seek support including within intimate relationships. The Trust encourages professional curiosity in order to remove barriers that may impact in such instances being shared.

## 14 Helping Children To Keep Themselves Safe

14.1 Children are taught to understand relationships in order for these to be healthy and respectful, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

## 15 Support For Those Involved In A Child Protection Issue

15.1 Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. The Trust and its schools will support pupils, their families, and staff by:

a. Taking all suspicions and disclosures seriously.
b. Nominating a link person (DSL) who will keep all parties informed and be the central point of contact.
c. 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.
d. Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
e. Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
f. Maintaining and storing records accurately and securely.
g. Signposting to helplines, counselling services or other avenues of external support.
h. Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
i. Cooperating fully with relevant statutory agencies.

## 16 Complaints Procedure

16.1 The Pontefract Academies Trust Complaints Procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action.

16.2 There are also separate procedures to deal with a complaint raised by or on behalf of a member of staff:

- Grievance Procedure – complaint by an employee of unfair treatment.
- Disciplinary Procedure – complaint by an employee about the conduct of another member of staff.
- Managing Allegations Against Staff – for Trust managers and leaders who would deal with any allegations that may be made against staff.
- Whistleblowing Policy – any unresolved allegation of institutional malpractice.

## 17 If You Have Concerns About A Colleague Or Safeguarding Practices

17.1 The Trust recognises that staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

17.2 All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practices within the school.

17.3 The Trust's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

## 18   Safeguarding Concerns And Allegation Made Against Staff

18.1   When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the LADO will take place if staff have:

   a.   Behaved in a way which has harmed, or may have harmed a child.
   b.   Possibly committed a criminal offence against or related to a child.
   c.   Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.
   d.   Behaved in a way or may have behaved in a way that may render them unsuitable to work with children.

18.2   Allegations against staff must be reported to the Headteacher.

18.3   Allegations against the Headteacher must be reported to the Director of School Improvement. Allegations about the Central team must be reported to the Executive Leadership Team (ELT), allegations about the ELT must be reported to the CEO. Allegations about the CEO should be reported directly to the Chair of the Trust Board.

18.4   Staff may also report their concerns directly to the Police, LADO or NSPCC Whistleblowing helpline if they believe direct reporting is necessary to secure action.

18.5   Referrals must be made to the LADO within one working day.

18.6   It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. The Trust recognises 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 an indication of mental health issues and a referral to services such as CAMHs (Child and Adolescent Mental Health) may be required.

18.7   **Staff, parents, SPRB members and Trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. In the event of an allegation investigation, this will be communicate to all parties.**

18.8   Consideration will also be given to incidents involving staff outside of school, even where the incident does not involve a child. This will be assessed in terms of transferable risk referred to in Keeping Children Safe in Education which could impact on their suitability to work with children.

## 19   Low Level Concerns

19.1   Pontefract Academies Trust will robustly record any low-level concerns that may not reach the above thresholds. We promote a culture of openness and provide a robust structure to handling concerns about behaviour however low the level. Sharing of low-level concerns by staff to the Headteacher or CEO will be viewed as a neutral act.

19.2   These records will be kept in a secure low level concerns file within the Trust's network, with access limited to the individual schools Senior DSL and Headteacher, or the CEO and Director of Inclusion and Safeguarding where concerns relate to a Headteacher.  Concerns relating to the CEO, be accessible only to the Director of Inclusion and Safeguarding, the Lead Governance Officer and the Chair of the Trust Board.

19.3   Records will include the details of the concern, the context and any action taken. These records will be reviewed by the relevant parties as described above, along with the Executive Leadership Team and Trust Board so that patterns can be identified and a record of these reviews will be made.

19.4 If concerns have been raised about an adults behaviour around children, the records should be kept in their personal files until they reach retirement age or for 10 years – whichever is longer. This applies to paid staff and volunteers.

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

19.6 Upon receipt of a self-referral the Headteacher/CEO will speak to the person who raised the concern and any witnesses. They will then review the information gathered to determine if:

   a.   The behaviour is consistent with the code of conduct
   b.   The behaviour constitutes a low level concern.
   c.   The behaviour is not serious enough to consider a referral to LADO but may merit advice from the LADO or whether this represents a pattern of behaviour that meets LADO referral criteria.

19.7 Robust recording will take place including the rationale for decision and action taken.  This will be managed discreetly, with information being shared only on a need to know basis.

19.8 The Trust and its schools will use the Low Level Concern Reporting Form to raise low level concerns**.**

## 20      Child Protection - Taking Action

20.1 It is the responsibility of staff to report and record their concerns as soon as possible. The Trust actively encourages a 'never do nothing' attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.

20.2 It is not schools' responsibility to investigate or decide whether a child has been abused or is at risk of exploitation.

20.3 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".

20.4 Wakefield has a Continuum of Need for children and families who need support, this ranges from Level 1 to level 4. It is worth noting that a cause for concern does not always require a Level 4 response, it may be that the family need a lower level of support to help the situation. The school may decide that support in the form of 'early help' may be of benefit rather than statutory services. This is support for children of all ages that improves the family's resilience and outcomes or reduces the chance of a problem becoming worse. 'Early help' in line with Working together document can be in the form of Early Support or Targeted Early Help in Wakefield.

| No Additional Support Needed | Early Support | Requires More Support | Requires Immediate Safeguarding Support |
|---|---|---|---|
| Most children reach their full potential through the care of their families and communities. Universal services are provided to all children and their families through community networks such as schools, primary healthcare, family and youth hubs, leisure | Early Support provides help when a need is identified at any point in a child's life. It is not a service specific to one organisation, but rather a collaborative approach across all agencies and partners to work with children and families to prevent the need for statutory intervention. | **Targeted Early Help -** Some children and families will have more acute needs and require support from Wakefield District Children and Young People's Services.<br><br>**Child In Need -**  These children whose needs are more complex, based on a range of | Some children may require an immediate refer5ral to the Integrated Front Door (IFD) / Multi Agency Safeguarding HUB (MASH) for an assessment o be completed to better understand their needs. In addition, some families who have |

| | | needs and depth or significance of the needs. They are at risk of social or educational exclusion. Their health, welfare, social or educational development is being impaired and life changes will be impaired without the provision of additional services. | children and young people with complex disabilities do need an immediate referral and an assessment but because of their level of needs rather than concerns in relation to safeguarding. |
|---|---|---|---|
| services, voluntary and community groups. | | | |

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

- If an emergency, take the action necessary to help the child, for example, call 999.
- REPORT your concern to the DSL or another member of the Safeguarding team straight away if the child is at immediate risk. You do this by completing an orange form (Child Protection Referral Form) and sharing this in person with one of the safeguarding team, however, you must also speak to a member of the team above to ensure they are aware at the earliest opportunity and are able to ask clarifying questions. If you need assistance with this please speak to any member of the Safeguarding or Pastoral Team.
- You must 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 if you are distressed or anxious.
- Members of the Safeguarding Team will record all orange forms (Child Protection Referral Form)  using CPOMS and ensure that information is correctly recorded in order to identify patterns and trends.

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

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

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

### 20.6.3  Early intervention

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

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

- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

### 20.6.5  Dealing with disclosures

20.6.6  It takes a lot of courage for a child to disclose that they are being abused. There are many reasons why they may be blocked from telling including -they may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

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

20.6.8  **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 disclosures later if they feel things have gotten out of their control.** Effective communication and relationship building with children will help in these situations. We acknowledge that children and young people may not recognise their experience as abuse or a variety of other factors such as threats and / or humiliation will need to be considered. The Trust works with all staff to ensure that they have the necessary professional curiosity in order to explore concerns.

20.6.9  During conversations with the pupil the Trust expects staff to demonstrate best practice, which is for staff to:

- Allow the pupil to speak freely.
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.
- Give reassuring nods or words of comfort, such as, 'I want to help', 'This isn't your fault' and/or '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.
- Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and **will not** ask direct or leading questions, such as, 'Does it happen to siblings too?' or 'What does your mother / father think about it?'.
- Use questions such as 'Tell me what happened?' /Explain/Describe …
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused. This will be case and age specific.
- Remember professional boundaries and 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 do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Not pass judgement on the perpetrator.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.

- Write up their conversation as soon as possible on the record of concern form and hand it to the Designated Safeguarding Lead – this should be no longer than the end of the session.
- Seek support if they feel distressed or anxious.

### 20.6.10    Notifying parents

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

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

20.6.13    We will be alert if parents and students 'stories' differ in any way e.g. with regards to how an injury was caused and will ensure this is noted and passed on.

## 21    Child Protection - Records And Monitoring

### 21.1    Why Recording Is Important

21.1.1    It is important for staff to understand why it is important that recording is timely, comprehensive and accurate. The Trust will ensure that account is taken of key messages arising from serious case reviews in terms of recording and sharing information.

21.1.2    Where there is cause for concern - orange forms (Child Protection Referral Form) should be completed as accurately as possible and submitted to a member of the school's safeguarding team, who will in turn ensure that any orange forms are uploaded onto CPOMs within 24 hrs.

21.1.3    Any concerns about a child will be recorded on CPOMs/via an orange form (Child Protection Referral Form)  and shared with the DSL/Safeguarding team as soon as possible. All records made must provide a factual and evidence-based account and there will be accurate recording of any actions. Opinions should be avoided. All records must include the date, the time, the name of the person reporting and a corresponding signature.

21.1.4    The DSL/Safeguarding team will record orange all forms (Child Protection Referral Form) and actions on CPOMS. CPOMS categories will only be amended or added to following direction from the Director of Inclusion and Safeguarding.

21.1.5    DSL's will only close cases as part of safeguarding meeting discussions.

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

21.1.7    The safeguarding team will feedback any actions to the reporting staff member on a need to know basis only. It would not be appropriate for staff members to know every detail of the child's life where there is no clear need to share such information.

### 21.2   The Safeguarding File

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

21.1.1   CPOMS provides a secure digital safeguarding file.

21.1.2   Any hard copy material should be destroyed securely following upload to the CPOMS system.

21.2.4   It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, Children in Care (CIC), Child in Need may be looked at differently to a child recently bereaved or where there are parental health issues etc. Staff will therefore exercise professional judgement when making this decision and will have clear links to discussions between pastoral staff and DSL's.

21.2.5   This safeguarding file will be kept separately from the main pupil file and will be held securely, only to be accessed by appropriately trained DSL's and a very limited number of other relevant staff who require legitimate access on a need to know basis.

21.2.6   The school will keep written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file. No family files should be held.

21.2.7   All incidents and associated actions (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 support the DSL in analysing and actioning the case. This may include:

- Taking no further action.
- Monitoring
- Determining whether a family assessment (level 3) should be undertaken.
- Determining whether a referral should be made to other agencies (e.g. Social Care Direct/Children First Hubs in line with the Continuum of Need).
- Reflecting the Signs Of Safety approach.

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

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

21.1.4   A safeguarding review meeting must take place at least to consider concerns, actions and next steps for students causing concern. This meeting must make use of the CPOMS facility to check the CfCs Orange Forms (Child Protection Referral Form) /incidents for the past 7 days. Minutes from these meetings are stored securely by the DSL on CPOMS along with caseload information.

21.1.5   The file can be non-active in terms of monitoring i.e. a child is no longer in care, subject to a child protection plan. If future concerns then arise it can be re-activated, identified as such via CPOMS.

21.1.6   If the child moves to another school, confirmation of receipt must be obtained.  This must take place within 5 working days. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child.

21.1.7   The Trust will retain a copy of the chronology to evidence actions, in accordance with record retention guidance as set out in the Trust's Information Policy.

**21.2      Referral To Social Care Direct (Level 4)**

21.2.1   The DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm, consistent with Level 4 on the Continuum of Need.

21.2.2    Social care should inform the DSL of the outcome within one working day. 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 doing so would increase the risk to the child.

**21.2.3    If the situation does not appear to be improving the school must press for reconsideration and if necessary follow WSCP professional disagreement and escalation procedure.**

21.2.4    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.

21.2.5    If a criminal offence has occurred to contact the police 101 or 999 as appropriate.

**21.2.6    All staff have a legal responsibility to refer to the police if they become aware that an act of FGM has taken place.**

## 21.3    Confidentiality And Information Sharing

21.3.1    Staff will only discuss concerns with the Designated Safeguarding Lead and Headteacher (or CEO where concerns involve the Headteacher, or Director of Inclusion and Safeguarding/Chair of the Trust Board where concerns involve the CEO).

21.3.2    That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

21.3.3    It will be standard practice to seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure. However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice must first be sought from Social Care Direct.

21.3.4    The Seven Golden Rules for Information Sharing according to DfE guidance on Information sharing advice for safeguarding practitioners 2015:

    i.    Data Protection/Human rights laws are not a barrier.
    ii.   Be open and honest (unless unsafe or inappropriate).
    iii.  Seek advice (anonymise if necessary).
    iv.   Share with consent if appropriate.
    v.    Consider safety and wellbeing.
    vi.   Necessary, proportionate, relevant, adequate, accurate, timely and secure.
    vii.  Keep a record of decision and reason for it.

21.3.5    The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child who is at potential risk of harm.

21.3.6    Ideally information will be shared in writing so that there is an evidence trail however, there may be occasions where this method is too slow. In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the school requesting information reception staff will take a message and inform the DSL immediately, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

21.3.7    Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them.

21.3.8　If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the written request to the Headteacher, who will in turn liaise with the Director of Inclusion and Safeguarding and the Lead Governance Officer in order that an appropriate co-ordinated response can be ensured.

21.3.9　Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, or by ordinary email but with password protected attachments and passwords issues under separate cover in accordance with the Trust's Information Policy or recorded delivery in a tamper evident double sealed envelope where hard copy material is being shared .

21.3.10　A written request in writing from a supervisor must be sought in an information sharing agreement is not already in place from the requesting agency.

## 22　Child Protection – Categories and Definitions of Abuse

22.1　The Trust will ensure that all pupils are protected from harm, in order to do this all staff need to understand what types of behaviour constitute abuse, neglect or exploitation.

22.2　Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people, by someone the child knows, such as a family member or member of school staff, or a stranger. Abuse, neglect and exploitation can take place outside family homes. Extra familiar harms take a variety of different forms and children can be vulnerable to multiple harms.

22.3　There are four categories of abuse:

- Physical abuse.
- Emotional abuse.
- Sexual abuse.
- Neglect.

### 22.4　Physical abuse

22.4.1　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).

### 22.5 Emotional abuse

22.5.1　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.

22.5.2　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.

22.5.3    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.

22.5.4    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.

## 22.6    Sexual abuse

22.6.1    Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

22.6.2    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.

22.6.3    They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

22.6.4    Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

22.6.5    Where a person is in a 'position of trust' over a child as defined by the Sexual Offences Act 2003 the age of consent for sexual activity is 18 years old if you are in a position of trust over that child.

## 22.7    Neglect

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

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

## 22.8    Grooming

22.8.1    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 could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

## 23    Indicators of Abuse

23.1    Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, 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 quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

23.2 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.

23.3 The Trust also recognises that children who see, hear or experience domestic abuse and its effects are also victims and that it can have a lasting impact on them and their adult life. They can become victims in their own relationships. Through the curriculum offer and support that is in place we are committed to working with children to remove this risk.

23.4 A child who is being abused or neglected may:

a. Have bruises, burns, fractures or other injuries which do not have a plausible explanation.
b. Show signs of pain or discomfort.
c. Keep arms and legs covered, even in warm weather.
d. Be concerned about changing for PE or swimming.
e. Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
f. Regularly flinch to sudden but harmless actions e.g. Raising a hand.
g. Look unkempt and uncared for.
h. Change their eating habits.
i. Have difficulty in making or sustaining friendships.
j. Appear fearful.be reckless with regard to their own or other's safety.
k. Self-harm incl. Head banging, eating disorders.
l. Frequently miss school, regular lateness or unexplained absences.
m. Show signs of not wanting to go home.
n. Challenge authority, have outbursts of anger.
o. Display violence/sexualised behaviour towards animals, toys, peers.
p. Regress to younger child behaviour.
q. Become disinterested in their school work.
r. Be constantly tired or preoccupied.
s. Be wary of physical contact.
t. Be involved in, or particularly knowledgeable about drugs or alcohol.
u. Display sexual knowledge or behaviour beyond that normally expected for their age.
v. Display behaviours linked to drug taking, alcohol misuse, serious violence (including that linked to county lines), radicalisation.
w. Consensual and non-consensual sharing of nude and semi nude images.

23.5 Responses from parents that may cause concern:

a. Unexpected delay in seeking treatment – medical, dental which is obviously needed.
b. Denial of any injury.
c. Explanations that differs from that of the child e.g. for bruising.
d. Claims of falls/fits etc. that never happen in school.
e. Unrealistic expectations or constant complaints about the child.
f. Alcohol/drug misuse.
g. Requesting removal of child.
h. Domestic abuse.

23.6 Disabled children; other signs to consider:

a. Force feeding.

b. Over medication.
c. Bruising if non-mobile.
d. Poor toileting arrangements.
e. Lack of stimulation.
f. Unjustified use of restraint.
g. Rough handling.
h. Unwilling to learn child's means of communication.
i. Ill-fitting equipment.
j. Misappropriation of child's finances.
k. Invasive procedures.
l. Non-consideration of child's dignity.

23.7   Staff should review information on staffroom safeguarding noticeboard for further signs and indicators.

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

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

23.10  Staff are also encouraged to use professional curiosity when working with children in order to support disclosures and children. Training is provided to ensure that this is appropriate.

## 24   Impact of Abuse

24.5   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.

24.6   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 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.

## 25.   Reporting Procedure for Pupils or Parents/Carers Wanting to Make a Disclosure

25.1   Parents/carers and pupils receive key information including how to contact school through letters, Class Dojo, email, phone call and various social media platforms.

25.2   All pupils and parents/carers to be contacted through phone calls and made aware how they can contact staff in school for support if they seek to make a disclosure.

25.3   Key external agencies signposted to pupils and parents:

| Childline | 0800 1111 | www.childline.org.uk |
| Samaritans | 116 123 | www.samaritans.org |
| Beat | 0808 801 0711 | www.beateatingdisorders.org.uk |
| Runaway Helpline | 116 000 | www.runawayhelpline.org.uk |
| Kooth | Online chat only | www.kooth.com |
| Papyrus | 0800 0684141 | www.papyrus-uk.org |

**25.4**    Other support for vulnerable pupils who make disclosures during school closures:

- Contact with services via SEND services.
- Pupils and parents are able to communicate with staff through methods of communications as identified above.

## 26. Online safety

**26.1**    It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support children.

**26.2**    Our staff will follow the process for online safety set out in our Safeguarding and Child Protection Policy.

**26.3**    Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

**26.4**    The Trust will ensure that in times of remote learning that information is shared with parents on the expectations around accessing websites, and any platforms that will be used.

## 27.  Increased vulnerability or risk:

**27.1**    Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

**27.2**    Our staff and volunteers will be aware of the mental health of children and their parents and carers, and will contact the DSL or a deputy if they have any concerns.

## 28. Safer Recruitment

### 28.1    Employees
**28.2**    Pontefract Academies Trust endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education together with WSCP.

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

      a.  Verifying identity.
      b.  Enhanced DBS (disclosure and barring service) with barred list check for those in regulated activity.
      c.  Prohibition from teaching check – teacher services system – for all teaching posts.
      d.  EEA restrictions.
      e.  Verification of mental and physical fitness.
      f.  Right to work in UK.
      g.  Professional qualifications.
      h.  References  - will be sought wherever possible before interview so any concerns can be explored.

i.   The right to perform online checks for shortlisted candidates.
j.   At least one member of each recruitment panel being suitably safer recruitment trained.
k.   Recording of any safer recruitment conversations on the interview record.
l.   Maintaining the Single Central Record in accordance with Keeping Children Safe in Education.

## 29. Supply/Agency Staff

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

29.2    Supply and other visiting staff will be given the school's **Safeguarding for Visiting Staff Leaflet** with a brief summary of the school's policy and expectations in relation to Safeguarding.

## 30. Trustees/SPRB Members

30.1    Trustees and SPRB members will have an enhanced DBS check. Trustees and SPRB members will receive strategic governor safeguarding training.

## 31.Volunteers

31.1     Volunteers, other than Trustees and SPRB members and trustees will undergo checks commensurate with their work in the school and contact with pupils i.e. whether they are in regulated activity or not.

## 32. Contractors

32. 1    The Trust will check the identity of all contractors working on site and request evidence of checks where they work in regulated activity or unsupervised, in line with the Trust's Contractors at Work Policy.

## 33. Visitors

33.1     If the visitor works in regulated activity, the Trust will request identification when they visit and letters of assurance from their employer that all relevant checks have been carried out and clearance given in accordance with the Trust's Single Central Record Policy.

33.2     The Headteacher will use their professional judgement regarding escorting visitors in the school.

33.3     All visitors will be asked to wear a badge identifying them as a visitor and sign in using the school's procedures.

33.4     Visiting speakers must be approved by the Headteacher prior to any planned visits.  Checks of proscribed organisations must be completed prior to approval.  Requests for visiting speakers should be made using the Record of Visiting Speakers Form.

33.5     Copies of any forms generated must be kept in the Safeguarding File.

## 34. Site Security

34.1     All visitors to the school are asked to register in the signing in system in reception upon arrival and if necessary show ID.

34.2     All visitors must be given a badge with a lanyard to indicate that they are a visitor but have permission to be on site.

## 35. Extended School And Off-Site Arrangements

35.1     Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply and the DSL will be available.

35.2     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 ensure a clear line of communication to the DSL should allegations or disclosures occur.

35.3     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 procedures that are to be followed through a signed agreement, with the DSL kept appropriately informed.

## 36. Photography And Images

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

36.2     To protect pupils, staff must:

    a. Seek pupil consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
    b. Seek parental consent in line with the above.  (This will be managed by each school at the point of admission and review consent annually, at the start of each academic year.)
    c. Not use pupil's full name in conjunction with an externally available image.
    d. Ensure pupils are appropriately dressed.
    e. Ensure that personal data is not shared.
    f. Store images appropriately, securely and for no longer than necessary (In line with the Trust's Information Policy).
    g. Only use school equipment to capture images, i.e. not personal devices.
    h. Encourage pupils to tell us if they are worried about any photographs that are taken of them.

## 37. Physical Intervention And The Use of Force

37.1     As a Trust we deploy the use of de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored.

37.2      Reasonable force will be used in accordance with DfE guidance on use of reasonable force in schools, as reflected in the Trust's Behaviour and Relationships Policies at primary and secondary phase.

37.3     School's must use risk assessments to determine the best approach or control measures to reduce the risks around identified pupils who may exhibit challenging behaviours and who may cause harm to themselves, other pupils or adults, warranting the use of reasonable force.

37.4     A risk calculator is used to determine the potential level of harm and likelihood of harm to themselves or others from identified pupils.

37.5     If the risk & likelihood of harm is high then a positive handling plan (php) would be an outcome of the risk assessment. Positive Handling Plans are developed using appropriately trained strategies to attempt to de-escalate any challenging or dangerous behaviour for identified students and prevent the pupil causing harm or injury themselves or others.

37.6    Any incidents of physical intervention must be recorded on CPOMS.  Staff should use the Physical Intervention Record Form to record any interventions made.

37.7    Each of the Trust's schools should have enough appropriately trained staff in de-escalation and reasonable force, including cover, to keep students safe. The levels may very by school based on the school size and needs of the pupil community over time.


## 38. Searching, Screening and Confiscation

38.1    The Trust recognises the updates to the DfE DfE guidance on Searching, Screening and Confiscation which it adopts as described and in conjunction with Trust's Behaviour and Relationships Policies at primary and secondary phase.

38.2    When doing so, staff must be mindful that as enacted by Article 8 of the Human Rights Act 1998, pupils have a right to respect for their private life.  This means they can expect a reasonable level of privacy at school. Whilst this right is not absolute, any interference with it by the school (or other public body) must be justified and proportionate.

38.3    Headteachers and authorised staff have a statutory power to search for any items that are prohibited by law as described in the DfE guidance and Trust policies detailed above. This power applies when there are reasonable grounds to suspect a pupil has them on their person or possessions – including items suspected to be used to commit an offence or cause injury.

38.4    School staff can also search a pupil for any item with consent, however the guidance is very clear that the pupil must:

   a.   Understand the reason for the search.
   b.   How it will be conducted.
   c.   Provide **informed** consent.

   This replaces the previous assertion that a staff member can simply ask a pupil to turn out their pockets and, if they acquiesce, take that to mean they have agreed.

38.5    Staff must also to take into account, the age and needs of pupils being searched or screened, including any special educational needs and/or disabilities (SEND), including behavioural disabilities, which require the school to make an adjustment to avoid particular/substantial disadvantage.

38.6     It is the Headteacher's responsibility to oversee the school's searching practices to safeguard the welfare of pupils and staff (with support from the DSL), and ensuring that sufficient numbers of staff are adequately trained.

38.7    The DSL (or deputy DSL) must be informed without delay whenever a search is conducted for a prohibited item, and/or where the circumstances surrounding a proposed search suggest that there may be a safeguarding risk, with a referral being made to Children's Social Care Services immediately where there is a risk of harm to any person (not necessarily the pupil being searched).

38.8     If a pupil does not co-operate, the staff member will then need to assess whether it is appropriate to use reasonable force to conduct the search. **Reasonable force can only be used to search for items prohibited by law**, not items banned by the school in the Behaviour and Relationship Policy (e.g. mobile phones).

38.9    Staff must not request the examination of mobile phones and other electronic devices, this includes, that staff must not intentionally look at nude or semi-nude images, or copy, print, share, store or save such images, and that these must be referred to the DSL and the police.

38.10   Schools should keep a record of all searches for prohibited items and/or searches conducted by the police on CPOMS, whether or not an item is found.

38.11    Any search that is conducted by the Police under Code A of the [Police and Criminal Evidence Act (PACE) 1984](#) will require an appropriate adult to be present as directed by the Headteacher. Staff must always consider if the pupil's welfare is at risk or where they consider that this is in the best interests of the pupil.

## 39. Intimate Care

39.1    If a child requires regular intimate care on site this must be written into a care plan which staff will adhere to.

39.2.    If an accident occurs and a child needs assistance with intimate care, this will be risk managed to afford dignity and 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 using CPOMS.

39.3    If care plans are in place for a student (e.g.; for epilepsy, developed by the epilepsy nurse) those staff who predominantly work with the student will familiarise themselves with these care plans and follow the instructions or guidance. These will be reviewed annually with all relevant partners and agreed with parents.

## 40. Online Safety

40.1    Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. As a measure to keep children safe online and to assist in the prevention of bullying, mobile phones are not permitted in school. The Trust's online safety policy provides the detail describing how the Trust aims to keep pupils safe in school which includes reasonable filters and monitoring.

40.2    Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying policy and confiscation procedures.

40.3    Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/SRE.

40.4    Parents are encouraged to consider measures to keep their children safe when using social media.

40.5    Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations through the Trust's Acceptable Use Policy.

40.6    The NSPCC offer a range of resources, information, advice and guidance to assist in [keeping children safe online](#) including [using parental controls to keep your child safe](#) which staff, pupils and parents/carers can refer to.

40.7    The Trust uses SafetyNet, an online filtering and monitoring tool. This is controlled by RM, with specific information reports and alerts provided to DSLs and other nominated staff within the Central team in line with the need to know principle. DSLs, supported by the Director of Inclusion and Safeguarding, take lead responsibility for the filtering and monitoring, including managing and actioning alerts.

## 41. Remote Learning Safeguarding Considerations/Future lockdowns.

41.1    Should there be a national lockdown the Trust will 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.

41.2    During Covid a safeguarding tracker was completed and returned to the Local Authority to allow coordinated support for children and families.

41.3    The Trust will complete this if required for any further lockdowns.

41.4    Each school in our will also have individual trackers to ensure the safety of all children in their care. The Senior Leadership Team at the school will be responsible for the monitoring of trackers.

41.5    The remaining elements of these procedural instructions will remain unchanged e.g. reporting and recording, DSL availability and safer recruitment arrangements.

41.6    Safeguarding considerations will include using local WSCP checklists and DfE guidance on providing remote education.

## 42. First Aid and Supporting Children With Medical Conditions at School

42.1    Staff will be trained appropriately in first aid with the arrangements as described in the Trust's First Aid Policy. First aid cover is managed in each school. First aid kits are in each classroom. First aiders are shared on the safeguarding notice board in the staff room. There is a clear first aid room in school.

42.2    Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential.

42.3    Where this applies, staff will be appropriately trained and responsibilities will be carried out in accordance with DfE guidance and the Trust's Supporting Pupils with Long Term Medical Conditions Policy.

## 43. Changing Rooms and Other Sports Issues

43.1    To ensure that the Trust follow the correct procedures all schools and staff will follow the guidance from WSCP and national procedures from the NSPCC Child Protection in Sports Unit.

## 44. Children In Care (CIC)

44.1    The Trust works with the DSLs in school to ensure that appropriate staff have information about Children in Care and their care arrangements including contacts. The designated teacher for Children in Care and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's Virtual Head for Children in Care.

44.2    They will work with the Virtual Head to discuss how funding can be best used to support the progress of Children in Care and meet the needs in their PEP (Personal Education Plan) in line with DfE guidance.

## 45. The Prevent Duty

45.1    The Prevent Duty Guidance covers the duty of schools and other providers described in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism. Prevent training will be covered as part of refresher safeguarding training every two years, as part of annual updates and periodically as part of safeguarding briefings.

## 46. Teaching Standards

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

## 47. Current Safeguarding Issues

### 47.1 Sexting
- Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
- They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Smart watches that can take photographs should not be worn by staff or pupils whilst in schools.
- Schools use CPOMS to record all qualifying causes for concern (CfCs) from orange forms (Child Protection Referral Form), subsequent actions, referrals and associated documents. The designated Safeguarding Team use this system to track trends across school to plan for interventions.

### 47.2 Bullying

- Is usually defined as behaviour that is:
  - Repeated.
  - Intended to hurt someone either physically or emotionally.
  - Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

- 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 and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures.

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

### 47.3 Children with sexually harmful behaviour

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

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

### 47.4 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 or young person under the age of 18 into sexual activity:

- In exchange for something the victim wants or needs, and/or
- For the financial advantage or increased status of the perpetrator of 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.
- This is a serious crime and is never the victim's fault even if there is some form of exchange. The police team can be contacted for extra support and information, however this does not replace the usual reporting procedures outlined in these procedural instructions.
- Further DfE advice and guidance around CSE is available here.
- The details of WCSP's local arrangements for CSE can be found here.

## 47.5 Child criminal exploitation (CCE)

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

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

- Further DfE advice and guidance around CCE is available here.

- The details of WCSP's local arrangements for CCE can be found here.

## 47.6 Domestic abuse

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

  - Psychological.
  - Physical.
  - Sexual.
  - Financial.
  - Emotional.

- 1 in 4 women and 1 in 6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of how this affects children and the support that we can offer and that our staff may themselves be victims.

- Trust schools take part in Operation Encompass, a scheme by which schools will receive information on the morning of a school day, when a child or young person has been involved or exposed to a domestic abuse incident that the police have attended the previous evening.

- Details of the Local Authority's Domestic Abuse Services can be found here.

### 47.7 Honour based abuse (HBA) – e.g. FGM/Forced marriage

- <u>Female genital mutilation (FGM):</u> This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report known cases on under 18's to the police.
- A reporting form is available on the WSCP website, under education templates.
- Further guidance, advice and resources relating to FGM is available here.
- <u>Forced marriage:</u> This is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence threats or coercion is used.
- Further guidance, advice and resources relating to forced marriage is available here.

### 47.8 Preventing radicalisation

- This is part of our wider safeguarding duty. The Trust recognises that schools plays a significant part in the prevention of this type of harm. We will:

  - Include education through our PSHE curriculum and encourage 'British Values'.
  - Ensure safe internet filters are in place and ensure our pupils are educated in online safety.
  - Intervene where possible to prevent vulnerable children being radicalised.
  - Work with other partners including the Channel Panel.

- 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 accordingly.
- The DSL is appropriately trained able to offer advice, support and information to other staff.
- A prevent referral form is available on the WSCP website, under education templates.
- Further guidance, advice and resources relating to forced marriage is available here.

### 47.9 Private fostering

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

47.9.2   The school will follow the legal requirements of reporting private fostering as set out by WSCP.

### 47.10   Dealing with issues relating to parental responsibility

47.10.1 Staff need to be aware of issues relating to parental responsibility.  Relevant guidance can be accessed here.

### 47.11   Cybercrime

47.11.1 This is defined as criminal activity committed using computers and/or the internet. This includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses. Children who are particularly skilled in computing and technology may be drawn into cybercrime – either deliberately or inadvertently.

## 48. Overview of Key Legislation and Guidance

### 48.1 Education Act 2002

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

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

48.1.3  You can access the legislation here.

### 48.2 Counter terrorism and security act 2015

48.2.1  Section 26 Applies to schools and other education providers.  It places a duty upon the Trust to have due regard to the need to prevent people being drawn into terrorism.

48.2.2  You can access the legislation here.

### 48.3 Working Together to Safeguarding Children (2024)

48.3.1  This sets out the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Partnership (LSCP's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

48.3.1  You can access the guidance here.

### 48.4 Keeping Children Safe in Education

48.4.1  This guidance is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non- Maintained Special Schools) (England) Regulations 2011.

48.4.2  Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

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

48.4.4  You can access the guidance here.

## 49. Procedural Instruction Author

49.1  This Procedural Instruction and all associated guidance and forms are the responsibility of the **Director of Inclusion and Safeguarding**.

## 50. Procedural Instruction Approval

50.1    This Procedural Instruction is approved by the **Directors of School Improvement**.  It became effective on **01.09.24.**

## 51. Procedural Instruction Review

51.1    This Procedural Instruction will be reviewed in line with the Safeguarding and Child Protection Policy it supports, every two years.

52.2    The formal review date applicable aligned to the associated Procurement Policy will be maintained irrespective of these updates, however the date of approval will be amended to reflect the most recent update.

52.3    Where a formal review results in no material changes, the previous effective date will continue to apply, however the last review date will be specified in this section.

52.4    This Procedural Instruction was last reviewed on **29.08.2024**.

## 53. Procedural Instruction Distribution

53.1    This Procedural Instruction will be made available via:

- The Compliance Library
- The Trust Website
- School Websites

## 54. Version Control

54.1    The changes to this Procedural Instruction over time will be documented on Every.

54.2    If you spot any broken links or errors within these procedural instructions, please report this to clerk@patrust.org.uk.