



## HORBURY BRIDGE CE J&I ACADEMY

### SAFEGUARDING POLICY AND GUIDANCE

#### Value Statement

Within our Christian ethos, we believe all children have the right to feel safe, protected and supported. Our Academy is committed to safeguarding and promoting the welfare of all its children and expects all staff to share this commitment.

#### Safeguarding Policies and Procedures

Safeguarding in school requires us to have procedures for managing concerns and providing support systems.

Safeguarding a child's welfare covers a range of responsibilities in different contexts and Academy policies and procedures including:

- Staff Conduct: relationships, creating a positive climate, an ethos of trust and vigilance
- Child protection: attendance, children missing from education
- Premises and site security: visitor signing in, fire procedures, emergency evacuation, risk assessments
- E safety: acceptable use of IT/social media by staff and children, use of photographic images
- Positive Behaviour: anti-bullying, physical intervention
- Educational visits: risk assessments and safe practice
- Health: First aid and medicines, intimate care, individual health care plans
- Personnel: safe recruitment, allegations against staff, Single Central Record, DBS checks, volunteers and students in school
- Whistleblowing

#### AIMS

- To provide support for vulnerable children and families
- To ensure appropriate confidentiality and record keeping
- To encourage vigilance in teachers and other adults in the academy, so that child neglect or abuse can be recognised;
- To ensure sensitive and appropriate treatment of children disclosing information about abuse or neglect;
- To ensure clear procedures are in place for staff to follow;
- To minimise the risk of false or malicious allegations being made against adults in the academy;
- To ensure that appropriate contacts are made with the investigative agencies outside academy.



## PROCEDURES

Our policy and procedures take account of:

- The Wakefield District Safeguarding Children Board (WDSCB)/West Yorkshire Consortium Procedures which contains specific child protection procedures which we follow, including, detailed information on making referrals, confidentiality, listening to children who make disclosures, emergency protective action, consultation with parents, and recording.  
<http://westyorkscb.proceduresonline.com/index.htm>
- Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Our policy and procedures are also taken from the government guidance documents such as

- Education Act 2002 which requires schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- Counter Terrorism and Security Act 2015 which requires schools to have due regard to the need to prevent people being drawn into terrorism.
- Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Working Together to Safeguarding Children (2015), including safer recruitment practice <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Keeping Children Safe in Education (2016) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff are expected to have read at least Section 1 of this document (Copy on staff room notice board)

## CURRENT ISSUES OF NATIONAL CONCERN

There are many issues of concern affecting children today which are often complex and overlap. We respond to any concerns regarding these in line with national and local legislation, advice and guidance as well as our own policies and procedures. (See Appendix 6):

- Bullying
- Child Sexual Exploitation CSE
- Domestic Abuse
- Drugs
- Forced Marriage
- Honour Based Violence HBV/Forced Marriage.
- Female Genital Mutilation FGM
- Missing From Education
- Online safety
- Parental responsibility
- Peer on Peer Abuse: sexting/cyberbullying/sexual assaults
- Preventing Radicalisation
- Private Fostering
- Sexting
- Sexually harmful behaviour



## **RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD**

The Designated Safeguarding Lead is a member of the senior leadership team with the authority within school to carry out the duties of the post including managing staff and resources. This is currently the Head teacher, and the Head of Teaching and Learning (who can act in the absence of the Head teacher), who will:

- Deal with all suspected or actual problems associated with child protection and safeguarding, including making and supporting other staff in making referrals where appropriate to Social Care Direct for cases of suspected abuse, to the LA Designated Officer for allegations against staff, to the DBS where a person is dismissed or leaves due to risk/harm to a child, to the Channel programme where there is a radicalisation concern or to the police where a crime may have been committed;
- Seek any advice from Social Care Direct, prior to the decision to make a referral;
- Keep up to date with all new safeguarding guidance and developments both locally and nationally, reviewing and updating School policy and procedures accordingly;
- Update knowledge and skills by attending relevant training including DSL updates every two years and Prevent awareness.
- Ensure school staff are supported on matters of safety and safeguarding and that they understand and are kept up to date with any changes to safeguarding procedures or guidance;
- Keep accurate, secure and confidential records which are transferred to new schools when necessary;
- Share information about individuals with other staff on a confidential 'need to know' basis;
- Ensure effective liaison with other agencies involved, including the Local Authority designated officer, and by attending and contributing to meetings and the submission of any written reports as requested, including at Child Protection level;
- Make parents aware that school staff have a safeguarding duty and will involve other agencies as necessary;
- Encourage a culture among all staff of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them

## **PREVENTION**

The Academy recognises that for young children, high self-esteem, confidence, trusted adults and positive behaviour approaches, aids prevention. Through the promotion of our Christian values, we provide a curriculum and ethos which is appropriate to the children's understanding and addresses issues of respect for others, assertiveness, self-esteem and positive behaviour, and promotes positive outcomes for children. Children are made aware of risk and how to keep themselves safe for example through work on e-safety, anti-bullying and specific ways to seek support.

## **GOOD PRACTICE GUIDANCE**

All staff are encouraged to demonstrate exemplary behaviour in order to maintain our responsibilities towards children, to protect themselves from false allegations and to create a



positive, open and supportive culture within which children feel safe and secure and know that they will be supported should they need.

## **RECRUITMENT**

When appointing new members of staff, we follow the government guidance in 'Keeping Children Safe in Education March 2015' and accredited training on 'Safer Recruitment', including pre-employment checks and maintaining a Single Central Record.

The Headteacher, Head of Teaching and Learning, Business Manager and members of the Governing Body have completed Safer Recruitment Training.

## **ADULTS NOT EMPLOYED BY THE ACADEMY**

Volunteers and governors undergo checks appropriate to their work and contact with children in school. Visitors, including contractors, are asked to sign in and wear identification as appropriate whilst in school. It is the Headteacher's professional judgement as to the level of supervision and interaction with children any visitor has in school.

A Single Central Record (SCR) of staff and regular visitors is maintained in accordance with 'Keeping Children Safe in Education 2015'. If other organisations or alternative providers are used for staffing or activities on or off site, we will ensure they have appropriate safeguarding checks in place and continue to apply our own policy and procedures.

## **INDUCTION**

Our Staff Induction Handbook and procedures includes various safeguarding policies as essential familiarisation and procedure for all staff. This is explained with specific reference made to the responsibilities of all staff and the Designated Safeguarding Leads.

## **TRAINING**

All staff need continued training to ensure up to date procedures and awareness. Training is recorded to identify when updates are needed. We have identified the following key points for training in general and school specific procedures:

- Induction to the school (including for students and adult volunteers)
- NQT induction
- On the updating of national or local procedures and guidance
- Regular updates for all staff
- Specific updates for the Designated Safeguarding Lead and training updates every two years
- Safer Recruitment training for Senior Management Team and Governors
- Strategic governor training to enable the Governing Body to ensure it understands the school's safeguarding duties and is able to appropriately hold it to account for these

## **CONFIDENTIALITY**

- Much detail of safeguarding information is confidential and is shared within school on a 'need to know' basis.



- All school personnel have a professional responsibility to share information with other professionals who are investigating concerns or allegations.
- If a child confides information to a member of staff or other adult, they must be made aware that for their own sake, this information cannot be kept secret.
- The child must be assured that any information will be shared with the Designated Safeguarding Lead who will decide what to do next.
- Concerns about, or disclosures by, a child may be discussed with the parents if deemed appropriate and safe to do so by the Designated Safeguarding staff who will also decide who is best placed to do so. Advice should be taken from Social care Direct if there are concerns about informing parents.
- Any disclosure or concerns must be shared with the Designated Safeguarding Lead (See Appendix 4, Responding to Disclosures)

## **REPORTING AND RECORDING INFORMATION**

**It is the responsibility of staff to report and record concerns as soon as possible.**

- All concerns must be reported and discussed with the DSL as soon as possible and by the end of the day
- The Designated Safeguarding Lead will decide on the appropriate action to take, following WDSCB guidance

Any safeguarding concerns should be recorded on a 'Concerns Record' sheet and passed to the Designated Safeguarding Lead. Copies are kept in the staffroom (See Appendix 5) Information passed to other agencies must be as helpful and accurate as possible so records must be clearly and accurately kept and include details of:

- The nature of the concern or allegation
- A description of any visible bruising or other injuries (size, position, colour. Photographic evidence of any injuries or marks to a child must never be taken by staff but a body map may be used instead.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred
- Witnesses to the incident(s)
- Any times, dates or other relevant information
- A clear distinction between what is fact, opinion or hearsay
- Name/signature of member of staff reporting concerns

## **MANAGING CONCERNS**

The Wakefield 'Continuum of Need' and 'Signs of Safety' approach (See Appendix 7) are used to guide the school's response to concerns.

- Designated Safeguarding staff will make a referral to Social Care Direct if it is believed that a child is at Level 4 on the Continuum of Need: suffering or is at risk of suffering significant harm. (Checklist and referral form available on WDSCB safeguarding for schools webpage). If there is already a social worker assigned to this case for safeguarding, the social worker should be



contacted.

- Parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- 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.
- All child protection records are confidential and are kept securely until the time that the child leaves the school. As soon as possible at that time, the records will be passed on separately to the main record and directly to the named Designated Safeguarding Lead at the child's receiving school and confirmation of receipt obtained. A copy of the chronology will be kept as evidence of school actions and as a summary of what information has been passed on.

All staff and adults with whom child protection information has been shared will be reminded of the need for confidentiality in order to protect the child.

### **CASE CONFERENCES AND CORE GROUP MEETINGS**

- A representative from the school, usually the Designated Safeguarding Lead, or class teacher, will attend Child Protection Case Conferences and Core Group Meetings in order to ensure effective support and inter agency liaison once a child becomes the subject of a child protection plan.

### **LOOKED AFTER CHILDREN (LAC)**

The most common, but not exclusive, reason for children becoming 'Looked After' is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The Designated safeguarding staff have details of the child's social worker and contact details of the Local Authority's Virtual Head for children in care. Meetings will be held with the Local Authority to support the progress of LAC and meet the needs in their PEP (Personal Education Plan).

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

### **ALLEGATIONS AGAINST STAFF**

When an allegation is made against a member of staff, a particular set procedures are followed according to current legislation and personnel procedures. It is important to have a culture of openness and transparency and a consultation with the Local Authority Designated Officer will take place if staff have;

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

### **PARENTS**

- We work hard to maintain excellent and effective relationships with all our families and value their contributions in a culture of openness.
- Through the New Starters information pack, the Academy website and induction meetings, parents are made aware that we have a responsibility for the welfare of all our children and that



we have a professional duty to involve other agencies, including Social Care Direct, if we have cause for concern about any child's welfare.

- We will normally seek to discuss any concerns or disclosures with the child's parents. Parents will be informed of any referrals or actions we take, unless we believe it will put the child at risk to do so.

### **SUPPORT FOR STAFF**

- Staff who feel distressed from being involved with a case of abuse will be offered support by the school
- Additional advice, support and guidance on a range of safeguarding issues can be sought from a range sources (Appendix 8: Local Contacts)



## APPENDIX 1 GOOD PRACTICE GUIDELINES

The following are common sense examples of how to create a positive culture and climate:

- Follow the Professional Expectations in the school's Staff Induction Handbook, with regard to dress and behaviour;
- Work in an open environment eg avoiding private or unobserved situations and encouraging an open environment, avoiding unnecessary time alone with a child including if transporting children;
- Treat all young people equally, and with respect and dignity;
- Promote the positive school ethos where children feel valued, listened to and which fosters their self-esteem;
- Maintain a safe and appropriate distance with children;
- Maintain appropriate standards of conversation and interaction with and between children, avoiding the use of sexualised or derogatory language, even in jest;
- Avoid sharing excessive personal information with children;
- Have clear professional boundaries and interactions with other adults where children may be present or within hearing;
- Ensure that if any form of manual or physical support is required, it should be provided openly and, where appropriate, according to guidelines provided by the health care plan for that child. Children should always be consulted and their agreement gained, including when administering first aid, assisting dressing/undressing and physical support in PE. Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered;
- Be an excellent role model – this includes not smoking or drinking alcohol in the company of children in any work related environment such as residential visits and personal online/social media use;
- Be familiar with and follow school safeguarding policy and procedures for situations such as administering intimate care, use of images of children, whistleblowing, fire procedures, emergency evacuation, administration of medicines, relevant risk assessments, acceptable use of IT and social media;
- The staff team is aware that some children will need physical comfort at times. It would be inappropriate to deny them this if they require it. However any physical contact should be 'child led' and appropriate to the child's needs, e.g. a child seeking comfort after a fall, distressed on separation from parent, ill or distressed over some other incident. No member of staff should ever seek comfort from a child to meet their own needs. Child-led comfort should be limited to the form of hugs, holding hands, sitting a child on the knee, as appropriate to the child and situation. For a variety of reasons, some children may find being touched uncomfortable or distressing. It is important for staff to be sensitive to a child's physical reaction and to act appropriately.



**Staff are in a position of trust and their conduct towards children must be beyond any reproach.**

**Practices never to be sanctioned**

- Engaging in rough, physical or sexually provocative games, including horseplay
- Sharing a room with a child<sup>(1 See below)</sup>
- Allowing or engaging in any form of inappropriate touching
- Allowing children to use inappropriate language unchallenged
- Making sexually suggestive comments to a child, even in fun
- Reducing a child to tears as a form of control
- Allowing allegations made by a child to go unchallenged, unrecorded or not acted upon
- Taking children to their home unsupervised
- Doing things of a personal nature for a child that they can do for themselves, including toileting. (It may sometimes be necessary for staff to do things of a personal nature for children, particularly if they are young or disabled. These tasks should only be carried out with the full understanding and consent of parents and where possible the child for whom the task is being carried out.)

There is a need to be responsive to a person's reactions. If a person is dependent on a member of staff eg young children or those with disabilities, they should talk to the child about what they are doing and offer choices where possible. This is particularly the case when any dressing or undressing is involved, or where there is physical contact, lifting or assisting of a child to carry out particular activities. Staff should avoid taking responsibility for tasks for which they are not appropriately trained.

The above guidance is not exhaustive and more detailed guidance may be required for specific activities. If staff have any concerns regarding the appropriateness of any practice/action they should seek further advice.

<sup>(1)</sup> This situation is not always clear cut. While staff and pupils sharing a room should NEVER be the norm, there may be occasions when all the staff and pupils of the same gender are required to share one large room e.g. a bunk house or hostel accommodation. In these circumstances staff and pupil beds should be as far apart as possible.



## APPENDIX 2

### DEFINITIONS AND INDICATORS OF ABUSE

#### ABUSE

Abuse can happen wherever there are children, and children of any age can be abused. The effects of abuse can be damaging and if untreated they may follow a person into adulthood. All staff should have an understanding of abuse and neglect and know how and when to take action.

The first four definitions of abuse below (i.e. physical; emotional; sexual and neglect) are defined in the government guidance document "Working Together to Safeguard Children" (2016).

#### Physical Abuse:

"A form of abuse which 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."

#### Emotional Abuse:

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

**N.B. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone."**

#### Sexual Abuse:

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

**Neglect:**

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

**Spiritual abuse:**

Spiritual abuse is not covered by the statutory definitions in “*Working Together to Safeguard Children 2015*” but it is of concern both within and outside faith communities including the Church and church schools. It is defined in “*Protecting all God’s Children*” as:

*“.....within faith communities, harm can also be caused by the inappropriate use of religious belief or practice. This can include the misuse of the authority of leadership or penitential discipline, oppressive teaching, or intrusive healing and deliverance ministries. Any of these could result in children experiencing physical, emotional or sexual harm. If such inappropriate behaviour becomes harmful, it should be referred for investigation in co-operation with the appropriate statutory agencies. Careful teaching, supervision and mentoring of those entrusted with the pastoral care of children should help to prevent harm occurring in this way. Other forms of spiritual harm include the denial to children of the right to faith or the opportunity to grow in the knowledge and love of God.*

*If anyone in the Church is uncertain whether or not abuse has taken place, he or she can contact the diocesan safeguarding children adviser (DSA) or the local authority children’s social care team.”*

© “*Protecting All God’s Children*”, House of Bishops of the General Synod of the Church of England 2010.

**N.B. A child may suffer more than one category of abuse.**



## INDICATORS OF ABUSE

The following list is neither complete nor exhaustive, nor are the indicators in any particular order of importance or relevance.

It should **ALWAYS** be remembered that:

- Some children who **are** being abused **might not present any** of these indicators at all;
- Some children who **are not** being abused **can exhibit** one or more symptoms.
- Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of the whole picture with each piece of information adding to the DSLs overview and decisions

Indications that a child may be experiencing abuse include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- An injury for which the explanation seems inconsistent
- Shows pain or discomfort
- Keeps arms and legs covered even in warm weather
- Is concerned about changing for PE/swimming
- The child describes what appears to be an abusive act involving him/her
- Someone else (a child or adult) expresses concern about the welfare of another child
- Unexplained changes in behaviour (eg becoming very quiet, withdrawn or displaying sudden bursts of temper)
- Inappropriate sexual awareness
- Engaging in sexually explicit behaviour
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- Has difficulty in making friends
- Appears fearful
- Display variations in eating patterns including overeating or loss of appetite.
- Self-harms
- Is reckless with regard to own or other's safety
- Is prevented from socialising with other children
- Loses weight for no apparent reason
- Changes eating habits including overeating or loss of appetite
- Becomes increasingly dirty or unkempt
- Inadequate clothing, poor growth, hunger, failure to flourish may be signs of physical neglect.



- Excessive dependence, or attention seeking, may be signs of emotional neglect
- Constantly tired or preoccupied
- Becomes disinterested in school
- Substantial behavioural changes, such as quiet to aggressive. Precocity, or withdrawal, may be signs of sexual abuse.
- Is wary of physical contact
- Changes in patterns of attendance; poor attendance or punctuality
- Shows signs of not wanting to go home

Signs that a child may be the target of sexual abuse on-line include:

- Agitated behaviour when answering their mobile and needing to take the call in private;
- Becoming increasingly secretive – particularly around their use of technology;
- Developing a pattern of leaving the family home for periods of time with no explanation about where they are going;
- Not being able to talk openly about their activity online;
- Shutting the door and hiding what they have on screen when someone enters the room;
- Spending increasing amounts of time on the internet;
- Spending increasing amounts of time talking secretly with a new online friend or
- Vague talk about of a new friend but offering no further information.

### **Female Genital Mutilation (FGM):**

Staff within school need to be alert to the possibility of girls in the school, or other women they know, being at risk of FGM or already having undergone FGM., There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Chapter 2 of the publication *“Multi-Agency Practice Guidelines Female Genital Mutilation”* (© HM Government 2014) highlights the areas – mostly, but not exclusively, across sub-Saharan Africa – that traditionally practise FGM.

Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

Staff should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Chapter 3 of the above publication identifies specific factors that may indicate a girl or woman:

- Is at risk of being subjected to FGM;
- Where FGM may be about to take place soon or
- Who has already undergone FGM.

Staff need to understand that there is a mandatory requirement to report ANY suspicion they may have about any girl or young woman they feel could fall into any of the 3 categories above.



If staff have **ANY** concerns at all, therefore, about this matter they should discuss the situation with the DSL as a matter of urgency and ensure that the young woman is referred to the statutory agencies immediately.

### **Radicalisation:**

It must be stressed at the outset that this is **NOT** solely an Islamic or Muslim issue. Extremist ideology can take many forms e.g. political, religious or environmental.

Protecting children from the risk of radicalisation should be seen as part of staff's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism or other forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

Specific background factors may contribute to vulnerability. These are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Staff should always discuss their concerns with the team leader as well as with school staff. Ultimately, concerns may have to be referred to the Channel programme located within the local authority.

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs could be indicators of child sexual exploitation where they may:

- Appear with unexplained gifts or new possessions;
- Associate with other young people involved in exploitation;
- Have older boyfriends or girlfriends;
- Suffer from sexually transmitted infections or become pregnant;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol;
- Go missing for periods of time or regularly come home late; and
- Regularly miss school or education or don't take part in education.

False allegations of abuse do occur. However, if a child says or indicates that he/she is being abused, or information is obtained which gives concern that a child is being abused, this should never be ignored.

## RESPONDING TO A DISCLOSURE OR ALLEGATION

A member of staff receiving information concerning disclosure should:

- React calmly so as not to frighten the child
- Reassure the child he/she was right to tell
- Not make promises of confidentiality, but let them know you will have to tell another adult
- Take what the child says seriously, recognising the difficulties in interpreting what is said by a child
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Questions should not be leading. Questions or open phrase should consist of, for example,

**TED** (Tell me...Explain to me...Describe to me...)

Who...? What...? When...? Where...?

- Report concerns to DSL as soon as possible and by the end of the day
- Make a full written record of what has been said, heard and/or seen as soon as possible, using the academy's 'Concerns Record' (See Appendix 5)
- Share information only on a 'need to know' basis
- Ask simple questions of the child to see if there is an innocent explanation of injury.

These tactful questions may dispel your concern, but be aware that abused children do sometimes cover up their problems.

If you are still suspicious, or prefer not to mention it to the child, pass on the information to the Designated Safeguarding Lead.

Once the initial disclosure has been made, do not discuss the matter further, reassure the child and then bring the matter to the attention of the Designated Safeguarding Lead. Having decided that there is reasonable suspicion that abuse is taking place, the school will not investigate further but will make a referral to Social Care Direct

### **Actions to be avoided**

The person receiving the disclosure should not:

- Panic
- Allow their shock or distaste to show
- Probe for more information than is offered
- Speculate or make assumptions
- Make negative comments about the alleged abuser
- Approach the alleged abuser
- Make promises to agree to keep secrets



- Discuss the issue with anyone other than their line manager or Designated Safeguarding Lead

## **(WDSCB Procedures Manual)**

### **Section 1.2.1**

#### **5. Listening to the Child**

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says so as to:

- Clarify the concerns
- Offer reassurance about how s/he will be kept safe and
- Explain that the information will be passed to someone else (the Designated Safeguarding Lead)

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained.

However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care Services or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring professional.

Whilst the child's views should be considered, it remains the responsibility of the professional to take whatever action is required to ensure the safety of that child and any other children.



## APPENDIX 5

### CONCERNS RECORD

<b>Child:</b>	<b>Year group:</b>
<b>Concern:</b> Facts and observations about well being, behaviour, communication with/information from parents/professionals, allegations, nature/indications of harm, reported to who and when	
What is the pupil's account/perspective?	
<b>Action taken:</b> What, when, by whom	
<b>Signed</b>	
<b>Role</b>	
<b>Date</b>	



Please hand completed form to a member of the SLT

**Action taken by Senior Management:**

What, when, by whom

**Signed**

**Role**

**Date**



## APPENDIX 6 CURRENT NATIONAL ISSUES FOR SAFEGUARDING CONCERN

There are many issues of concern affecting children today which are often complex and overlap:

### **Bullying**

Opportunities are used in the curriculum to explore relationship and friendship issues in an appropriate way and any issues will be managed and recorded in line with our positive behaviour and anti-bullying policies. There may be occasions when behaviour warrants a response under child protection rather than anti-bullying procedures.

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

### **Child Sexual Exploitation CSE**

Involves exploitative situations where a child, male or female, receives something from an adult as a result of engaging in sexual activity. This can be seemingly 'consensual' relationships to serious organised crime gangs. There will be an imbalance of power where the perpetrator holds power over the victim. Technology is often used. This is a serious crime. The police team can be contacted for extra support and information.

Local CSE procedures in Wakefield

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-professionals/child-sexual-exploitation>

### **Domestic 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 be, but is not limited to: psychological, physical, sexual, financial, and emotional.

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

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

### **Drugs**

School will respond to any incidents following current advice and guidance;

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

### **Forced Marriage**

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 are used.

Multi agency guidelines;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

### **Honour Based Violence HBV/Female Genital Mutilation FGM**

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

Multi agency guidelines;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)



### **Missing From Education**

We operate a 'same day response' in contacting parents/carers where children do not arrive at school and we have not been notified of their absence. Unauthorised absences are monitored and followed up. We inform the local authority of any child who fails to attend for a continuous period in line with Wakefield procedures. We inform the local authority 'Missing Children' officer of any child removed from our admission register.

<http://www.wakefield.gov.uk/residents/schools-and-children/supporting-families/education-welfare-service/children-missing-education>

### **Online safety**

Appropriate filters and monitoring are in place in school and e safety is included as part of the Computing curriculum to raise children's awareness of the need to keep themselves safe online.

### **Parental responsibility**

School will respond to any issues of parental responsibility following current advice and guidance;

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

### **Peer on Peer Abuse – sexting/cyberbullying/sexual assaults**

Opportunities are used in the curriculum to explore relationship and friendship issues in an appropriate way and any issues will be managed through our positive behaviour and anti-bullying policies. Any hate crime will be reported in line with LA procedures.

### **Preventing Radicalisation**

Part of our wider safeguarding duty is to intervene where possible to prevent vulnerable children being radicalised. This includes using opportunities in the curriculum to explore issues and prejudice in an appropriate way and working with outside agencies when appropriate.

Prevent duty and <http://educateagainsthate.com/>

### **Private Fostering**

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

<http://www.wakefield.gov.uk/residents/schools-and-children/fostering-and-adoption/what-is-fostering/private-fostering>

### **Sexting**

School will respond to any incidents following current advice and guidance;

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

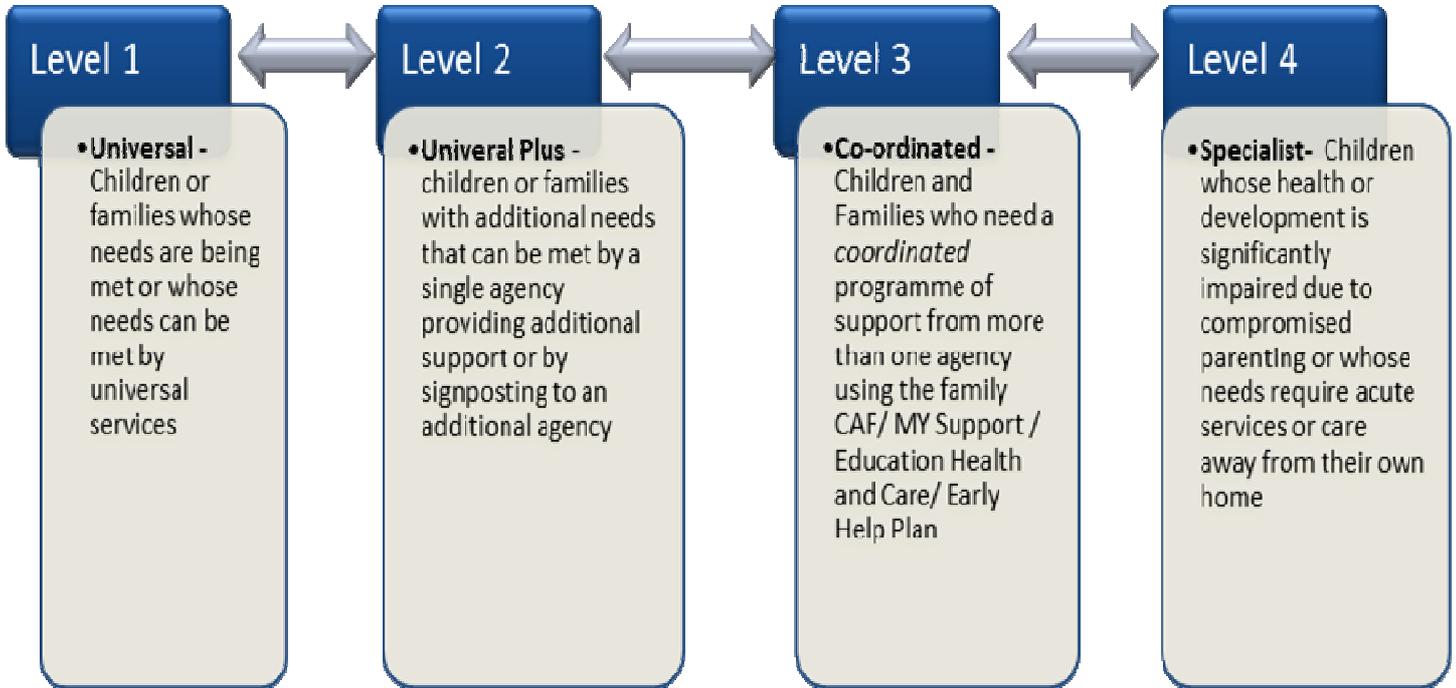
<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

### **Sexually harmful behaviour**

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. Children who display such behaviour may be victims of abuse themselves. Staff who become concerned about a child's sexual behaviour should speak to the DSL as soon as possible. The school will work with other agencies to maintain the safety of the whole school community.



**APPENDIX 7  
WAKEFIELD CONTINUUM OF NEED**



**SIGNS OF SAFETY APPROACH**

The Signs of Safety assessment includes professionals such as teachers, health visitors, school nurses, doctors and the police. During an assessment four key questions will be asked of parents/carers, the child, wider family network and anyone who else who helps to care for the child:

On a scale from 0 to 10? (0 meaning the child is in danger, 10 meaning the child is safe)

1. What are we worried about for your child?
2. What is working well in your family?
3. What needs to happen to make sure your child is safe and well in the future?
4. How safe or well is your child

This becomes a family plan which looks like this:

<b>What are we worried about?</b>	<b>What's working well?</b>	<b>What needs to happen?</b>
What has happened to make us worried and what is the impact on the child, including things that may be happening in the family's life that make the problem(s) harder to deal with.	Things that are already happening to keep the child safe and protected from harm and how well the family meet their needs. Working with the family to identify strengths which can be built on.	What the family and professionals need to see to be satisfied the child is safe and well. These are turned into goals and a family plan.
<b>Scaling 0 →</b>	-----	<b>→10</b>
<b>Child in danger</b>		<b>Child is safe</b>



## APPENDIX 8 LOCAL CONTACT DETAILS

### **Social Care Direct**

0345 8503 503 **Minicom** 01924 303450 (type talk welcome)  
[social\\_care\\_direct@wakefield.gov.uk](mailto:social_care_direct@wakefield.gov.uk)

### **Local Early Help\_(fill in your local hub's details)**

### **Wakefield District Domestic Abuse Service WDDAS**

0800 915 915

### **Designated Officer (LADO)**

Jane McCann  
01924 320 155  
[JaneMcCann@wakefield.gov.uk](mailto:JaneMcCann@wakefield.gov.uk)

### **NSPCC Primary schools service**

Area Coordinator Michelle Poucher  
07834 498 354  
[mpoucher@nspcc.org.uk](mailto:mpoucher@nspcc.org.uk)  
<http://www.nspcc.org.uk/services-and-resources/>

### **Prevent Police Officer**

Richard Marsh  
07525918232  
[richard.marsh1@westyorkshire.pnn.police.uk](mailto:richard.marsh1@westyorkshire.pnn.police.uk)

### **CSE Police Team**

01924 878397  
[DA.CSE@westyorkshire.pnn.police.uk](mailto:DA.CSE@westyorkshire.pnn.police.uk)

### **Child Missing Education Officers**

Francesca Hunter [fhunter@wakefield.gov.uk](mailto:fhunter@wakefield.gov.uk) 01924 307449  
George Sykes [gsykes@wakefield.gov.uk](mailto:gsykes@wakefield.gov.uk) 01924 3037395

### **Virtual Head for LAC**

Gary Stuart  
01924 307391  
[gstuart@wakefield.gov.uk](mailto:gstuart@wakefield.gov.uk)

### **Safeguarding Advisor for Education**

**Vicki Maybin**  
07788743527  
[vmaybin@wakefield.gov.uk](mailto:vmaybin@wakefield.gov.uk)



### **Continuum of Need document**

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/wakefield-early-help-offer-and-continuum-of-need>

### **Signs of Safety webpage**

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/signs-of-safety>

### **Safeguarding Information webpage for schools**

(Young Peoples Charter, link to CAF page, training, templates, audit, managing allegations etc)

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-schools-and-colleges>

### **Reporting Hate Crime**

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

Disability, gender identification, race, religion or faith, sexual orientation

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

## **NATIONAL CONTACTS AND INFORMATION**

### **NSPCC Whistleblowing Helpline**

0800 028 0285

### **Online Safety**

ICT4C

<http://shareit.ict4c.co.uk/enews/>

### **National Association People Abused in Childhood NAPAC**

<http://www.mindingyourhead.info/service/napac-national-association-people-abused-childhood>

### **Stop It Now**

Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children.

<http://www.stopitnow.org.uk/>