



Ackworth School

Safeguarding and Child Protection Policy

This Policy informs practice in the Senior School, Coram House and Nursery, including the Early Years Foundation Stage and is available for parents on the school website. This policy also relates to vulnerable adults who need to be safeguarded from harm.

Aims & Ethos

"We aim to create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others."

1. Policy Statement

1.1 Safeguarding and Child Protection Policy

1.1.1 **Ackworth School** ("the School") and its Governing body (School Committee) are committed to safeguarding and promoting the welfare of children and believe that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation, have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy ("this Policy") forms a fundamental part of our approach to providing excellent pastoral care for *all* pupils, including young people who may be over the age of 18 years. The procedures contained in this policy apply to all staff, volunteers and members of School Committee and are consistent with those of the Wakefield District Safeguarding Children Board/West Yorkshire Procedures.

1.1.2 Key documents with which this Policy is in accordance:

- The Education Acts
- Education (Independent Schools Standards) (England) Regulations 2010 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedom Act 2012
- The Children Act 2004
- What to do if you are worried a Child is being Abused 2015 (replaces 2006 version)
- Working Together to Safeguard Children 2018 (A guide to inter-agency working to safeguard and promote the welfare of children.) [Replaces 2015 version]
- Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges September 2018 (replaces 2016 September version)
- The Voyeurism (Offences) Act 2019 – effective 12th April 2019
- Information Sharing 2015 (replaces 2008 version)
- DBS Referral Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook April 2015 – the regulatory requirements (and as amended)
- National Minimum Standards for Boarding Schools April 2015

- Teacher misconduct: the prohibition of teachers April 2018 (Teaching Regulation Agency) (TRA)
 - The Teaching Standards 2012
 - Use of reasonable Force in Schools 2013
 - Information Commissioner’s Office Data Sharing Code of Practice May 2011
 - Multi Agency Practice Guidelines: Female Genital Mutilation (2014)
 - Equality Act 2010
 - Sexual violence and sexual harassment between children in schools and colleges 2018
 - Disqualification under the Childcare Act 2006
 - Counter Terrorism and Security Act 2015
- 1.1.3 The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.
- 1.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Wakefield District Safeguarding Children Board (WDSCB) guidance.
- 1.1.5 This Policy is addressed to all members of staff and volunteers at the School (temporary or permanent) and members of School Committee. Adherence to this Policy is mandatory for **all** staff, peripatetic teachers, volunteers and members of School Committee, and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils including where this is away from the School, for example at another institution, on school visits and trips, as well as on sporting and cultural activities.
- 1.1.6 This Policy is available on the School’s website. A paper copy of this Policy is also available to parents upon request to the School office.
- 1.1.7 Pupils are made aware of the contents of this Policy through their programme of PSHE. Teaching about safety and relationships as part of PSHE contributes to the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies, and language which they need to take appropriate action. In addition, detailed guidance in the Pupil Organiser (such as Bullying, Coping, School Counsellor/Mental Health and Wellbeing Practitioner, Child Protection, Computer Acceptable Use Policy, Online Safety) is reiterated by staff regularly, in form periods and at other appropriate times.

2. Creating a Culture of Safeguarding

In order to fulfil these aims the Head will take the necessary steps to ensure that:

- 2.1.1 The School recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures, covering areas such as Anti-Bullying, Behaviour, ICT Acceptable Use, Online Safety, Prevent (which no longer requires a separate policy (Wakefield Children's Safeguarding Board Audit 2018) and Missing Pupils.
- 2.1.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well-being of children. It is recognised that safeguarding and promoting the welfare of children includes:
- Protecting children from maltreatment
 - Preventing the impairment of children's health or development
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- 2.1.3 The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils, their families, Social Services Departments, the Police and other relevant agencies to ensure the risk of harm to children is minimised.
- 2.1.4 The School is committed to working in partnership with parents, Social Services Departments, Child & Adolescent Mental Health Services (CAMHS), Police and diverse communities, continuously to develop and improve the safeguarding culture within our School.
- 2.1.5 Having these safeguards in place not only protects and promotes the welfare of children but it also enhances the confidence of our staff, volunteers, parents/carers and the general public.
- 2.1.6 The School has systems to:
- Prevent unsuitable people working with pupils
 - Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
 - Promote safe practice and challenge poor practice and unsafe practice
 - Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm (by providing guidance in the Staff Handbook and Staff Code of Conduct on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication).
- 2.1.7 The School encourages the pupils in its care to raise any concerns that they may have and ensures that these are taken seriously. The School also encourages pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.
- 2.1.8 While the primary requirement is to notify the Designated Officer (LADO) /Children's Services, the School will also notify the Clerk of School Committee of any safeguarding issues in the following circumstances:
- The issue involves an allegation against a member of staff, a volunteer or the Head
 - The issue relates to concerns about the education provided to the pupil
 - The issue involves referral to external agencies
 - The issue could result in a claim against the School or affect the School's reputation

The School will seek legal advice in any other case where guidance or advice is felt to be needed.

2.1.9 All staff are required to adhere to the ICT Acceptable Use Policy, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

2.1.10 The use of mobile phones and cameras must keep to the School's Computer Acceptable Use Policy. Cameras are used for educational purposes only. On a child's admission to the School, parents must write to the Head of Ackworth School if they do not wish their child to be photographed for educational purposes and school website material. Where students need to evidence work for educational purposes, permission is sought from a senior member of staff and the parents.

2.2 Early Years Foundation Setting

2.2.1 This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS'). The identity of and contact details for the Designated Safeguarding Lead with lead responsibility for safeguarding within this setting are set out in section 8.

2.2.2 Only school cameras and school iPad/tablets are to be used in EYFS and these are not to be removed from School. These school devices are locked away overnight. Staff must not use their own mobile phones or other cameras to take photographs within the EYFS setting. All staff in the EYFS are required to adhere to the ICT Acceptable Use Policy, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

2.2.3 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern) and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (Statutory Framework for the EYFS (2014) Section 3.6).

In order to fulfil these aims the Head will take the necessary steps to ensure that:

2.2.4 All staff and volunteers receive training in safeguarding children as part of their induction. Supply staff and other visiting staff will be given the School's 'Guidelines for Visitors' Leaflet along with an 'Information for Staff' booklet.

2.2.5 All staff, volunteers and the Head receive updated safeguarding training on a schedule in accordance with advice from the WDSCB.

2.2.6 The School operates Safer Recruitment procedures which are in accordance with the Independent School Standards Regulations. This includes ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteer to work with children and young people in accordance with the guidance and regulations set out at paragraphs 1.1.2. These checks include: two references from previous employers, which are verified; identity check; right to work in the UK; DBS and Barred List checks; a standard pro-forma application; specific job descriptions; interviews with Head and/or any Deputies Head/Bursar as appropriate. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained and a Barred List Check will have been undertaken.

- 2.2.7 The School obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site (for example, in a separate institution).
- 2.2.8 The School carries out the mandated checks on the suitability of all people who serve on our School Committee in accordance with the guidance and regulations set out at paragraphs 1.1.2.
- 2.2.9 Where the School ceases to use the services of any person - staff (including agency staff), peripatetic teacher, volunteer or any other person - because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS: PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795) promptly, and in any event within 28 days in accordance with its legal duty. With reference to teaching staff, where a dismissal does not reach the threshold for DBS referral, a separate consideration will be given to a referral to the TRA.
- 2.2.10 All School staff are alert to signs of abuse and neglect and all staff know to whom they should report concerns or suspicions of abuse or neglect.
- 2.2.11 All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

2.3 Boarding

- 2.3.1 Within the Boarding context, relationships may develop. The School forbids sexual acts between pupils. The School aims to keep such incidents confidential from other pupils, but will always refer concerns to the Social Care Assessment Team for advice.
- 2.3.2 Peer abuse - where there is suspicion of abuse between pupils, the School recognises the importance of rapid investigation (notwithstanding its duty to refer concerns without delay to the Social Care Assessment Team for advice) and protection of all parties involved. This may include separation and additional supervision. The possibility of peer abuse is minimised by: an open atmosphere of mutual trust among the boarding community; experienced boarding staff; good staffing provision and supervision; access to the School Mental Health & Wellbeing Practitioner and Independent Listener.
- 2.3.3 The school has, and implements effectively, appropriate policies for the care of the boarders who are unwell and ensures that the physical and mental health and emotional wellbeing of boarders is promoted.

This Policy is compatible with and meets all applicable requirements of the WDSCB. The School ensures that it has positive communication with the WDSCB to ensure compliance with any changes in local protocol and access to relevant support. Their contact details are set out in Section 12 of this document.

3. Monitoring & Review

- 3.1 The working of this Policy will be monitored by the Designated Safeguarding Lead in the School who will report as required to the Head.
- 3.2 The School Committee will undertake an annual review of the School's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that the School is continuing to provide the very highest standard of safeguarding possible.

- 3.3 Any deficiencies or weaknesses identified in this Policy or in any of the School's child protection arrangements will be remedied without delay.

The school's records on child protection are kept securely in the Designated Safeguarding Lead Assistant Deputy Head office, and are separated from routine pupil records. Access is restricted to the DSL Assistant Deputy Head, Designated Assistant Safeguarding Lead, Deputy Head (Pastoral and Academic) and the Head.

TARGETS

- 3.4 We believe that our School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. With that in mind the aims of this policy are:

- To support every child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to.
- To raise awareness in all staff, both teaching and non-teaching, of responsibilities in identifying and reporting cases and possible cases of abuse to the Designated Safeguarding Lead or the Clerk to School Committee, as appropriate.
- To maintain a system of effective communications and record keeping.
- To promote a structured procedure within the School for members of the community to follow in cases of suspected abuse.
- To maintain a system of monitoring of those thought to be at risk of harm, and to ensure that we, the School, contribute to assessments of need and support packages for those children.
- To promote links with other agencies such as Social Care and the Police with a view to developing a productive and effective partnership.
- To ensure that all adults within our School who have substantial access to children have been checked as to their suitability.
- To ensure that any member of another organisation, if responsible for the School's pupils at any time, has had the appropriate checks.
- To develop further a network of support for staff and pupils.

4. Safe Recruitment

- 4.1 The School will operate safe recruitment procedures as outlined in the guidance *Keeping Children Safe in Education (KCSIE) 2018*, and in accordance with the Recruitment Policy. It will check all staff, School Committee members, volunteers and others such as contractors who may come into regular contact with pupils to ensure their suitability. This includes verifying identity, qualifications, Enhanced Disclosure and Barring Service (DBS) history (with barred list check for those in regulated activity), the right to work in the UK, references, employment history, medical fitness and overseas checks for those appointed from overseas. We 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. The Single Central Record is maintained in accordance with *Keeping Children Safe in Education* and is kept in electronic form. The School will also ensure that at least one member of each interview panel has completed the Safer Recruitment course – Anton Maree, Lynda Barker, Jeffrey Swales, Susan Allan, Joanne Colley and Sally Slater have all successfully completed this course. More detail is set out in our Recruitment Policy.

- 4.2 The School will report to the Disclosure and Barring Service (formerly the Independent Safeguarding Authority), as soon as possible, any person (whether employed, contracted, a volunteer or student and whether they have been removed, resigned or left or otherwise) who has harmed or poses a risk of harm to a child or there is reason to believe they have committed an offence.

5 Identifying Abuse

- 5.1 Staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A child protection concern may come to the attention of School staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion.
- 5.2 Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead immediately.
- 5.3 It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.
- 5.4 **‘Early Help’**

Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of *Working Together to Safeguard Children* provides detailed guidance on the early help process.

Effective early help relies upon local agencies working together to: identify children and families who would benefit from early help; undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead and sharing information with other professionals to support early identification and assessment. If early help is appropriate, the Designated Safeguarding Lead (and any Deputies) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all Staff, members of Committee and Volunteers should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organized crime groups;

- is frequently missing/goes missing from care or home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalized or exploited;
- is a privately fostered child;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

To assist and accurately make an initial assessment of the potential need for Early Help school will use the Signs of Safety to record needs and identify outcomes which would improve the safety and well being of the child. The DSL Lynda Barker is trained in Signs of Safety.

5.5 Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

5.6 Looked after Children

The most common 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 teacher for Looked After Children (Deputy Head Pastoral) and those that need to know will be informed of the child's legal status, contact arrangements with birth parents and level of authority delegated to the carer. The Designated Safeguarding Lead will have details of the child's social worker, name of the virtual school head and will attend meetings as and when necessary. They will work with the virtual head to discuss how funding can be best used 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>
Wakefield <http://care4us.co.uk/?idno=1024>

5.7 What is Child Abuse? The definitions in this policy are drawn from Keeping Children Safe in Education (2018).

5.7.1 **Abuse** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

5.7.2 **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.

5.7.3 **Emotional abuse** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child

opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including online 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.

5.7.4 Sexual abuse:

- **A child under the age of 13 can never consent to any sexual activity**
- **The age of consent is 16**
- **Sexual intercourse without consent constitutes rape as does intentionally penetrating the anus or mouth of another person with his penis if the other person does not consent; Assault by penetration occurs if an object is used.**
- **Creating and sharing sexual photos and videos of children under 18 is illegal.**
- **Under the terms of the Sexual Offences Act (2003), all staff are strictly forbidden from entering into an intimate relationship, with any student at this school, even those over the age of 18.**

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 rape, sexual assault and assault by penetration, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual harassment is “unwanted contact of a sexual nature which may occur both online and offline.” It may include sexual comments and jokes, taunting, physical behaviour such as deliberately brushing against someone, displaying photos or drawings, and online sexual harassment which may include the sharing of sexual material on social media, and threats. Sexual harassment may create an atmosphere that can normalise behaviours, and provide an environment that could lead to sexual violence.

“Consent” involves an individual having the freedom and capacity to choose. This encompasses the freedom to consent to a particular type of sexual contact but not to others.

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

5.7.5 **Neglect** - the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

5.7.6 **Who are the abusers?** - abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.

5.7.7 **Child on Child (Peer on Peer) Abuse** - In the event of physical or emotional abuse of one child by another, or by a group of children, the matter is taken seriously and dealt with accordingly, either through the procedures in this policy or through the Anti-Bullying Policy, which clarifies how victims will be supported.

All staff should be aware that safeguarding issues can often manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying); physical and emotional abuse, sexual violence and sexual harassment; sexting; initiation/hazing type violence and rituals; prejudiced behaviour and teenage relationship abuse.

Staff should always be clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

If it emerges that a sibling, who may not be a pupil, is harming a child then the School, in the first instance, will inform the children's parents of its concerns. If the problem persists and the pupil continues to be the victim of abuse, then the School will refer its concerns to Children’s Social Care Integrated Front Door staff.

In all matters of suspected abuse, either victimisation or perpetration, the School will refer its concerns to Social Care Direct immediately, with the expectation that all children involved, whether perpetrator or victim, are treated as being ‘at risk’.

Voyeurism - DSL staff need to be aware of two new offences in the Sexual Offences Act 2003 criminalising certain acts of voyeurism commonly known as upskirting. This includes the operating of equipment or recording of an image under another person’s clothing (without that person’s consent or reasonable belief in their consent) with the intention of viewing, or enabling another person to view, their genitals or buttocks (whether exposed or covered with underwear) in circumstances where the genitals, buttocks or underwear would not otherwise be visible, where the purpose is to obtain sexual gratification or to cause humiliation, distress or harm. The victim may be male or female.

In all cases of such action this falls into Part 5 of KCSIE 2018 where reports are made to police and children’s social care

School will follow Searching screening and confiscation at school (2018) where upskirting is reasonably suspected. Staff may search, examine data or files on the device and must deliver the device to police without deleting relevant images.

5.7.8 **Sexual Violence and Sexual Harassment we will;**

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. The Designated Safeguarding Lead and his team will consider the context of any abuse (contextual safeguarding). The School works hard to challenge such behaviours through its curriculum and extra-curricular activities and to promote mutual respect. Unwanted touching and associated behaviours are not tolerated.
- We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.
- Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

In cases where there are allegations of either sexual violence or sexual harassment between students, the guidance

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and Part 5 of the KCSIE September 2018 will be followed by the Designated Safeguarding Lead (and any Deputies) to determine the appropriate course of action be it:

- **Risk Assessment**
- **Internal management**
- **Early Help**
- **Referral to children's social care**
- **Reporting to the police** – if the child is less than 10 years of age (the age of criminal responsibility), where a report would be warranted for an older child, the matter will still be reported to the police, who would be expected to adopt a welfare rather than criminal response.
- **Safeguarding and supporting the victim**
- **Safeguarding and supporting the alleged perpetrator**

Sexting/Youth Produced Sexual Imagery - "Sexting" relates to the sending or receiving of sexually explicit text, taking of indecent images, permitting such images to be taken or distributing or publishing such images – for example on social media. It is important to note that if the person taking the image or having the image taken is under 18 an offence is committed by both parties. Indecent images may include not only naked images, topless images of girls, but also images in underwear and sex acts.

School will follow the below guidance to determine the appropriate course of action;

All Staff;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf and
<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

Designated Safeguarding Lead;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf and

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

5.7.9 Children with Harmful Sexual 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 a Designated Safeguarding Lead as soon as possible. We will consider the Brook Traffic Light tool when making judgements. <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

5.7.10 Contextual Safeguarding - Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the Designated Safeguarding Lead should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding and is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. <https://contextualsafeguarding.org.uk/>

5.7.11 Child Sexual Exploitation (CSE) - CSE is a form of child 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also 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 Designated Safeguarding Lead will follow local CSE procedures in WDSCB including MAACSE panel. <https://www.wakefieldlscb.org.uk/professionals-and-practitioners/child-sexual-exploitation/>.

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

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

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

5.7.13 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 and emotional. 1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of how this affects children and that our staff may themselves be victims. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: <http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/domestic-abuse> and <http://thehideout.org.uk/>

School will be contacted by an officer from Operation Encompass when children have been subjected to, responsible for or involved in witnessing incidents of domestic violence or abuse within 24 hours of the incident being reported to police services. School has a responsibility to take the call and respond within 24 hours

Operation Encompass Officer ring 01924 302376

5.7.14 Homelessness – Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The Designated Safeguarding Lead will follow local WDSCB’s procedure;

<http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/homelessness/provision-of-accommodation-to-homeless-16-and-17-year-old-young-people>

5.7.15 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/schools-and-children/fostering/what-is-fostering/private-fostering>

- 5.7.16 **Dealing with issues relating to Parental Responsibility** - The Designated Safeguarding Lead will follow local WDSCB's procedure;
<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>
- 5.7.17 **Fabricated Illness** - Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Advice on identifying children who are affected by fabricated illness and how they can be helped is available at:
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced> and <https://www.nhs.uk/conditions/fabricated-or-induced-illness/>
- 5.7.18 **Honour-based violence (HBV)** - So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There is a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Female Genital Mutilation (FGM) - Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is 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. It should be noted that girls 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. Warning signs that FGM may be about to take place, or may

have already taken place, can be found on pages 11-12 of the Government Publication “Multi-Agency Practice Guidelines: Female Genital Mutilation”. Whilst all staff should speak to the Designated Safeguarding Lead with regard to any concerns about FGM, there is a specific legal duty on teachers. In accordance with WDSCB procedures and the Serious Crime Act 2015, any concerns that a girl aged under 18 may be at risk of FGM or has already undergone the procedure must be reported to police. The Mandatory reporting duty commenced in October 2015.

Those failing to report such cases to the police will face disciplinary sanctions unless the teacher has good reason not to. Unless there is a good reason not to, the teacher should still consider and discuss the case with the Designated Safeguarding Lead and involve CSC as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow normal safeguarding procedures.

5.7.19 Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

5.7.20 **Preventing Radicalisation**- This is part of our wider safeguarding duty. The school will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

In order to support Prevent, all staff received Prevent training on the Prevent Agenda in September 2015, 2017 and in September 2016 they completed an online qualification on Prevent through Educare. They will receive face to face training from Lynda Barker in September 2019 All new staff will also receive training and pupils will be taught about the Prevent Agenda and British Values via PSHE lessons. The Prevent Lead at Ackworth School is Lynda Barker who is also trained to lead training in Prevent and school recognises it is a legal requirement to have an awareness of the Prevent Agenda and Channel. The school had a Prevent Risk Assessment and separate Prevent policy. The Prevent Policy is no longer required to be separate. Lynda Barker and the Coram SMT have undertaken Prevent awareness training with our local Prevent Officer PC Gary Blezzard. The school has also ensured that suitable filtering is in place to ensure children are safe from terrorist and extremist material when accessing the internet in schools.

Online Safety

Most of our children will use mobile devices and computers at some time. They are important tools for communication and education as well as for recreation and socialising. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (online bullying), to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings, radicalisation or sexual predation.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk: content: being exposed to illegal, inappropriate or harmful material contact: being subjected to harmful online interaction with other users conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Online Sexual Harassment

Schools have a responsibility to create an atmosphere of shared understanding and consent throughout the school community.

Online sexualized behaviour is categorised into four areas

- Non consensual sharing of intimate images and videos
- Exploitation and coercion and threats
- Sexualised bullying
- Unwanted sexualisation

Each of these will be dealt with as advised by Childnet in Step Up, Speak Up March 2019 <https://www.childnet.com/resources/step-up-speak-up>

<https://www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools-and-professionals>

The School's Staff Code of Conduct and ICT Acceptable Use Policy explain the responsibilities of staff in relation to keeping children safe in school.

The School will do all it reasonably can to limit children's exposure to the above risks when using our own IT systems, by having in place appropriate filters and monitoring systems which are designed to protect children from online abuse without "over blocking" or imposing unreasonable restrictions as to what children can be taught through online education.

Pupils also receive guidance on safe use of the web (including anti-bullying) through the ICT and PSHE curriculum, extended form periods and in morning readings. Online-bullying by children, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying policy and procedures.

Chat rooms and social networking sites are sources of risk of inappropriate and harmful behaviour in the digital arena. Some children will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs parent seminars to help parents understand the possible risks.

For more information on Online safety see:

www.thinkuknow.co.uk www.disrespectnobody.co.uk www.internetmatters.org

www.pshe-association.org.uk www.educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

6. Child Missing from Education

A child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect and can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

The school follows the WDSCB procedures with regard to “Children Missing from Education”, so parents have a responsibility to inform the school of reasons for absence. If a pupil is withdrawn from the school, they must notify us immediately of the name of the new school at which the pupil is registered and the date on which they are due to start. Should any pupil leave school without parents giving us these details the school has a duty to inform the local authority.

All pupils will be placed and removed from admission and attendance registers as required by law. We will collect, where possible, more than one emergency contact number for each pupil. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures.

7. Signs of Abuse

The following may help staff be aware of possible signs of abuse but *these do not necessarily mean that the child has been abused*:

Physical Abuse

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol or substance misuse
- Significant peer relationship difficulties

Sexual Abuse

- Sexual awareness inappropriate to child’s age, including provocative sexual behaviour
- Self harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for Games/PE lessons
- Depression/withdrawal
- Drug, alcohol or substance abuse

Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

8. The Role of the School Committee and the Designated Safeguarding Lead

The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture. The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety) and is a member of the Senior Management Team. Deputies are trained to the same standard and whilst activities can be delegated to the deputies, the lead responsibility is not.

The School has appointed a Designated Safeguarding Lead in both Senior School and Coram House, and Deputies to contact in his/her absence. The Designated Safeguarding Leads are members of the School's Senior Management Team with the necessary status and authority to take responsibility for child protection matters. The Designated Safeguarding Lead in the Senior School is Lynda Barker, Deputy Head (Pastoral). The Designated Safeguarding Lead in Coram House is Sally Slater, Head of Coram House. In the absence of the relevant Designated Safeguarding Lead, the other Safeguarding Lead or a Deputy Safeguarding Lead should be contacted. The Head, The Deputy Head, The Head of Sixth Form, The Head of Coram House and The Head of EYFS have undertaken the initial Designated Safeguarding Lead training and subsequent refresher courses when required (on a two yearly cycle) delivered through the WDSCB, including child protection and inter-agency working, in accordance with KCSIE. The member of School Committee responsible for Safeguarding and Child Protection is Stewart Huntington. Contact details are listed at the end of this policy.

The Designated Safeguarding Lead has the responsibility to:

- Ensure that effective communications and liaison with Social Care and other agencies take place as appropriate in the event of staff having child protection concerns about a pupil.
- Ensure that when children leave the school their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit. Confirmation of receipt will be requested..
- Ensure that the Head, all staff, members of School Committee and others have regular two-yearly training on child abuse and its main indicators and that they are aware of their own child protection responsibilities and those of the School. Any volunteers, or temporary staff, will be made aware of child protection arrangements and will also undergo appropriate training. Training will be provided on Prevent awareness. In addition to the formal training set out above, all staff are also given at least annual updates in the form of email/staff meetings/newsletters. All new documentation and training PowerPoints are on the Staff Intranet.
- Ensure that all new members of staff, new School Committee members and others, including volunteers, are trained as soon as possible after joining the School.
- Ensure that the Designated Safeguarding Lead and all those named in Point 8, including the School Committee member responsible for child protection, are properly trained and re-trained on a two-yearly cycle.
- Review annually the safeguarding policy and the efficiency with which related duties have been discharged.
- Ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) within one month of the person leaving the School. It is a legal duty to refer to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. The School Committee has noted that failure to make a report constitutes an offence which may also result in the School being removed from the register of independent schools.

- Ensure all staff and members of the committee have received a copy of the Safeguarding and Child Protection Policy and Part 1 of the KCSIE, including Annex A. All staff will sign to say they have received, read and understood Part 1 of the KCSIE, including Annex A and the Child Protection and Safeguarding Policy.

The Designated Safeguarding Lead will:

- Arrange to provide Induction Safeguarding Training as laid down by the WDSCB to all members of staff, as well as training any volunteers or temporary members of staff, to include the School Safeguarding Policy, the behaviour policy, the guidance in the Staff Handbook and Staff Code of Conduct about Staff behaviour in relation to pupils, the safeguarding response to children who go missing from education, the identity and function of the Designated Safeguarding Leads, and providing a copy of Part 1 of KCSIE, including Annex A. The Booklet ‘What to do if you’re worried a child is being abused’ 2015 and Part One of the KCSIE September 2018, including Annex A is available on the safeguarding notice board. Information on Prevent and HBV/FGM is also included on the safeguarding notice board.
- Arrange to provide regular Safeguarding Training as laid down by the WDSCB to all members of staff and volunteers. This will be every year. A record is kept of all those who have received Safeguarding Training.. This training will include advice on protecting children from radicalisation as well as online safety.
- Support, advise and liaise with staff in their safeguarding work.
- Ensure that any pupil who is subject to a Child Protection Plan who is absent without explanation for two days is referred to their key Social Care Team.
- Liaise with, when appropriate (e.g. if the allegation is against the Head), the Clerk of School and/or the member of School Committee member responsible (see procedures (9) below).

9. Procedures

All members of staff, volunteers and members of School Committee must know:

- That safeguarding is the responsibility of everyone
- The signs and symptoms of abuse.
- How to respond to a pupil who discloses abuse.
- What to do if they are concerned about a child.
- That anybody can make a referral to Social Services/Safeguarding Children Board.
- The School’s child protection procedures (including the reading of Keeping Children Safe in Education Part 1 and Annex A [September 2018]) and to follow them;

A member of staff aware of or suspecting abuse:

- Must listen carefully to the child, be supportive and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Must respond in a calm and non-judgemental way, asking questions which are open-ended e.g. is there anything else you want to tell me?
- Must not ask leading questions, that is, a question which suggests its own answer. Use words: ‘Tell’, ‘Explain’, ‘Describe’, never ‘Why’. If at all possible, the questions asked should be recorded.
- Must **reassure** the child, but never give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken.
- Wherever possible, there should be a conversation with the Designated Safeguarding Lead and any Deputies who will help decide what to do next. Options include: managing any support for the child internally via the School’s own pastoral support processes; an early

help assessment; a referral to for statutory service, for example as the child might be in need, is in need or suffering or likely to suffer harm.

- If in exceptional circumstances, the Designated Safeguarding Lead (and any Deputies) is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Management Team and/or take advice from local children's social care. Share any action with the Designated Safeguarding Lead as soon as possible.
- Must keep a sufficient written record of the conversation. This should be done immediately. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. Include any observations on noticeable non-verbal behaviour and actual words used by the child. The record should be signed by the person making it and should use names, not initials.
- Must **report** and hand the **record** immediately to a Designated Safeguarding Lead: the Deputy Head (Pastoral) for Senior School, or Head of Coram House, as appropriate.
- Should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

When an allegation is made

Concerns may be raised with staff through a direct disclosure, by a pupil or indirectly through their work or via friends. A parent may approach the School directly, or may contact social services or the police. An anonymous report will be acted on, but this fact will be kept in mind when considering the context of the allegation.

When an allegation is made, the Designated Safeguarding Lead (DSL) Assistant Deputy Head will establish in writing the general nature of the allegation, including:

- What is alleged to have happened
- Where and when the incident is alleged to have occurred
- Who was involved
- Whether there were any others present

At this stage, no attempt will be made to determine the truth or otherwise of the allegation by investigating the incident as this may jeopardise any subsequent investigations by external agencies.

Initial Assessment

When making the initial assessment, the context in which the alleged incident occurred may provide important information. This includes:

- The conduct of the member of staff (e.g. previous concerns, past disciplinary action, exemplary professional behaviour)
- The conduct of the pupil (e.g. record of behaviour and any previous allegations made)
- Any special circumstances (e.g. family problems or special needs)
- The perspective of the person making the allegation.

A trivial allegation does not have to result in a child protection referral, but the danger is that what may appear trivial to staff may be significant to the pupil and may still constitute an assault.

The three possible outcomes of the initial assessment:

- i. Where it is clear that the pupil has suffered, is suffering or is likely to suffer significant harm or has alleged that a criminal offence has been committed, including abuse by one or more

- pupils against another, a referral will be made to the local agency and the police may carry out a criminal investigation.
- ii. The allegation, whilst not in the first category, represents inappropriate or poor practice by a member of staff which needs to be dealt with by the School's disciplinary procedures.
 - iii. The immediate circumstances show that it is not possible for the allegation to be true.

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved.

If an allegation is made against a member of staff or volunteer, the member of staff receiving the allegation will immediately inform the Head. The Head will, on all such occasions, discuss the content of the allegation with the Designated Officer (LADO) within 24 hours. Suspension of the member of staff against whom an allegation has been made needs careful consideration and the Head will seek the advice of the LADO. Staff should, however, take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Further guidance for staff is given in the Staff Handbook and Staff Code of Conduct ('Dealing with Pupils'). If a member of staff living in school boarding accommodation is suspended in circumstances of a child protection nature, the School will provide alternative accommodation, away from pupils. If any person (employed, contracted, volunteer or student) has to leave the School because he or she is considered unsuitable to work with children or vulnerable adults, it is the School's legal duty to report that person to the Disclosure and Barring Service (DBS). The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended. Where a member of the teaching staff has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction, at any time, for a relevant offence, the School will consider making a referral to the TRA. Where a referral has been made to the DBS, it is not necessary for the School to make a separate referral to the TRA, but where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an TRA referral.

If the allegation made to a member of staff concerns the Head, the person receiving the allegation will immediately inform the Clerk of School Committee / Designated Member of Committee who will consult the LADO as above without notifying the Head first. As above, any decision to suspend the Head would be taken by the Clerk of School Committee, having sought the advice of the LADO. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education. If an allegation of abuse is made against a pupil at the School, that pupil may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

Whistle Blowing

The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.

If staff members have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Clerk of School Committee.

If it becomes necessary to consult outside the School, the staff or volunteer should first liaise with the Clerk of School Committee.

Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where circumstances justify it.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

10. Referring Concerns to Children's Social Care

Within 24 hours of receipt of information about abuse or suspected abuse, the Designated Safeguarding Lead must report the matter to the Social Care Assessment Team which will investigate the issue and advise on the action the School must take. It is important to note that anyone can make a referral to Children's Social Care Services. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. However, if staff members are unsure, they should always speak to the Designated Safeguarding Lead. The Designated Safeguarding Lead will then send a written record by completing a Multi Agency Referral Form (MARF) of the referral to the Assessment Team by the end of the working day the referral is made. If there are concerns about a child, but there is no need to make an immediate referral (this will be on the advice of the Assessment Team), written records will still be kept (and placed in the Child Protection File). Well-kept records are essential to good child protection practice. The School will record its concerns and be ready to share them with other agencies as appropriate. All of the School's records are kept in a manner which ensures compliance with the Data Protection Act 1998. As required by the KCSIE all concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing.

Written records of all Child Protection concerns will be kept confidentially and securely on the Child Protection File, separate from pupil records. Access to these files is restricted to the Head and the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads in Senior School; access in Coram House is restricted to the Head, Head of Coram House, Deputy Head of Coram House and the Designated Safeguarding Lead. There will be a note on pupil files that there is further record keeping if a pupil has a Child Protection file. The records are stored securely, separate from a pupil's academic and other school files. These files must be ring bound not loose leaf with an accurate chronology of events.

- 10.1 The parents and pupil will be informed in writing of the referral to the Social Care Assessment Team **only after advice is given by the Social Care Assessment Team.**
- 10.2 The Designated Safeguarding Lead will also ensure that Heads of Houses, Achievement and Pastoral Leaders will attend Child Protection Conferences, core groups, or other multi-agency planning meetings if they are called, and will contribute to assessments and provide a report, which will have been shared with parents where possible before the initial conference and any subsequent meetings.
- 10.3 The Designated Safeguarding Lead will advise the Social Care Assessment Team of any allegation or suspicion of abuse against a pupil.
- 10.4 Given that the School is registered with Ofsted because it has children under the age of three, the Designated Safeguarding Lead must inform Ofsted of any allegations of serious harm or abuse of any person living, working or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Ofsted must be informed as soon as reasonably practicable but at the latest within 14 days.

- 10.5 The flowchart *Actions when a child has suffered or is likely to suffer harm* from KCSIE (2018) illustrates the action that should be taken when there are concerns about a child (**Appendix A**).
- 10.6 **Supporting Children** We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of worth. Five messages that should be conveyed to a child who has disclosed abuse are:
- **"I believe you."** Children rarely lie about abuse (especially sexual abuse). The role of the member of staff is not to determine the validity of the disclosure.
 - **"It's not your fault."** It is always the adult's responsibility - but the member of staff should avoid condemning the alleged abuser - especially if it is a family member.
 - **"I'm glad you told me."** Children who talk about their concerns are less likely to be seriously affected.
 - **"I'm sorry this happened to you."**
 - **"I'm going to try to help you."** BUT staff should NOT make promises which they may not be able to keep - especially with regard to confidentiality – disclosures must be reported and staff must not make blanket claims, e.g. they should avoid saying phrases such as "Everything will be all right".

Advice for Staff Dealing with Pupils

Staff act *in loco parentis* and should therefore aim to act as a reasonable parent would. Staff should be approachable and friendly but there is a line which teachers should not cross. Staff should be consistent, open and honest.

When speaking to pupils on a one to one basis staff should try to avoid rooms with closed doors (and windows in doors should always be kept clear). Depending on the circumstances it may be good practice to have another member of staff present or nearby. There should always be another member of staff within calling distance.

In general physical contact with pupils should be avoided (the precise details of when it might be appropriate can be found in the Staff Handbook and Staff Code of Conduct). When a pupil is making a disclosure physical contact must be avoided.

11. Training and Support

11.1 The Designated Safeguarding Lead, the Head, the Named Member of School Committee and School Nurse will receive regular training appropriate to their role. This will include counselling support especially after particularly difficult or distressing cases. In addition, we will ensure all staff, volunteers and members of School Committee are also given regular and appropriate training.

11.2 Professional Confidentiality: Confidentiality is essential when dealing with child protection issues. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties with the consent of the subject of that information. In some circumstances, obtaining consent may not be possible nor in the best interests of the child and the law permits the disclosure of confidential information necessary to safeguard children.

We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. Our School will support all pupils by:

- Encouraging self-esteem and self-assertiveness, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with all other support services and those agencies involved in safeguarding children.
- Notifying the Assessment Team as soon as there is a significant concern.

- Providing continuing support to a pupil, about whom there have been concerns, who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.
- Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration. To ensure that all our pupils receive equal protection, we will give special consideration to these groups.

11.3 Supporting Staff

We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate. Counselling support is also available.

11.4 Equal Opportunities

In meeting its safeguarding obligations the School will be mindful of the obligations under the Equality Act 2010, which covers discrimination against a pupil or prospective pupil on grounds of sex, race, caste, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. All staff, volunteers and members of School Committee with responsibilities under this Policy must take into account the Equal Opportunities Policy when discharging their duties.

12. Key Contacts

The Assistant Deputy Head, Designated Safeguarding Lead (DSL) being the individual from the SMT with responsibility for child protection matters at Ackworth School is Lynda Barker. At Coram House, the Head (also a member of SMT) has this responsibility.

The Designated Safeguarding Lead in the Senior School is:

- Lynda Barker Assistant Deputy Head 01977 233605 or email lynda.barker@ackworthschool.com

The Designated Safeguarding Lead in Coram House is:

- Sally Slater (Head of Coram House) 01977 233651 or email sally.slater@ackworthschool.com

The Deputy Designated Leads to contact in their absence are:

- Anton Maree (Head) 01977 233601 or email head@ackworthschool.com
- Jeffrey Swales (Deputy Head) 01977 233603 or email depheadcurr@ackworthschool.com
- Alexandra Collingwood (Head of 6th Form) 01977 233615 or email alexandra.collingwood@ackworthschool.com
- Ben Barker (Head of EYFS) 01977 233650 or email ben.barker@ackworthschool.com
- Daniel Jones (Assistant Head of 6TH Form) 01977 233616
- Sam Baker Deputy Head Pastoral and Academic 01977 233605 (September 2019)

The member of Committee responsible for Safeguarding and Child Protection is:

- Stewart Huntington 01977 233606 or email stewart.huntington@ackworthschool.com

External Contacts

The telephone numbers of the Wakefield & District Social Services Department are as follows:

Children's Social Care Integrated Front Door (24 hours 7 days) Tel. 0345 850 3503

Fax: 01924 303455 Minicom: 01924 303450

Email: social_care_direct@wakefield.gov.uk

Wakefield District Safeguarding Children Board (WDSCB) 01977 722047

Email wdsbc@wakefield.gov.uk

Early Help Hub Children's First Hub

Mid Wakefield (Normanton Rural) Tel. 01924307878

North East (Castleford, Pontefract, Knottingley) Tel. 01977 724350

South East (Featherstone, Hemsworth) Tel. 01977 722305

Wakefield West (Ossett, Horbury) Tel. 01924 303272

Child Safeguarding Unit

Wakefield.sguchild@westyorkshire.pnn.police.uk

CSE Police Team

Tel. 01924 878125

Email wakefield.cse@westyorkshire.pnn.police.uk

Ofsted

0300 123 1231

Designated Officer (LADO) - interim

Wakefield District Social Services Department – Mo Crossley and Marie Pettiman

Wakefield District Safeguarding Children Board

Civic Centre

Ferrybridge Road

Castleford

WF10 4JH

Tel. 01977 727032 Email lado.referrals@wakefield.gov.uk

NSPCC Primary Schools Service

Michelle Poucher – Area Coordinator

Tel. 07834 498354 Email mpoucher@nspcc.org.uk

NSPCC Whistleblowing Helpline

Tel: 0800 0280285

Safeguarding Advisor for Wakefield

Vicki Maybin

Tel. 07788743527

Email vmaybin@wakefield.gov.uk

Prevent – Counter Terrorism Unit Officer

PC Gary Blezard

Email communities.prevent@wakefield.gcsx.gov.uk

Tel: 01924 306645 / 01924 305352 or 07468 700810 / 07825 281312

Confidential Counter-Terrorist Hotline

Tel. 0800 789 321

Disclosure and Barring Service (DBS)

Tel. 01325 953795

Child Missing Education Officer

Marina Oldreive – Education Welfare Officer

Tel: 01924 307467

Virtual Head for LAC

Gary Stuart

gstuart@wakefield.gov.uk

The Forced Marriage Unit

Telephone: +44 (0) 20 7008 0151

Email: fmufco.gov.uk

CAMHS Single Point of Access

01977 465865

National Association People Abused in Childhood NAPAC

Tel: 0808 801 0331

<https://napac.org.uk/>

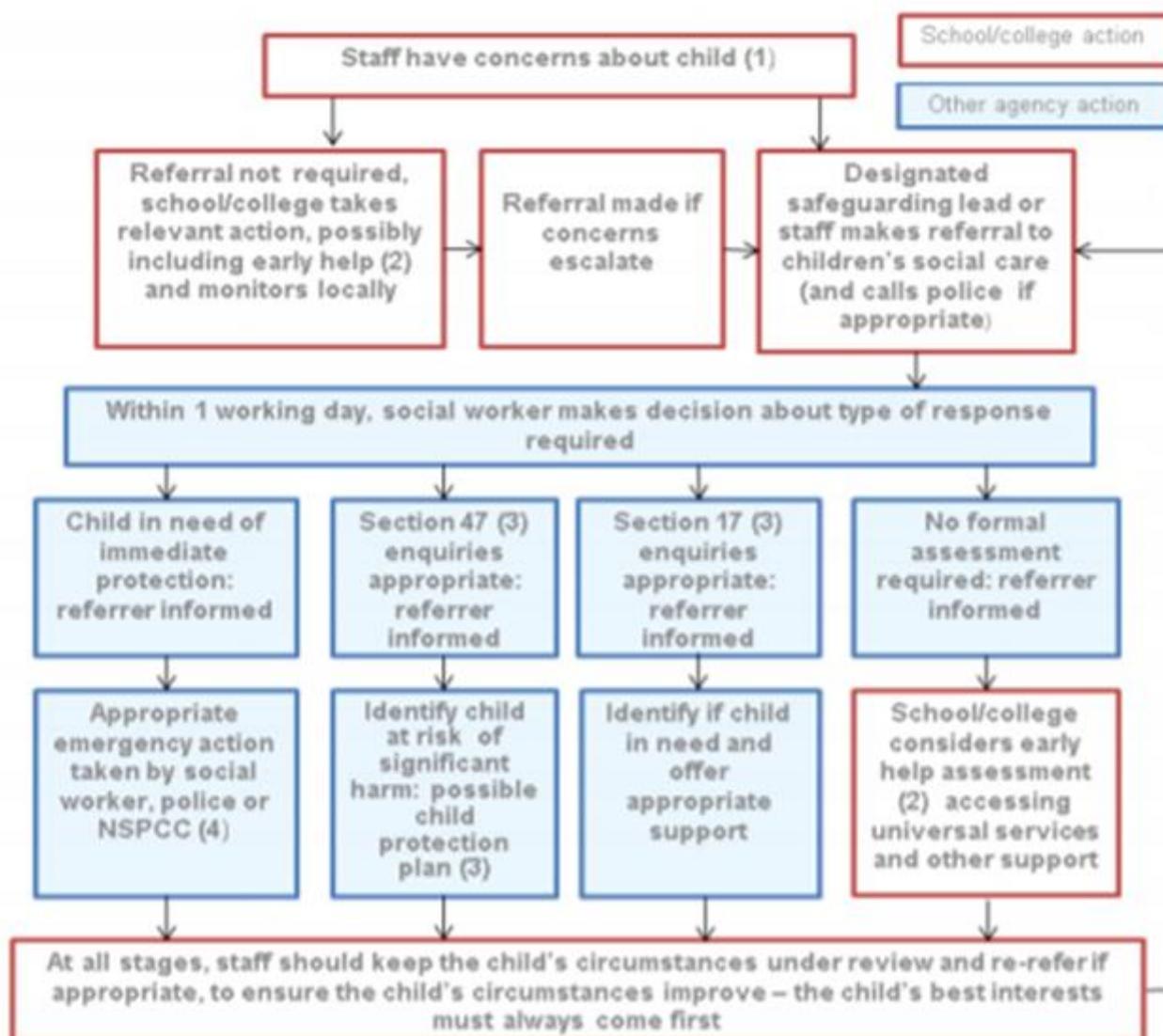
Professional Online Safety Helpline

Tel: 0844 3814772

The following telephone numbers may be useful for pupils:

ChildLine	0800 1111
West Yorkshire Police	101 (non-emergency)
NSPCC	0800 800 500
The Samaritans	0845 790 9090
Beat Bullying	0208771337 (9.00am-6.00pm)
Beat (eating disorders)	0845 634 7650 (National Youthline)
Turning Point	020 7481 7600
Young Minds	020 7089 5050

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

Appendix B

Links to other School Policies and Procedures

This policy should be read in conjunction with the following School policies, Staff Handbook and Staff Code of Conduct.

Policies, Staff Code of Conduct and Staff Handbook can be found on the School network are available on request from the Bursar's office.

- Anti-Bullying (Policy)
- Behaviour (Staff Handbook)
- Code of Conduct for Staff and Staff Handbook
- Complaints: Parents & Pupils (Policy)
- Computer Acceptable Use (Policy)
- Data Protection (both for Staff and for Pupils and Parents) (Policy)
- Disclosure and Barring Service (DBS) (Policy)
- 'Guidance for Visitors' Leaflet
- Missing Pupils (Policy)
- Prevent Policy
- Safeguarding Concern Form
- Visitors (Staff Handbook)
- Visiting Speaker Policy



ACKWORTH SCHOOL

Safeguarding Concern Form

Senior School / Coram House / Nursery (please circle)

Please complete this form in as much detail as possible and return it to Guy Emmett for further action

ORIGINATOR NAME	JOB TITLE
PUPIL NAME	FORM
Note the reason(s) for recording the incident:	
Record the following factually: Who? What (if recording a verbal disclosure by a child, use their words)? Where? When (date & time of incident)? Any witnesses?	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (factual)	
SIGNATURE	DATE & TIME (of writing the record)

Check to make sure your report is clear now and will also be clear to someone else reading it in the future
PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION
 (Designated person to complete Part 2 overleaf)



ACKWORTH SCHOOL

Safeguarding Concern Form

Senior School / Coram House / Nursery (please circle)

Part 2 (for use by Designated Safeguarding Lead)

Time & Date information received by DSL and from whom.	
Any advice sought by DSL (date, time, name, role, organisation & advice given)	
Action taken (referral to children's services/monitoring advice given to appropriate staff/CAF etc.) if decision not to refer, justify reason. Note time, date, names, who information shared with and when etc.	
Parents informed? Yes/No and reasons	
Outcome Record names of individuals/agencies who have given you information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found? (eg. student file, serious incident book)	
Signed	
Printed Name	
Date	