

Safeguarding and Child Protection Policy

Equality Statement

Minsthorpe Community College values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors.

Equality Impact Assessment (EIA)

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

EIA outcomes

- No areas of potential negative impact were found and actions resulting in positive impact are in place where appropriate.

Policy last reviewed:	Due for next review:	EIA:	Role Responsible:
December 2016	*Summer 2017	December 2016	Assistant Principal (Student Safety & Wellbeing)

* Brief update in the Summer of 2017 and then to be reviewed annually in line with the beginning of the school year.

Approved by the Governing Body – December 2016

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1. Policy Statement, Principles and Terminology

This policy applies to all staff, including the Community Dimension, senior managers and the governing body, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Minsthorpe Community College whether this be on or offsite.

The purpose of this policy is:

- to protect children and young people at Minsthorpe Community College.
- to provide staff and volunteers with the overarching Principles that guide our approach to safeguarding and supports consistent good practice. Minsthorpe Community College believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.
- to demonstrate the college's commitment with regard to child protection to students, parents and other partners

Child protection statement:

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

We recognise that:

- the welfare of the child is paramount, as enshrined in the Children Act 1989
- all children, regardless of age, disability, gender, racial heritage, religious belief, socio economic background, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing them, listening to and respecting them
- adopting child protection practices through procedures and a Staff Handbook which acts as the code of conduct for staff and volunteers
- developing and implementing an effective e-safety policy and related procedures
- providing effective management for staff and volunteers through supervision, support and training
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing concerns with agencies who need to know, and involving parents and children appropriately.

The Minsthorpe Way highlights the importance of all students being able to 'Believe Achieve Succeed Enjoy and to be Supported' ensuring that our young people are able to have bright futures. In order for this to happen a child needs to feel safe at home, at college and in general. Our purpose is clear. We must provide a safe climate for learning within the college community, we must seek to bridge gaps for vulnerable students and support them and their families and we must ensure that concerns are shared within the

college and external to it as a means to source the right support from all relevant agencies.

The College ethos is encapsulated in the phrase, "Everybody matters, Everybody succeeds, Everybody helps". This policy is not separate to that overriding Principle and all staff are charged with the duty to safeguard our young people, sharing information promptly as a means to source early support and intervention for students. Staff know that they have a professional duty of care and that if they believe the College has not acted or acted appropriately that they should make contact with external agencies to share these concerns. Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with students, college staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that college staff are alert to the signs of abuse, both inside and outside the College and understand the procedures for reporting their concerns. The College will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

Terminology

Child/Children include everyone under the age of 18.

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

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

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

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

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

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

Designated Officer – new term for LADO – a post in the local authority, to coordinate and manage allegations against staff.

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

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

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

DSL - Designated Safeguarding Lead.

CSE – Child Sexual Exploitation

FGM/HBV – Female Genital Mutilation/Honour Based Violence

LAC – Looked After Children

CME – Children Missing in Education

SRE/SMSC – Sexual Relationships Education/Spiritual Moral Social Cultural Education

P&A – Progress and Achievement (mentor/time)

CTL/CCTL – Curriculum Team Leader/Cross Curricular Team Leaders

L4L – Learning 4 Life (PHSE provision)

2. Safeguarding Legislation and Guidance

a) This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- **Children Act 1989**
- **United Convention of the Rights of the Child 1991**
- **Data Protection Act 1998**
- **Sexual Offences Act 2003**
- **Children Act 2004**
- **Protection of Freedoms Act 2012**

b) Other Relevant government guidance on safeguarding children:

Education Act 2002

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

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

Counter Terrorism and Security Act 2015,

Section 26 Applies to schools and other providers;

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

What to do if you're worried a Child is being abused – Advice Practitioners

(2015) issues non-statutory advice that has been produced to help practitioners identify child abuse and neglect and take appropriate action in response. This advice replaces the previous version of What to do if you're worried a child is being abused, published in 2006, and complements Working Together to Safeguard Children (2015) statutory guidance.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

c) Statutory Guidance

Working Together to Safeguarding Children (2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

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

Keeping Children Safe in Education (2016) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

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

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

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

Prevent Duty Guidance – England and Wales

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

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Equality Act 2010

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

d) Wakefield District Safeguarding Board

Continuum of Need 2016

Wakefield District Safeguarding Children Board WDSCB/ West Yorkshire Consortium Procedures. <http://westyorkscb.proceduresonline.com/index.htm>

e) Teachers' Standards

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

f) Relevant Minsthorpe Community College Documents

This policy is one of a series amongst the school's integrated safeguarding procedures and policies as a means to ensuring that Minsthorpe Community College Keeps Children Safe. This document must therefore be implemented with regard to other relevant College documents such as those relating to:

- Single Central Record and safer recruitment protocols
- Student Code of Conduct
http://minsthorpe.cc/user_files/policies/Code_of_Conduct_2016.pdf
- E-Safety Policy and Acceptable use Policies and Documents
http://minsthorpe.cc/user_files/policies/eSafety_Policy_2016.pdf
- Equality
http://minsthorpe.cc/user_files/policies/Single_Equality_Polcy_and_Action_Plan_2015-18.docx
- Supporting Students with Medical Conditions
http://minsthorpe.cc/user_files/policies/Supporting_Pupils_with_Medical_Conditions_2016.docx
- Behaving and Learning the Minsthorpe Way
http://minsthorpe.cc/user_files/policies/The_Behaviour_and_Discipline_Continuum_2015.docx

- Offsite Learning Policy
[http://minsthorpe.cc/user_files/policies/Offsite Learning Policy 2015.docx](http://minsthorpe.cc/user_files/policies/Offsite_Learning_Policy_2015.docx)
- Offsite Learning Procedures
[http://minsthorpe.cc/user_files/policies/Offsite Learning Procedures 2015.docx](http://minsthorpe.cc/user_files/policies/Offsite_Learning_Procedures_2015.docx)
- Physical Intervention and Contact Policy
[http://minsthorpe.cc/user_files/policies/Physical Contact and Intervention Policy 2015.docx](http://minsthorpe.cc/user_files/policies/Physical_Contact_and_Intervention_Policy_2015.docx)
- Children Missing in Education and Attendance Records
- Sexual Relationship Education Policy
[http://minsthorpe.cc/user_files/policies/SRE Policy 2015.doc](http://minsthorpe.cc/user_files/policies/SRE_Policy_2015.doc)
- Staff Handbook (Code of Conduct)
[http://minsthorpe.cc/user_files/policies/Staff Handbook 2016.doc](http://minsthorpe.cc/user_files/policies/Staff_Handbook_2016.doc)
- Happy Day's Children's Centre Child Protection Policy Document
[http://minsthorpe.cc/user_files/policies/Happy Days Centre Safeguarding Policy 2016.doc](http://minsthorpe.cc/user_files/policies/Happy_Days_Centre_Safeguarding_Policy_2016.doc)
- Visitors Policy and Procedures for Visiting Speakers
[http://minsthorpe.cc/user_files/policies/Visitors Policy and Procedures 2016.doc](http://minsthorpe.cc/user_files/policies/Visitors_Policy_and_Procedures_2016.doc)
- Whistleblowing Code of Practice
[http://minsthorpe.cc/user_files/policies/Whistleblowing Code of Practice 2016.docx](http://minsthorpe.cc/user_files/policies/Whistleblowing_Code_of_Practice_2016.docx)
- Complaints Procedure
[http://minsthorpe.cc/user_files/policies/Complaints Procedure Parents 2016.docx](http://minsthorpe.cc/user_files/policies/Complaints_Procedure_Parents_2016.docx)
- Bullying Policy [http://minsthorpe.cc/user_files/policies/Anti-Bullying Policy 2016.pdf](http://minsthorpe.cc/user_files/policies/Anti-Bullying_Policy_2016.pdf)
- Prevent Policy
[http://minsthorpe.cc/user_files/policies/PREVENT Policy 2015.docx](http://minsthorpe.cc/user_files/policies/PREVENT_Policy_2015.docx)
- Intimate Care Procedures
[http://minsthorpe.cc/user_files/policies/Intimate Care Policy and Procedures 2016.docx](http://minsthorpe.cc/user_files/policies/Intimate_Care_Policy_and_Procedures_2016.docx)
- Lone Working Policy
[http://minsthorpe.cc/user_files/policies/Lone Working Policy.docx](http://minsthorpe.cc/user_files/policies/Lone_Working_Policy.docx)
- Disciplinary and Grievance Procedures
[http://minsthorpe.cc/user_files/policies/Complaints Procedure Staff 2016.docx](http://minsthorpe.cc/user_files/policies/Complaints_Procedure_Staff_2016.docx)

3. Roles and Responsibilities

a) The role of all staff working at the College in any capacity.

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2016. All staff have Safeguarding formally indicated within their job description. All staff have a crucial role to play in the successful implementation of this policy. Their contribution could be through:-

POSITIVE COLLEGE ETHOS

Developing a positive College ethos to promote a supportive and secure environment where all children/students feel valued. Educating young people and promoting current issues as a means to enable students to identify risks and keep themselves from harm.

IDENTIFICATION AND REFERRAL

Identifying safeguarding concerns and indicators of possible abuse or neglect at an early stage and sharing this information with the Safeguarding Team and Cross Curriculum Team Leaders is the responsibility of ALL staff. Although sometimes it is difficult to judge how best or when to intervene and you may worry that by reporting a concern you may offend innocent individuals. Remember that leaving a student for too long, in a suspected dangerous situation, could endanger the child and prove to be fatal! All staff should adhere to the College procedures (see flowchart below) and pass on concerns to the email safeguarding@minsthorpe.cc

POST REFERRAL INVOLVEMENT

Due to our day to day contact with and knowledge of individual children/students, college staff can make valuable contributions to the assessment of a child/young person's needs and, where appropriate, to ongoing action to meet those needs..

The DSL will send a weekly email which highlights who the vulnerable students are at a particular time this allows staff to be mindful, able to support and refer further concerns to the Safeguarding Team and/or Cross Curriculum Team Leader. The email clearly states that this does not act as an excuse for poor behaviour. Therefore, enabling the College to source extra support for a student via the Wellbeing Package, Inclusion Team etc. Further information about a particular student can be sought from relevant Cross Curricular Team Leader and/or the Safeguarding Team, where it is in the best interests of the child, further information will be shared. Not all students are at risk but maybe vulnerable due to personal circumstances.

b) Procedures for Dealing with Child Protection Concerns

Based on the process identified in ' Keeping Children Safe in Education' September 2016: information for all school and college staff. Please refer to the flow diagram below.

Designated Safeguarding Lead DSL (s):
 Jeanette Collins (AP)
 Louise Allen, Dale Fairhurst,
 Angela Jarratt, (Deputies)
 Georgina Newton (EWO)
 Tim Dowey (E-safety)
Safeguarding Governor:
 Anne Marie Spencer

Concern put in writing on a Safeguarding concern form via desk top link (email) or available via Safeguarding Office (MFL)

Concerns about a member of staff?
 Report to the Principal or Chair of Governors.
 NSPCC whistleblowing helpline:
[0800 028 0285](tel:0800 028 0285)

Immediately pass concern form to DSL/Safeguarding via safeguard email (linked on Desktop)

DSL discusses concern with staff member (has child's voice been noted?) and makes a decision about next steps

Decision made to monitor the concern

Decision made to discuss the concern with the parents/carers. (See early intervention advice in policy) DSL to do or advise

Decision made to; consult with the Hubs or Refer to social care (and police if criminal offence)

Class teachers asked to monitor child and feedback to the DSL within an agreed timescale

Monitor

Discuss

Once discussed with parents DSL decides to monitor, refer to other agencies for support with early help or refer to social care

Refer

DSL consults social care referral checklist and Continuum of Need. Makes referral with an understanding of the Signs of Safety approach. (see links in policy)

DSL keeps concern form and actions in secure, confidential safeguarding file.

Local Hub
Social Care Referrals : 0345 8503 503
Prevent/Channel Referrals: See contact in policy
CSE intelligence: See contact in policy

In exceptional circumstances, concerns may be referred by any staff member directly to children's social care/the police.

Within one working day social care make decision on response required. School continue to monitor and push for reconsideration/ use professional disagreement policy if circumstances do not improve.

c) Confidentiality

The over-riding Principles are that the welfare and the best interests of the child/young person are paramount and must be central to any considerations about whether to share information.

Remember that when a child/student confides in someone, it is usually a person whom they feel they can trust – inform them sensitively that for their sake you may well have to refer to other appropriate people.

Seek the child/student's agreement to share information. (Please refer to document 'If a Child Discloses Abuse' displayed in Curriculum Bases and Offices'

You may still share information, if in your judgement, there is sufficient need in the public interest to override a lack of consent e.g. the child/student is at or would be at risk of significant harm or it would undermine the prevention, detection or prosecution of a serious crime.

d) Key Personnel

Key personnel *Please refer to Team Poster in all offices*

IMPORTANT – All internal emails in relation to safeguarding and Child Protection must be sent to safeguarding@minsthorpe.cc or by using the [safeguarding concern form Icon](#) on staff desktops not to the Team's individual email addresses.

The designated safeguarding lead (DSL) for child protection is

Assistant Principal for Student Safety and Wellbeing: Mrs Jeanette Collins

Contact details: email: jcollins@minsthorpe.cc tel: 01977 657600 Ext (1309)

The deputies DSLs are:

Mr Dale Fairhurst - Inclusion Manager Ext (1212), Ms Louise Allen – Safeguarding Officer Ext (1214) , Ms Angela Jarratt Ext (1210)– Assistant SENCO, Mrs Georgina Newton – Education Welfare Officer Ext (1530).

The nominated child protection governor is Mrs Anne Marie Spencer

Contact details: email: amspencer@minsthorpe.cc tel:01977 657600 Ext (1007)

The Principal is Mr Raymond Henshaw

Contact details: email: rhenshaw@minsthorpe.cc tel: 01977 657600 Ext (1007)

e) The Safeguarding Team

A member of the Senior Leadership Team is the Designated Safeguarding Lead and is assisted by a team of deputies to ensure that appropriate cover is provided if they are unavailable. This person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They ultimately have lead responsibility, which will not be delegated, however all deputies have completed training at the same level.

DSL responsibilities:

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme; following consultation with PC Richard Marsh Prevent Lead for West Yorkshire Police in Wakefield.
- Support the Human resources Manager when referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required with the assistance of the Human Resources Manager if necessary.

Work with others

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

Undertake training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead will undertake, Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the College's Safeguarding and Child Protection Policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers; Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead will ensure the college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local WDSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Where possible the designated safeguarding lead (or deputies) would be expected to be available in person,

- The Safeguarding Team ensure that cover arrangements are in place for any out of term requirements.

The Deputy DSL(s) are appropriately trained and, in the absence of the designated lead, carry out those functions necessary to ensure the ongoing safety and protection of students. However the senior DSL holds lead responsibility.

f) Governing Body ensures that the school:

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

g) The Principal:

- Ensures that the Safeguarding and Child Protection Policy and code of conduct are implemented and followed by all staff

- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Liaises with the Designated Officer where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Designated Officer.

4. Good Practice Guidelines and Staff Handbook – Code of Conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice for all staff. Elements of these can be found within the Staff Handbook which seeks to ensure that students safety is safeguarded at all times and acts as a document to support staff as they engage in safe working practice. This should be referred to alongside the key guidance stated below. Good practice includes:

- treating all students with respect
- being alert to changes in students' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- setting a good example by conducting ourselves appropriately in college and in the broader educational system, whether inside or outside of normal college hours and whether on or offsite, including online.
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students including challenging inappropriate or discriminatory language or behaviour.
- creating an environment which is tolerant, respectful, fair and inclusive.
- avoiding behaviour or language which could be seen as over-familiar or favouring students.
- avoiding any behaviour which could lead to suspicions or could be deemed to blur the appropriate professional boundaries of anything other than a professional relationship with students.
- reading and understanding the school's Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, Learning the Minsthorpe Way and appropriate e-safety, IT/social media use.
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid as indicated in the Supporting Students with Medical Conditions Policy and Physical Contact and Intervention Policy.
- maintaining appropriate standards of conversation by not engaging in any sexually suggestive communication and interaction with and between students. Avoiding the use of sexualised or derogatory language, even in joke and discussing their own sexual relationships with a student.
- being clear on professional boundaries and conduct with other staff when students present.
- being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures outlined in the Physical Contact and Intervention Policy
- dealing with student infatuations in an open and transparent way e.g. informing the correct team leaders and managing the situation in a way which is sensitive to the feelings of the student and seeks to maintain the dignity of all concerned.
- referring all concerns about a student's safety and welfare to the Safeguarding Team, or, if necessary directly to police or children's social care

- following the college's rules with regard to communication with students and use of social media and online networking as per the e-safety and Acceptable Use Policies
- avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with students.

Please refer to Staff Handbook

http://minsthorpe.cc/user_files/policies/Staff_Handbook_2016.doc

5. Abuse of Position of Trust

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

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a student (including Post 16) may be a criminal offence, even if that student is over the age of consent.

6. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

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 of our students receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBTQ (lesbian gay bisexual transgender Queer)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.

- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including; female genital mutilation (FGM) and forced marriage.

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

7. Some Current Issues and Relevance to our Setting

a) All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. Drugs advice <https://www.gov.uk/government/publications/drugs-advice-for-schools> We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our students.

b) Peer on Peer Abuse – sexting/cyberbullying/sexual assaults

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.
- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Minsthorpe Community College will always take seriously such incidents consulting the Youth Offending Team whilst acting upon concerns within the remit of the Bullying policy and Student Code of Conduct. It will not be dismissed as 'banter' or 'part of growing up'. These issues will be explored within our SMSC provision and discussions striving to create an environment that actively discourages abuse and challenges the attitudes which underlie such incidents. Victims will be supported through the schools pastoral system. Any hate crime/incident will be reported through local reporting mechanisms

http://minsthorpe.cc/user_files/policies/Anti-Bullying_Policy_2016.pdf

http://minsthorpe.cc/user_files/policies/Code_of_Conduct_2016.pdf

Refer to 25. Local Contact Details.

c) Sexting

Minsthorpe Community College follows the updated guidance: and continues to promote the issue via SMSC Education with specific e-safety focuses. The e-safety co-ordinator continues to work with students where such incidents occur and advice is given and further intervention is delivered if necessary to support students and reduce the risk of reoccurrence. Refer to the e-safety policy http://minsthorpe.cc/user_files/policies/eSafety_Policy_2016.pdf
http://minsthorpe.cc/user_files/policies/AUP_Social_Media_2016.pdf

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

d) Bullying

Is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures.

All students and parents are made aware of the procedures and where to find the relevant policies on joining the college. The subject of bullying is addressed at regular intervals in the College's SMSC Curriculum as well as opportunities seized within the academic curriculum. Refer to the college policy http://minsthorpe.cc/user_files/policies/Anti-Bullying_Policy_2016.pdf
If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures. Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. Any hate crime/incident will be reported through local reporting mechanisms
Refer to 25. Local Contact Details

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

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

e) Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the College 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 student's sexual behaviour should speak to the Safeguarding Team as soon as possible.

f) Missing Children

A child going missing from education, which includes within the college day, is a potential indicator of abuse and neglect, including sexual exploitation.

Unauthorised absences will be monitored and followed up in line with college procedures and monitored closely by the EWO, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All students will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any student who fails to attend for a continuous period in line with local Wakefield procedures. Missing Officer – details in appendix.

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

g) 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 (details in appendix) NB they do not take the place of your usual reporting procedures.

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>

h) 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 encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Local details;

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

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

- i) Honour Based Violence HBV – e.g. FGM/Forced Marriage.
Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report known cases to the police. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Currently, Minsthorpe Community College has no students in attendance from the potential geographical regions of risk but staff should remember that the college is not always made aware of parental places of birth – this could potentially mean a child is at greater risk.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

- j) Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence treats or coercion is used. Minsthorpe Community College has a small number of ethnic minority groups in attendance but staff should be alert to any such discussion that may take place and refer concerns to the Safeguarding Team.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

- k) Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. As with all other forms of abuse, staff should be confident in identifying students at risk and act proportionately. Staff at Minsthorpe Community College should be particularly vigilant for students who are vulnerable and at risk of grooming through mediums such as online gaming etc. and report concerns to the Safeguarding Team. Furthermore, it is essential that staff are aware of white supremacist organisations and refer concerns that students may be subject to propaganda or have involvement with such organisations.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

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

http://minsthorpe.cc/user_files/policies/PREVENT_Policy_2015.docx

Prevent police officer in Wakefield – details in appendix.

Prevent duty – link in legislation section. <http://educateagainsthate.com/>

l) 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 college will follow the legal requirements of reporting as set out by WDSCB. If staff are aware of a student who may be living within such an arrangement they must alert the Safeguarding Team.

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

Dealing with issues relating to parental responsibility

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

8. Additional Issues that are Identified as a Need within our Setting

a) Online safety

This will continue to be a high priority at Minsthorpe Community College, it is often the way in which our students are vulnerable and at risk of harm e.g. CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as the continuing education of staff and students to identify and address risk. We also have a dedicated e-safety Co-ordinator to support staff and students with issues. Staff should report any incidents to the e-safety Co-ordinator and Safeguarding Team as a matter of urgency. They will work closely with West Yorkshire Police and CEOP as needed to ensure that necessary action is taken.

http://minsthorpe.cc/user_files/policies/Filtering_Policy_2016.pdf

b) Underage Sexual Activity

Although the age of consent remains at 16, the Sexual Offences Act is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation, when the Designated safeguarding Lead will contact Social Care Direct. Young people have the right to confidential advice on contraception, condoms, pregnancy and abortion even if they are under 16. At Minsthorpe Community College knowledge and understanding about contraception, condoms, pregnancy and abortion will be taught in various aspects of the curriculum – primarily L4L; Science; MAP; Pastoral Curriculum. Within the college, specific advice to individual students will only be given by appropriately trained and qualified colleagues e.g. School Nurse, who may refer young people to appropriate clinics/surgeries. Contraceptives will not be given out on site. A child under the age of 13 years is not legally capable of giving consent to sexual activity. Any offence under the Sexual Offences Act 2003, involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. The procedures outlined in this document will apply in such cases involving children under 13 years.

c) Toxic Trio: Domestic Abuse, Mental Health and Substance Misuse

Research shows that the environment in which a child is living directly affects their safety and wellbeing. The term “toxic trio” is used to describe the complex issue of domestic abuse, mental health and substance misuse regardless of gender or sexuality.

The complexities of these multiple risk factors has been a feature of national Serious Case Reviews into child deaths or serious injuries to a child or young person. Research would suggest that the prevalence of more than one factor increases the levels of vulnerability. Therefore professionals should speak with the DSL, who will refer the child/ young person to Social Care Direct if they become concerned regarding these risk factors.

d) Neglect

The NSPCC state that ‘Neglect’ is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from

their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Staff at Minsthorpe Community College need to ensure that any concerns are shared with the relevant Cross Curriculum Team Leader and/or the Safeguarding Team. Investigation and contact will be made to identify the needs of the family and support sought if economic circumstances are the issue rather than a deliberate parental act. If concerns escalate or are considered deliberate then the Designated Safeguarding Lead will make a referral to Social Care Direct.

e) Mental Health and Wellbeing

Future in Minds identifies that “There are many pressures and some young people, such as looked-after children and those leaving care, are exposed to situations and experiences that can make them particularly vulnerable.

Experiencing mental health concerns is not unusual. At least one in four of the population experience problems at some point in their lives. Over half of mental health problems in adult life (excluding dementia) start by the age of 14 and seventy-five per cent by age 18. Although mental health issues are relatively common, it is often the case that children and people don't get the help they need as quickly as they should. As a result, mental health difficulties such as anxiety, low mood, depression, conduct disorders and eating disorders can stop some young people achieving what they want in life and making a full contribution to society.”

At Minsthorpe Community College we have been working closely with partner agencies to improve the quality of provision via the Wellbeing Package and ask staff to continue to be vigilant and share concerns related to the aforementioned promptly with Cross Curriculum Team Leaders and/or The Safeguarding Team.

f) Self Harm

We have seen a significant spike in the number of self harm concerns referred to the Safeguarding Team over the last 2 years. Evidence shows that self-harming is affecting children at a younger age than ever before. In 2011/12, ChildLine reported that self-harm was in the top five concerns for fourteen year olds for the first time. However, in the first six months of 2012/13, this age dropped further appearing for the first time in the top five concerns for thirteen year olds.

www.youngminds.org.uk state that there are many misconceptions surrounding why young people self-harm. The reality is that:

- Self-harm is not a mental illness, nor is it an attempt to commit suicide.
- It doesn't just affect girls. Boys self-harm too, but they are much less likely to tell anyone about it.
- We know that young people from all walks of life self-harm, regardless of their social or ethnic background.
- Self-harm is not a fashion fad, nor is it merely 'attention seeking behaviour'.

- Most importantly, it is not easy for a young person to stop self-harming behaviour.

Staff should continue to refer any self harm concerns as this enables, if the child is willing, further support mechanisms to be established to identify the next steps.

9. Helping Children to Keep Themselves Safe

Curriculum delivery at P&A Times and via SMSC lessons seeks to educate young people about the wider issues they may face. We invite key organisations such as SPECTRUM, Community Policing, and a range of projects related to promoting and raising awareness of current issues via dramatic productions. We believe that it is essential to utilise a range of methods as a means to share important information with students about staying safe physically, emotionally and mentally; including online. Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (SMSC) Sex and Relationships http://minsthorpe.cc/user_files/policies/SRE_Policy_2015.doc education lessons and in all aspects of school life. Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome building resilience and Children are taught how to conduct themselves and how to behave in a responsible manner using the Be Safe Feel Safe Campaign. Children are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences. The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Students are encouraged to speak to a member of staff in confidence about any worries they may have and we always seek to work in the best interests of the child. However all our students are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

PSHE association <https://www.pshe-association.org.uk/>

10. Support for those Involved in a Child Protection Issue

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

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

- taking all suspicions and disclosures seriously
- nominating a link person (Safeguarding Team Member) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety

- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

11. Complaints Procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors. An explanation of the complaints procedure is included on the College Website.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

http://minsthorpe.cc/user_files/policies/Complaints_Procedure_Parents_2016.docx

12. If you have Concerns about a Colleague or Safeguarding Practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's whistleblowing code of practice

http://minsthorpe.cc/user_files/policies/Whistleblowing_Code_of_Practice_2016.docx is available on Staff Firefly under IMPORTANT: Policies to read September 2016 and the College Website. The Staff Wellbeing Page and staff Noticeboard also indicates the NSPCC Whistleblowing Advice Line 0800 028 0285 enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the chair of governors. Staff may also report their concerns directly to the Designated Officer or the police if they believe direct reporting is necessary to secure action or to the NSPCC Whistleblowing Advice Line – see appendix.

13. Allegations Against Staff

a) Managing cases

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the Designated Officer will happen if staff have;

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

In all instances the College appreciates that any allegation must be dealt with fairly, quickly and consistently so that there is effective protection for the child/young person and at the same time support for the person, who is the subject of allegation.

Allegations against staff should be reported to the Principal.

Allegations against the Principal should be reported to the Chair of Governors.

Staff may also report their concerns directly to Police or Designated Officer or NSPCC Whistleblowing Advice Line if they believe direct reporting is necessary to secure action.

If any of the aforementioned criteria are met, then the Principal will contact the Designated Officer (LADO) Jane McCann, who will agree with relevant Family Services staff and the police procedures and processes to be followed. The Principal will also contact the LADO for advice regarding allegations which are not immediately apparent to be false without further investigation. The Designated Officer will also inform Ofsted Early Years Inspectors if the allegation relates to any day care for children.

The way forward will be discussed with up to 3 strands in the consideration of the allegation i.e.

- A police investigation of a possible criminal offence.
- Enquiries and assessment by Family Services, Child in Need directorate.
- Consideration within the College of any disciplinary action.

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

There will be instances where allegations do not require referral under local child protection procedures i.e.:

- Where the allegation relates to the use of reasonable force (refer to point 19).
- Where after initial consideration, it is clear to the Principal that the allegation is demonstrably false. Social Services or the Police may become involved, in order to support the child/young person or consider future action. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHs (Child and Adolescent Mental Health) may be required.
- The allegation represents inappropriate behaviour or poor practice by a colleague/volunteer.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, September 2016 insert link).

The College will respond to the Media as outlined in the Emergency Procedures (Major incident) policy. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

b) Advice for staff to avoid allegations of abuse being made against them

Please refer to section 4. Good Practice Guidelines and Staff Handbook – Code of Conduct.

It is appreciated that this is not always straightforward, with differing perceptions of the same event, sometimes leading to allegations against staff, which may be genuine, malicious or misplaced. It is important that all staff are aware of behaviour which is illegal, unsafe or unwise. The guidance given here cannot cover all eventualities, but staff are expected to make judgements about their own behaviour in order to secure the best interests of the child/young person. Staff should ensure that they adhere to the Lone working Policy.

http://minsthorpe.cc/user_files/policies/Lone_Working_Policy.docx Making sure that you are not alone in an isolated area with a student – i.e. in classroom with door closed and blinds pulled. Ensure that you work in an open and transparent way at all times and that where possible other staff are available if you are working with a student 1:1.

A fundamental Principle is that staff must discuss with the Assistant Principal, Student Safety and Wellbeing or a member of the Leadership Team, where there is any cause for concern in this area.

The College advises that staff do not speak directly to the media but refer all enquires to the person responsible for contact with the media as outlined in the Emergency Procedures (Major incident) policy.

Infatuations:

Where a student becomes strongly attracted to a colleague, it is important that the situation is dealt with sensitively, maintaining the dignity of all concerned. Any such concerns must be recognised and advice sought at the earliest opportunity.

Social Contact:

- Staff are encouraged to lead Offsite Learning Opportunities for pastoral reasons e.g. Rewards Trips, building up relationships within P&A Groups.
- Staff must not establish or seek to establish social contact with students in order to secure a friendship/relationship.
- Staff should not give their personal details e.g. home/mobile phone number; home/email address to students unless there are exceptional circumstances as agreed with the appropriate Assistant Principal.
- Staff are reminded of the need for professionalism regarding social networking, chat and instant messaging services. Staff are reminded of the need to attach appropriate privacy rights to their accounts. Please refer to College's E-safety Policy for further details.
- Staff who have regular social contact with students and their families from the college are made aware of their professional responsibilities at all times and sign an additional AUP to acknowledge this.

Physical Contact:

- At Minsthorpe it is appreciated that there may be times when it is appropriate for staff to have physical contact with children/young people. However, the general culture is one of 'limited touch'.
- All staff must ensure that any physical contact is appropriate to their professional role. Refer to the Physical Contact and Intervention Policy for further guidance.
- This still applies at Happy Days Children's Centre although it is accepted that there will be more physical contact.
- Staff must never touch a child/young person in a way which may be considered indecent – staff should be aware that even well intentioned physical contact may be misconstrued.

S.E.N. – including Intimate Care:

- Children/students with SEN may require more physical contact to assist their everyday learning.
- Such regular physical contact will usually be mentioned in any agreed plan.
- Staff should consult with the Specialist Support Team/Happy Days Manager for further advice on individuals; especially where staff give assistance to children/young people with toileting.

Physical Education/Music:

- There are situations where physical contact with children/young people is used e.g. supporting a student; demonstrating a particular piece of equipment/instrument.

- All staff should ensure that the minimum amount of time is taken and that contact takes place in an open environment.
- Where lessons are on a one to one basis, there should be either visual access to the room or the door is left open.
- Showers and changing – all staff must be vigilant about their own behaviour

Children/Young People in Distress:

- There may be occasions when a distressed child/young person needs comfort and reassurance.
- All staff must ensure that their contact is not threatening, intrusive or subject to misinterpretation.
- All staff must be sensitive to the verbal or non-verbal reactions of the child/young person.

Behaviour Management – Care, Control & Physical Intervention

Sexual Contact with Young People:

- All staff must know that any sexual behaviour by a member of staff with or towards a child/young person is both inappropriate and illegal.
- This equally applies to Post 16 students. Colleagues are still in a position of trust and power.
- Staff must remember that they are in a position of trust and they must not abuse that power and take even greater care to ensure that their behaviour cannot be misinterpreted.

First Aid & the Administration of Medicine

- Colleagues are expected to follow the guidelines as set out in the relevant documents Supporting Students with Medical conditions.
- Basic Principles include making sure that, whenever possible, another adult is either present or aware of the situation and that staff explain to the child/young person what is happening.

14. Staff Training and Induction

It is important that all staff have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Training and updates seek to provide them with relevant skills and knowledge to safeguard children effectively. All staff, including site staff and the Principal, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.

The DSLs will receive training updated at least every two years, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WDSCB and the Safeguarding Advisor.

Governors will receive strategic governor safeguarding training alongside bi-annual college training.

All training will be recorded and monitored to flag in advance when updates are required.

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One of Keeping Children Safe in Education 2016 (are available on the staff firefly page under safeguarding)

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, details for the DSL, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct and the whistleblowing policy. Staff will sign to say they have received this and understood.

Supply staff and other visiting staff will be given a pack from the Cover with a brief summary of the above.

15. Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2016) together with WDSCB and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education 2016. Including;

- Verifying identity
- Enhanced DBS (disclosure and barring service) check for those in regulated activity
- Prohibition from teaching check – teacher services system – for all teaching posts/EEA restrictions.
- Verification of mental and physical fitness
- Right to work in UK
- Professional qualifications.
- Governors will have enhanced DBS check
- Sect 128 provision (managers of independent schools including academies in addition to DBS)
- References will be sought before interview so any concerns can be explored (open references will not be accepted).
- (For staff within Happy days Children's Centre these appropriate checks will also be carried out in accordance with Disqualification under the Childcare Act 2006 statutory guidance.)
- At least one member of each recruitment panel will have attended safer recruitment training.
- The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2016.
- We will obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked and ensure the correct person arrives in school.

Volunteers

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

Contractors

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

Visitors

Schools do not have the power to ask for DBS checks or see the certificate. The Principal will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor. (Please refer to MCC Visitors Policy and Procedures

http://minsthorpe.cc/user_files/policies/Visitors_Policy_and_Procedures_2016.doc

16. Visitors and Site Security

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

17. Extended College and Off-site Arrangements

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

When our students attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed. If alternative providers are used, we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

http://minsthorpe.cc/user_files/policies/Offsite_Learning_Policy_2015.docx

http://minsthorpe.cc/user_files/policies/Offsite_Learning_Procedures_2015.docx

18. Photography and Images

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

http://minsthorpe.cc/user_files/policies/Digital_Images_Audio_Video_Permission_Request_Form_2016.pdf

To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent

- not use students full name with an image
- ensure students are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use school equipment, i.e. not personal devices.
- encourage students to tell us if they are worried about any photographs that are taken of them.

19. Physical Intervention and use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance. Refer to physical contact policy [http://minsthorpe.cc/user_files/policies/Physical Contact and Intervention Policy 2015.docx](http://minsthorpe.cc/user_files/policies/Physical%20Contact%20and%20Intervention%20Policy%202015.docx)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

20. Intimate Care

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

[http://minsthorpe.cc/user_files/policies/Intimate Care Policy and Procedures 2016.docx](http://minsthorpe.cc/user_files/policies/Intimate%20Care%20Policy%20and%20Procedures%202016.docx)

21. Online Safety

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

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' outside school and are informed of the risks of this through SMSC/SRE. Parents are encouraged to consider measures to keep their children safe when using social media and this information is shared via the College Website and Parent portal.

Acceptable IT use for staff, students will be enforced and parents are also informed of expectations. http://minsthorpe.cc/user_files/policies/AUP_BYOD_2016.pdf
http://minsthorpe.cc/user_files/policies/AUP_Parent_2016.pdf
http://minsthorpe.cc/user_files/policies/AUP_Staff_Governors_and_Visitors_2016.pdf
http://minsthorpe.cc/user_files/policies/AUP_Students_2016.pdf
http://minsthorpe.cc/user_files/policies/AUP_Social_Media_2016.pdf
http://minsthorpe.cc/user_files/policies/eSafety_Policy_2016.pdf
<http://www.saferinternet.org.uk/>

22. First Aid and Managing Medical Conditions.

Key staff will be trained appropriately in first aid.

Section 100 of the 'Children and Families Act 2014' places a duty on the college to make arrangements for supporting students with medical conditions. We work with other organisation to create Individual Health care Plans and share information as and when required to support with the successful inclusion of all students. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014. Refer to Supporting Students with medical conditions

http://minsthorpe.cc/user_files/policies/Supporting_Pupils_with_Medical_Conditions_2016.docx

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-students-at-school-with-medical-conditions.pdf

23. Child Protection Procedures

a) Categories and Definitions

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

All college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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 by another child or children.

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

Please refer to 'Keeping Children safe in Education' Part 1, September 2016 that all staff have read and signed to state that this is the case. Please refer to Appendix or use. <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

b) Indicators of abuse

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

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

A child who is being abused or neglected may:

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

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

(Refer to the document on the safeguarding noticeboard, postcard issued by DSL and use the NSPCC website <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/> for further indicators of abuse)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.

c) Impact of abuse

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

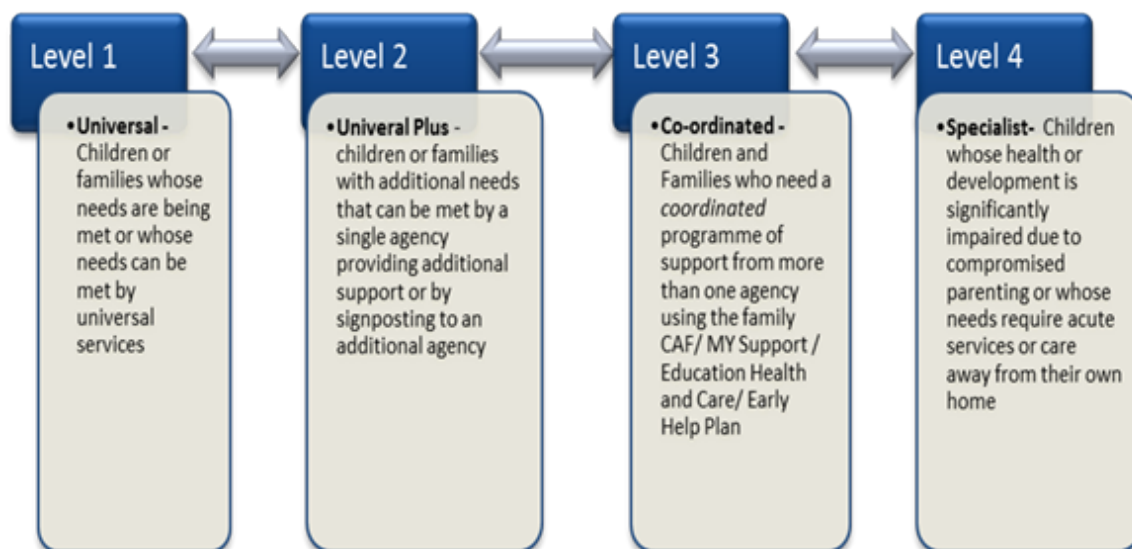
d) Taking Action

A Safeguarding Team poster is displayed in all offices and Curriculum bases so that staff know who the appropriate people are to contact for advice or to pass on concerns. Minsthorpe, the College provides a range of appropriate adults with whom students should feel confident enough to approach if they are experiencing difficulties e.g. P&A Mentors; Cross-Curriculum Team Leaders; MAP; SFA’s; (Support for Achievement Staff); Specialist Support staff; Happy Days Staff; L4L Staff. The College has a student friendly ‘need help poster which includes member of the Safeguarding Team. It is displayed in both discreet and public areas and enables students to identify the key staff that can offer support.

It is the responsibility of all staff to report and record their concerns as soon as possible. Minsthorpe Community College actively encourages a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with the Safeguarding Team if in any doubt. It is made clear that it is not their responsibility to investigate or decide whether a child has been abused. Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of “it could happen here” and they must ensure that they work in the best interests of the child.

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

Wakefield District Safeguarding Board, the hubs and a range of external agencies to try and source the right support for our students and their families.



Key points for staff to remember for taking action are:

1. If an emergency and if a child is in immediate danger or is at immediate risk of harm, a referral should be made to children's social care and/or the police (999) immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council and the local social care contact number can be found by following the link <https://www.gov.uk/report-child-abuse-to-local-council>
2. REPORT your concern to the DSL as soon as possible and certainly by the end of the day using the safeguarding icon on staff desktops, the email address [safeguarding @minsthorpe.cc](mailto:safeguarding@minsthorpe.cc) or contacting the DSLs directly by phone or in person. If within Happy Days Children's Centre speak in person to the Centre Manager.
3. Complete a RECORD of your concerns on email and send this immediately to the DSL and deputies via the secure 'safeguarding' email. Such concerns must be shared quickly – certainly by the end of the College day. If the DSL or a Deputy DSL or the Happy Days Centre Manager are not available to speak to you in person and you believe a student to be at risk of harm should they leave site or that they need supervision to ensure they are safe then make contact with:

- a) Within the main College seek the advice of the Cross Curriculum Team Leader for the student concerned, or their Assistant (ACCTL), or a member of the Leadership Team.
 - b) Within Happy Days – the Deputy Manager or Associate Principal
4. Do not start your own investigation.
 5. Be ready to write within 24 hours, a detailed written record of your meeting. The recipient of your concerns, taking into account your information and views, will make the decision as to the next course of action.
 6. Due to the serious nature of such concerns, do NOT rely solely on a recipient receiving an email – if you receive no emailed response always follow this up in person with one or more of the key personnel outlined above.
 7. Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
 8. Seek support for yourself if you are distressed.

If you are concerned about a student's welfare

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

Staff should record these early concerns and discuss them with the relevant Cross Curriculum Team Leader. If the student does begin to reveal that they are being harmed, staff should follow the disclosure advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the Safeguarding Team.

e) Early intervention

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

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

f) What to do if a child discloses abuse to you

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

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

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

- allow students to speak freely
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences, and allow space and time for the student to continue, staff will recognise the barriers the student may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as...whether it happens to siblings too, or what does the student’s mother think about it.
- use open-ended statements to gain more information e.g. TED = “Tell me more, Explain to me, Describe to me.....”
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries do not share personal experiences such as ‘that happened to me’
- tell the student what will happen next. The student may agree to go with you to see a member of the Safeguarding Team. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on the record of concern form and email or hand it to the Safeguarding Team or address

- staff should seek support if they feel distressed by what they have been told

(Refer to the posters displayed in curriculum bases and offices)

DON'T:

- Make promises you can't keep.
- 'Interrogate' the child/young person with lots of questions. It is not your role to carry out an investigation – that is up to the Social Services/NSPCC/Police.
- Cast doubt on what the child/young person tells you. It has taken them a great deal of courage to tell you.
- Say anything which may make the child/young person feel responsible for the abuse (e.g. "Why haven't you told anyone before?")
- admonish the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Communicate feelings of anger without stating it is the abuser towards whom you feel angry; the young person may feel you are angry with them.
- Panic. When confronted with the reality of abuse, there is often a feeling of needing to 'act immediately'. Action taken too hastily can be counter-productive.

g) Notifying parents

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

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

h) Records and Monitoring

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. In cases of alleged child abuse which come to court, the court may require the College's records to be produced. It is essential therefore that all such records are:-

- Factual
- Non-emotive
- Non-judgemental
- Contains details of date, time, context
- Use clear, straightforward language
- Concise

- Differentiated between opinion, judgements and hypothesis

Any concerns about a child will be recorded on email and sent to the address, staff have a quick link to this on their desktop Safeguarding@minsthorpe.cc. This will ensure that the information reaches all members of the team and that the nearest available DSL can respond as a matter of urgency. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, saved securely within the Safeguarding files.

If for any reason staff do not receive a response to their email referral this could indicate that the email may not have been read, staff must then make direct contact with a member of the Safeguarding Team before the end of Period 6. For example if a concern has only come to light in the latter stages of the day staff should ensure that the Safeguarding Team have adequate time to ensure that a child believed to be at risk of harm does not leave College until the matter has been investigated by making direct contact and taking the student to the DSLs if possible or to leave them with adequate supervision whilst making contact with the DSLs or other key personnel by phone or in person.

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

It may be appropriate for the DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

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

i) The safeguarding file

The establishment of a safeguarding file is an important Principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events. WDSCB Templates are stored on our internal systems alongside College documentation.

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

This file will be kept separately from the main student file and will held securely only to be accessed by appropriately trained people. The main file, open to staff, will have a marker on quick notes in SIMS which states 'safeguarding' to signify that a separate safeguarding file exists for that child so that all staff coming into contact with that child are aware that an additional vulnerability exists.

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

All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether a CAF (level 3) should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Early Help Hubs in line with the Continuum of Need document (see link in appendix) and reflecting the Signs Of Safety approach.

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

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

Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements. Checklists and supervision toolkits available on safeguarding schools webpage.

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

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

j) Referral to Social Care Direct (Level 4)

The DSL will make a referral to Social Care Direct if it is believed that a student is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. This is best done in Wakefield with reference to the Continuum of Need (see link in appendix) and using the Signs of Safety approach. There is a checklist and referral form available on WDSCB safeguarding for schools webpage.

If there is already a social worker assigned to this case -for safeguarding reasons, the social worker should be contacted.

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

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

http://westyorkscb.proceduresonline.com/chapters/p_res_profdisag.html?zoom_highlight=professional+disagreement

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.

k) Confidentiality and sharing information

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

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

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

The Seven Golden Rules for Safeguarding Information Sharing 2015

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

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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

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

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

24. Special Circumstances

a) Looked after Children LAC

The most common reason for children becoming looked after is as a result of abuse or neglect. The college ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for LAC and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. 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>

b) Work Experience

The school has documents to safeguard post 16 students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance 'Keeping Children Safe in Education'.

Related safeguarding portfolio policies: see page 6

25. Local Contact Details

Social Care Direct

Phone; 0345 8503 503

Minicom: 01924 303450 (type talk welcome)

Email; social_care_direct@wakefield.gov.uk

Local Early Help

Email; southeast@wakefield.gov.uk

Phone; 01977 723165

Wakefield District Domestic Abuse Service WDDAS

0800 915 1561

Designated Officer (LADO)

Jane McCann

JaneMcCann@wakefield.gov.uk

01924 302 155

Prevent Police Officer

PC Gary Blezard (CTU)

wd.prevent@westyorkshire.pnn.police.uk

CSE Police Team

DA.CSE@westyorkshire.pnn.police.uk

01924 878397

Child Missing Education Officers

Francesca Hunter fhunter@wakefield.gov.uk 01924 307449

George Sykes gsykes@wakefield.gov.uk 01924 3037395

Virtual Head for LAC

Gary Stuart

gstuart@wakefield.gov.uk 01924 307391

Safeguarding Advisor for Education

Vicki Maybin

vmaybin@wakefield.gov.uk 07788743527

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>

NSPCC Whistleblowing Helpline 0800 028 0285

School nursing – 01924 327540 (Referrals and Duty Team)

Education psychologist – 01924 307403 email: eps@wakfield.gov.uk

OnlineSafety

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/>

Reporting Hate Crime

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

- race
- sexual orientation
- gender identification
- disability
- religion or faith

A hate crime could be:

- name calling
- arson/fire
- attacks or violence
- damage such as to your house or car
- graffiti or writing.

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

Wakefield Youth Offending Team

Westgate, Wakefield WF1 1LT, 01924 304155

26. Curriculum Audit

	Autumn	Spring	Summer
Year 7	<p>SMSC - Citizenship – rights & responsibilities</p> <p>RE - differing views</p> <p>English – Respect, war & extremism</p> <p>MFL – Family & relationships</p> <p>D&T – Morals & choice, animal rights</p> <p>Healthy living & sustainability</p> <p>Trade & economics</p> <p>CDM – Online security & social media</p> <p>Science – Reproduction, SRE, safe internet use</p> <p>Creative – Social barriers and peer work</p> <p>Diversity, culture & traditions including online safety</p>	<p>SMSC - SRE including puberty, consent & age</p> <p>English – SRE ‘Shakespeare’</p> <p>British values & other cultures ‘Poetry’</p> <p>MFL – Other cultures</p> <p>D&T – Morals & choice, animal rights</p> <p>Healthy living & sustainability</p> <p>Trade & economics</p> <p>CDM – Online security including images sexting & social media – internet safety day 7.2.17</p> <p>Science – Health & disease – Alcohol & drugs</p> <p>Creative – Diversity, culture & traditions</p> <p>Sustainability – recycling</p> <p>Moral right & wrong</p>	<p>SMSC – Sexting & social media</p> <p>RE – Equality linked to race</p> <p>MFL – Diversity, culture & traditions</p> <p>D&T – Morals & choice, animal rights</p> <p>Healthy living & sustainability</p> <p>Trade & economics</p> <p>CDM – Online security & reporting systems online</p> <p>Science – Electricity and personal safety</p> <p>Creative – Diversity, culture & traditions</p> <p>Bullying , morals and choice</p>
Year 8	<p>SMSC – Democracy & politics</p> <p>RE - Moral issues</p> <p>English – racism, sexuality, gender & mental health – ‘Mice and Men’</p> <p>D&T – Healthy living</p> <p>Trade & economics</p> <p>CDM – Online security, social media & safe electronics</p>	<p>English – Racism, radicalisation, victims, relationships & war ‘poetry’</p> <p>SRE ‘Shakespeare’</p> <p>D&T – Healthy living</p> <p>Trade & economics</p> <p>CDM – Reminders via internet safety day 7.2.17</p> <p>Science – Healthy living diet & peer pressure</p>	<p>SMSC - Age limits, peer pressure, smoking & alcohol awareness</p> <p>Spectrum SRE - Healthy relationships & consent</p> <p>Sexting & social media SMSC</p> <p>MFL – Social media and safe communication linked to SRE, CSE etc.</p> <p>D&T – Healthy living</p> <p>Trade & economics</p>

	<p>Creative – Slavery and faith</p> <p>Diversity, culture & traditions</p> <p>E-safety</p>	<p>Creative – Sustainability & recycling</p> <p>Diversity, culture & traditions</p> <p>E-safety</p>	<p>CDM – Online security & reporting systems online</p> <p>Science – Genetics & Lifelong conditions</p> <p>Creative – Diversity, culture & traditions</p> <p>E-safety</p>
Year 9	<p>SMSC - STIs, teenage pregnancy & contraception</p> <p>RE – Faith & religion</p> <p>English – poverty & family ‘A Christmas Carol’</p> <p>MFL – Family & relationships</p> <p>D&T – Healthy living</p> <p>Trade & economics</p> <p>CDM – Online security, social media & reporting systems including safety of information storage</p> <p>Science – Health, disease & medicine – SRE including STIs, alcohol & drugs</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>E-safety</p>	<p>SMSC - Human rights</p> <p>Age limits</p> <p>Poverty & homelessness</p> <p>RE - Muslim beliefs tackling extremism</p> <p>English – SRE morality & gender ‘Shakespeare’</p> <p>D&T – Healthy living</p> <p>Trade & economics</p> <p>CDM – Reminders via internet safety day 7.2.17</p> <p>Science – Genetics & Lifelong conditions</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>Media & environment</p> <p>E-safety</p>	<p>SMSC – Aspirations & careers</p> <p>Sexting & social media</p> <p>English – SRE, class & morality ‘Inspector Calls’</p> <p>MFL – Cyber bullying & digital media</p> <p>D&T – Healthy living</p> <p>Trade & economics</p> <p>CDM – Online security & reporting systems online</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>society & environment</p> <p>E-safety</p>
Year 10	<p>SMSC – Diversity, refugees</p> <p>Domestic Abuse</p>	<p>RE – SRE consent, family planning / types of relationships</p>	<p>SMSC - Body Image, bullying, social media</p> <p>STIs & contraception</p>

	<p>English – SRE, stereotypes & cultural diversity ‘poetry’</p> <p>MFL – Diversity, culture & traditions</p> <p>D&T – Diversity & cultural traditions linked to diet</p> <p>CDM – Online security, social media & reporting systems including safety of information storage</p> <p>Science – Health disease & ethical choices e.g. organ selling</p> <p>Motion linked to road safety</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>Health & safety</p> <p>E-safety</p>	<p>English – Revision of previous topics in Yr 9</p> <p>MFL – Environment, poverty & homelessness</p> <p>CDM – Reminders via internet safety day 7.2.17</p> <p>Science – Health, disease & medicine – SRE including STIs, alcohol & drugs</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>Media & environment</p> <p>E-safety</p>	<p>Sexting, social media</p> <p>English – Revision of previous topics in Yr 9</p> <p>D&T – Health linked to fair trade & economics</p> <p>CDM – Online security & reporting systems online, using mobile devices as revision tools safely</p> <p>Science – Genetics & Lifelong conditions</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>society & environment</p> <p>E-safety</p>
Year 11	<p>RE - Rights and responsibilities</p> <p>CDM – Online security, social media & reporting systems including safety of information storage – removing filtering and the issues</p> <p>Science – Health & disease</p> <p>Puberty & fertility</p> <p>Creative – Esteem and personal exploring current issues confidence including morals</p>	<p>SMSC – SRE HIV/AIDS</p> <p>Grooming + CSE</p> <p>Road Safety – young drivers</p> <p>Domestic abuse</p> <p>RE - Peace and conflict & pacificism</p> <p>English – Revision of previous topics in Yr 9</p> <p>PE – Drugs, smoking & alcohol in sport</p> <p>CDM – Reminders via internet safety day 7.2.17– Online security & reporting systems online, using</p>	<p>RE – Revision of previous topics in Yr 9</p> <p>English – Revision of previous topics in Yr 9</p> <p>D&T – Health linked to fair trade & economics, slavery – child labour</p> <p>CDM – Online security & reporting systems online, using mobile devices as revision tools safely</p> <p>Creative – Esteem and personal confidence including morals & current issues</p>

	<p>Diversity, culture & traditions</p> <p>E-safety</p>	<p>mobile devices as revision tools safely</p> <p>Science – Healthy living, diet, body image and Mental health</p> <p>Creative – Esteem and personal confidence including morals and current issues</p> <p>Diversity, culture & traditions</p> <p>E-safety – copyright & media</p>	<p>Diversity, culture & traditions</p> <p>E-safety – copyright & media</p>
Year 12	<p>English – SRE, gender, sexuality & society ‘Shakespeare & Handmaid’s Tale’</p> <p>MFL – Social media, fashion, body image, health</p> <p>D&T – Ethics, fair trade & economics</p> <p>Slavery & child labour</p> <p>CDM – Online security, social media & reporting systems including safety of information storage</p> <p>Media & advertising</p> <p>Legal, moral and ethical issues concerning technologies & using mobile devices as revision tools safely</p> <p>Science – Health & disease</p> <p>Creative – Esteem and personal confidence including morals</p>	<p>English – Gender, sexuality, feminism & stereotyping</p> <p>Prejudice & discrimination in class, voice, social media & language</p> <p>PE – Radicalisation & extremism – cultural impact on sport</p> <p>MFL – Relationships</p> <p>D&T – Environment & health – society and media</p> <p>CDM – Data protection, reminders via internet safety day 7.2.17, using mobile devices as revision tools safely</p> <p>Science – Immunity & disease</p> <p>Creative – Esteem and personal confidence including morals</p> <p>Diversity, culture & traditions</p> <p>Gender, race and sexuality</p>	<p>D&T – Revision of previous topics</p> <p>CDM – Online security & reporting systems online, using mobile devices as revision tools safely</p> <p>Science – Health & disease</p> <p>Creative – Esteem and personal confidence including morals</p> <p>Diversity, culture & traditions</p> <p>Gender, race and sexuality</p>

	<p>Diversity, culture & traditions</p> <p>Gender, race and sexuality</p>		
Year 13	<p>English – SRE, radicalisation, extremism & sexual crimes ‘Kite Runner’</p> <p>CSE, racism and discrimination ‘Colour purple’</p> <p>Prejudice & discrimination via language</p> <p>MFL – Gender and women</p> <p>D&T – Ethics, fair trade & economics</p> <p>Slavery & child labour</p> <p>CDM – Personal safety , age related gaming, images and the sharing of these</p> <p>Legal, moral and ethical issues concerning technologies & using mobile devices as revision tools safely</p> <p>Science – Drugs and body image e.g. diet pills</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>society & environment</p> <p>E-safety</p> <p>Gender, race and sexuality</p>	<p>English - Prejudice & discrimination via language including slavery origins</p> <p>D&T – Environment & health – society and media</p> <p>CDM – Reminders via internet safety day 7.2.17</p> <p>Science - Puberty & illness</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>society & environment</p> <p>E-safety</p> <p>Gender, race and sexuality</p>	<p>D&T – Revision of previous topics</p> <p>CDM – Online security & reporting systems online, using mobile devices as revision tools safely</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture & traditions</p> <p>society & environment</p> <p>E-safety</p> <p>Gender, race and sexuality</p>