Child Protection and Safeguarding Policy

Key Information

Key Contacts & Roles

Designated Safeguarding Lead (DSL):
Mr. Chris Evans (01924 885293 / 07799 049447, christopherevans@silcoates.org.uk).

Deputy DSLs:
Positioned across the school to ensure constant availability during school hours:

Anand Mistry
Nadine Simmons
Ellen Moss
Matthew Trotter
Tracy Escreet

External Thresholds:
Issues are managed in partnership with local frameworks, including the Wakefield Safeguarding Children Partnership (WSCP) and the Multi-Agency Safeguarding Hub (MASH).

Key Actions

- If concerned about the safety of a child; Speak to a member of the DSL team immediately — do not start an individual investigation.
- If the concern is not urgent, complete a Pink safeguarding form, found on Firefly or in staff Common Rooms. Remember to add as much detail as possible, including the voice of the child.
- Low Level Concerns should be reported to Chris Evans (Senior Deputy Head) or Phil King (Head) immediately. Concerns about the Head should be reported to the Chair of Governors (David Payling)

Contents

Key Contacts & Roles..... 1
1. Policy Statement and Principals..... 4
2. Safeguarding Legislation and Guidance..... 8
3. Roles and Responsibilities..... 9
4. Good Practice Guidelines and Staff Code of Conduct..... 16
5. Abuse of Position of Trust..... 17
6. Children Who May Be Particularly Vulnerable..... 17
7. Emotional Health and Wellbeing..... 19
8. Sexual Violence and Sexual Harassment (SVSH) & other Current Issues..... 21
9. Online Safety..... 33
10. Helping Children to Keep Themselves Safe/RSHE..... 35
11. Support for Those Involved in a Child Protection Issue..... 36
12. Complaints Procedure..... 37
13. If you have Concerns about a Colleague or Safeguarding Practice..... 37
14. Allegations Against Staff..... 38
15. Staff Training and Induction..... 39
16. Safer Recruitment..... 41
17. Site Security..... 42
18. Extended School and Off-Site Arrangements..... 42
19. Photography and Images..... 42
20. Physical Intervention and Use of Reasonable Force..... 43
21. Intimate Care..... 43
22. First Aid and Managing Medical Conditions..... 43
23. Changing Rooms and Other Sports Issues..... 44
24. Special Circumstances (to be included as appropriate for your school)..... 44
25. Remote Learning Safeguarding for future lockdowns..... 45
Part B Child Protection Procedures..... 45
Categories and Definitions..... 46
Voice of the Child..... 46
Physical abuse..... 46
Emotional abuse..... 47
Sexual abuse..... 47
Position of Trust..... 47
Neglect..... 47
Grooming..... 48
Indicators of abuse..... 48
Impact of abuse..... 50
Taking Action..... 50
Notifying parents..... 52
Dealing with Disclosures/ Allegations..... 53

Records and Monitoring.....54
The Safeguarding File..... 55
Referral to Social Care MASH (Level 4)..... 56
Escalation / Professional Disagreement.....57
Referral to Police.....57
Confidentiality and Information Sharing.....57
Appendices A – Safeguarding Concern Form (Pink).....63
Appendix B – Flow chart of actions when a concern in raised (taken from Keeping Children Safe in Education 2026).....64

PART A

1. Policy Statement and Principals

This policy is one of a series in the school's integrated safeguarding portfolios and approach.

Related safeguarding portfolio policies/procedures:

- Bereavement Policy
- Privacy Notice
- Retention of Records Policy
- Remote Education Policies (Junior and Senior)
- Relationships and Sex Education Policy
- Behaviour, Rewards and Sanctions Policy
- Staff code of conduct
- Drug and Substance Abuse Policy
- Prevent Policy
- ICT Code of Conduct (Staff and Pupil)
- Trips and Visits Policy
- Attendance Policy
- Anti-Bullying Policy
- Special Educational Needs, Disability and Inclusion Policy
- E-Safety and Digital Use Policy
- First Aid Policy
- Complaints procedure
- Supervision of Pupils Policy (EYFS, Junior and Senior)
- Whistleblowing Policy
- Visitor Policy
- Safer recruitment
- Exclusions Policy

It should be considered alongside Health and Safety legislative requirements https://www.gov.uk/government/publications/health-and-safety-advice-for-schools

The school's safeguarding arrangements are inspected by ISI using the **ISI Inspection Framework (Framework 23)** and evaluates compliance with the *Independent School Standards Regulations (ISSRs)*.

Our core safeguarding principles are:

Silcoates places safeguarding at the heart of all that we do. This policy aims to;

- protect children and young people from harm.
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment, maintaining a culture of vigilance, where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help (as soon as problems emerge) and effective support, protection and justice where maltreatment has occurred whether it has taken place in School, within the home, outside the home, including online.

This policy applies to Silcoates School ('the School') and concerns all staff and pupils at the School, including the Pre-School and anyone working on behalf of the School. This policy is reviewed and updated annually (as a minimum), by the Head and the Senior Deputy Head, and is available on the School website.

Policy principles

- Welfare of the child is paramount; actions will be taken in the child's best interests.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or allegation that may suggest a child is at risk of harm.
- There is a culture of vigilance, transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

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

West Yorkshire Consortium Procedures
http://westyorkscb.proceduresonline.com/index.htm

WSCP Wakefield Safeguarding Children Partnership
https://www.wakefieldscp.org.uk/
We will engage locally with Wakefield Safeguarding Children Partnership including taking part in the annual safeguarding audit and training offer.

Equality Act 2010

https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
As a school we welcome our duties under the Equality Act 2010. The general duties are to:

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

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

Coronavirus

We recognise that the global Covid 19 pandemic has had a significant impact on some of our pupils and increased pressure on our safeguarding staff. It is recognised that Coronavirus lockdowns have been, and may continue to be**, a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma. The school outlines the continued support offered in this policy.**

In the event of a full or partial school closure, school work will be set on Firefly. In addition, we will make use of live streaming using the Google Classroom platform. Separate remote teaching and learning policies for Juniors and Seniors outlines the measures taken by the School to ensure the safety of users. Staff are instructed to notify Chris Evans (DSL) of any concerns immediately. In the event of School closure, the DSL should still be contacted directly by phone. Staff should continue to look out for signs of abuse as per the main child protection policy.

In the event of a longer-term school closure, tutors will make regular weekly contact with all pupils, more frequent for those on the vulnerable pupils list. We will make contact with vulnerable pupils to invite them to continue attending school in line with government advice.

Concerns about the mental health of any student will be discussed by the DSL team and passed to relevant teaching staff. School will endeavour to strike a balance between academic progress and pupil wellbeing.

Terminology

Child/Children includes everyone under the age of 18.

Safeguarding Protecting children from maltreatment. Preventing the impairment of their **mental** and physical health or development, Ensuring that they grow up in circumstances consistent with the provision of safe and effective care, Taking action to enable the best outcomes.

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.

Early help Assessment All Early help assessments offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments require consent and should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from early help assessments may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however this is not a pre-requisite for making a referral in emergency circumstances. **CAF –** Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example. Any Early help assessment can be used in Wakefield.

TAC/F/S/EY Team around Child/Family/School/Early Years

Staff refers to all those working for or on behalf of the school, 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.

LADO – Local Authority Designated Officer/Designated Officer a post in the local authority, to coordinate and manage allegations against staff.

Social Care MASH – Wakefield's children social care/Family services/Integrated Front Door/Multi Agency Safeguarding Hub

CAMHS Child and adolescent mental health service

WSCP Wakefield Safeguarding Children Partnership. This has replaced WDSCB Wakefield District Safeguarding Children Board.

Signs Of Safety – an approach to family intervention work, used across the Continuum of Need. This has been incorporated into **Wakefield Families Together – Connecting Practice Approach** now used in Wakefield.

Restorative Approach – using language and skills to reduce conflict and foster relationships in order to help people reach sustainable solutions to problems. This is the overarching aim of any work and training in Wakefield district.

Continuum of Need – outlines the difference levels of support for children and families in Wakefield District.

CPOMS – Child Protection Online Management System

MARF – Multi Agency Referral Form used in Wakefield District

MACE panel Multi Agency Child Exploitation panel.

ACES Adverse Childhood Experiences

CiC Child In Care

2. Safeguarding Legislation and Guidance

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.

Education (Independent Schools Standards) Regulations 2014 require independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
The same applies through the Non Maintained Special Schools (England) Regulations 2015

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.

Serious Crime Act 2015
Includes the mandatory reporting of FGM.

Working Together to Safeguarding Children (2026) covers the legislative requirements and expectations on all services working with children to safeguard and promote the welfare of Children. The three safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf

Keeping Children Safe in Education (2026)

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

https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_children_safe_in_education_2026.pdf

All staff should read Part One of KCSIE 26 and staff can find a copy is the office of the DSL. Staff who work directly with children should also read Annex A.

Sexual Violence and Sexual Harassment between children in schools and colleges

Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)

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/publications/protecting-children-from-radicalisation-the-prevent-duty

Teaching Standards

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

Statutory Framework for the Early Years Foundation Stage

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

3. Roles and Responsibilities

KEY EXTERNAL CONTACT DETAILS

Wakefield & District Safeguarding Children Partnership: Local Authority Designated Officer (LADO)	Jan Tilson/Jemma Bloxsome TEL: 01977 727032 EMAIL: lado.referrals@wakefield.gov.uk
Wakefield & District Safeguarding Children Partnership: Social Care Direct	TEL: 0345 8503503 (open 24 hours) EMAIL: social_care_direct@wakefield.gov.uk

Support and Advice about Extremism	**Police** West Yorkshire Police EMERGENCY: 999 NON EMERGENCY NUMBER: 101 Live Chat: https://www.westyorkshire.police.uk/LiveChat **Local Authority** Wakefield Local Authority Prevent Coordinator TEL: 07825 281312 EMAIL: communitysafety@wakefield.gov.uk PREVENT LEAD: Rachel Payling **Department for Education** NON EMERGENCY NUMBER: 020 7340 7264
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gov.uk
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 020 7593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

KEY SCHOOL CONTACT DETAILS

Governors	**Chair of Governors** Mr David Payling TEL: c/o Caroline Ramsey 01924 885202 EMAIL: chairofgovernors@silcoates.org.uk **Nominated Safeguarding Governor** Mr Richard Fenn TEL: c/o Caroline Ramsey 01924 885202 EMAIL: safeguardinggovernor@silcoates.org.uk

Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads	**Main DSL for the School** Mr Chris Evans TEL: 01924 885293 MOB: 07799 049447 EMAIL: christopherevans@silcoates.org.uk **Deputy DSL (Sixth Form)** Mr Anand Mistry TEL: 01924 885240 EMAIL: anandmistry@silcoates.org.uk **Deputy DSL (Senior School)** Ms Nadine Simmons TEL: 01924 885240 EMAIL: nadinesimmons@silcoates.org.uk **Deputy DSL (Junior School)** Mrs Ellen Moss TEL: 01924 885297 ellenmoss@silcoates.org.uk **Deputy DSL (Junior School)** Mr Matthew Trotter TEL: 01924 885297 EMAIL: matthewtrotter@silcoates.org.uk **Deputy DSL (EYFS)** Mrs Tracy Escreet EMAIL: tracyescreet@silcoates.org.uk
Designated Teacher for Looked After Children	Mr Chris Evans TEL: 01924 885293 EMAIL: christopherevans@silcoates.org.uk
Lead on Prevent	Mr Chris Evans TEL: 01924 885293 EMAIL: christopherevans@silcoates.org.uk
Head	Mr Phil King TEL: 01924 885202 EMAIL: head@silcoates.org.uk

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Keeping Children Safe in Education 2026 of which appropriate sections will be issued to all staff.

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

Voice of the child

We will always seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the students wishes and feelings to act in their best interests.

Equality and Diversity

All members of the school staff and governing body will uphold the ethos of the Equality Act and any prejudicial related incidents will be recorded and actioned immediately.

Deputy designated safeguarding leads

Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.
Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated. The DSL and DDSL team will meet informally on a daily basis and more formally at least once every half term at the Welfare Committee team meeting.

Availability

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

DSL responsibilities;

- 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.

- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- refer cases where a crime may have been committed to the Police as required.
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the three safeguarding partners
- liaise with the Head to inform him 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 LADO Local Authority Designated Officer(s) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so the needs are considered holistically.
- act as the senior mental health lead where safeguarding concerns are linked to mental health. The DSL will also undertake Mental Health First aid training as required;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
    - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date using CPOMS. Information should be kept confidential and stored securely. Records should include:

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

The child protection files will only be seen by members of the DSL team and the School nurse. Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within **the first 5 days** of the start of a new term. This will be transferred separately from the main pupil file,

ensuring secure transit, and confirmation of receipt will be obtained. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with 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;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should 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, and at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

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

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

- The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KSCIE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,

- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

The Governing Body and Head ensures that the school complies by addressing all aspects of Part 2 of KCSIE 2026.

Governors will receive a safeguarding report from the DSL each term. This is discussed at the Risk & Governance governor meeting.

4. Good Practice Guidelines and Staff Code of Conduct

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

- treating all pupils with respect
- being alert to changes in pupils' 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, including online.
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, missing education and appropriate IT/social media use.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when pupils are present.
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.

- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with pupils and use of social media and online networking
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

Transporting Students

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

All of our staff are regularly reminded of codes of conduct and safer working practice and aware of and follow;

Safer Working Practices in Education guidance 2026
https://www.saferrecruitmentconsortium.org/

5. Abuse of Position of Trust

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

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

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

- disabled or have special educational needs (SEND)
- Young Carers
- Children who need a social worker
- Children in Care/ those recently returned to family from care
- Children Missing Education CME and children missing from school.
- privately fostered
- LGBT (lesbian gay bisexual trans)
- asylum seekers
- living transient lifestyles
- do not have English as a first language
- affected by domestic abuse/substance misuse/drug use/parental mental health issues
- affected by mental health issues including suicidal ideology, self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- gender questioning
- missing from home or care
- living in chaotic and unsupportive home situations
- have poor attendance at School
- 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, CCE or trafficking
- at risk of Honour Based Violence/Abuse (HBV/A) including;
  female genital mutilation (FGM), forced marriage and breast ironing.

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

SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities and can be disproportionately impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as 'part of the disability'. Additional time and communication means will be in place to allow children to communicate effectively with staff and extra consideration will be given if using restraint.
https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance

Wakefield SEND local offer;

http://wakefield.mylocaloffer.org/Home

7. Emotional Health and Wellbeing

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify behaviour that may suggest an issue.
If staff have concerns about the mental health of a pupil they will speak to relevant staff within the school including, if necessary, the DSL. If a student presents with a medical emergency then this is actioned immediately. Where a CAMHS referral is necessary then this is managed by Chris Evans who is the Mental Health Lead, or Anand Mistry, his Deputy.

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

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

We understand the impact that the global pandemic of coronavirus will have on our staff and students. At our school, we aim to promote positive mental health for every member of our staff and student body as well as respond to mental ill health. We will ensure emotional support is provided especially during stressful times e.g. exams.

Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope

- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

We understand that taking a listening and empathetic approach is important when talking to students about their mental health issues. This can sometimes be what is initially needed by the student rather than advice or direction. If there are any safeguarding concerns, discussion with the DSL will take place.

We do this by;

Tackling the stigma of mental health through assemblies and a range of guest speakers.
Ensuring that members of the DSL team, and the School Nurse are Mental Health First Aid Trained.
Ensuring that the profile of mental health remains high by covering aspects of this during INSET and staff meetings.

Promoting access to mental health support through dedicated Firefly pages and the safeguarding noticeboard.
Ensuring that staff are trained in aspects of Mental Health i.e. Papyrus workshop.
Employing the services of a counsellor who is available to pupils every week.
Covering a range of mental health topics in the PSHEE programme, including a dedicated scheme of work in Year 10.
We use Wakefield Resilience framework to build resilience in our students.

https://www.riskandresilience.org.uk/

Other useful links

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

https://youngminds.org.uk/youngminds-professionals/
https://www.selfharm.co.uk/

https://www.beateatingdisorders.org.uk/types/do-i-have-an-eating-disorder

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Suicide

We recognise that suicide is one of the biggest killers of children and young people in the UK. We have followed the national guidance document 'Building a Suicide Safer School' by

Papyrus; advice on policy, prevention, postvention etc. All staff have received training from Papyrus.

https://papyrus-uk.org/wp-content/uploads/2018/10/400734-Schools-guide-PAPYRUS.pdf

Local support can be found;

http://www.wakefield.gov.uk/health-care-and-advice/public-health/mental-health-wellbeing/childrens-mental-health

Samaritans step by step guide responding to a suicide;

https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/

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

The Bereavement Policy outlines the actions to be taken if a suicide were to occur.

8. Sexual Violence and Sexual Harassment (SVSH) & other Current Issues

There are many issues of concern affecting children today and not all can be listed here. For a guidance list, see Part 1 and Annex A in Keeping Children Safe in Education (2026). The issues are often complex and overlap. For resources on a wide range of safeguarding topics locally https://www.wakefieldscp.org.uk/education/

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

When to report to police the following guidance will be followed;

https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as sexual harassment, CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place (Senso and NetSupport), as well as education of staff and pupils. See later section.

Child on Child Abuse – sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating Child on child abuse, will always be taken seriously and swiftly acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessment completed as required. Students will be encouraged to report any concerns freely to any member of staff, by anonymously by email or by using the anonymous

reporting box. It will not dismissed as 'banter' or 'part of growing up'. Silcoates operates a zero tolerance for any form of discrimination including misogyny. Staff will challenge and report any instances, including the inappropriate use of language which may be offensive. These issues will be part of PSHEE /RSHE lessons and discussions take place in the weekly quiz. Victims will be supported through the school's pastoral system and external agencies and/or risk assessments if required.

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

Like with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a student could be suffering.

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

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

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

we will;

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

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

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Therefore any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

We will follow outlined guidance and risk assessment on any cases of sexual violence and harassment between our students.

Part 5 of Keeping Children Safe in Education (2026).

Victims will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves.

We will seek advice from other agencies such as police or social care if the case is above early help or internal management.

Any incidents of sexual violence will be reported to police.

Students are encouraged to report any concerns to a trusted member of staff. Pupils know that they can report any concerns to any member of the DSL team, including the School Nurse. There is also a dedicated email to report concerns; callitout@silcoates.org.uk

Sexual Assault Referral Centre SARC;

https://www.hazlehurstcentre.org/

See victim support services in Wakefield (on webpage).

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

Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph under a person's clothing without their permission/knowledge with the intention of viewing to

obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases of this in school.

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

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

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. Nor does it apply to children sharing adult pornography, which depending on its nature and other circumstances, may be handled through the school's behaviour policy.

School will follow the below guidance to define (aggravated or experimental), risk assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required.

The incident will be referred to DSL asap

DSL team will hold an initial review meeting

Children involved will be spoken to

Parents will be informed to support child (unless this places the child at risk)

Referral made to other agencies if necessary.

Sharing nudes and semi nudes guidance for school/college Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Remove a nude image online Remove a nude image shared online | Childline

Searching screening and confiscation guidance for schools;
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Children with Harmful Sexual Behaviour HSB/Wakefield HSB panel

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

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

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

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

Wakefield HSB panel

The support offered by this panel will be accessed via MASH if necessary. This will ensure a coordinated response for perpetrator as well as victim.

Panel members include;

Police

Social care

Forensic CAMHS

https://www.southwestyorkshire.nhs.uk/services/forensic-child-and-adolescent-mental-health-services-camhs/

Bullying

Bullying is an action that is repeated over time with the intent of hurting, harming or humiliating another person or group. Bullying occurs where there is a real or perceived imbalance of power.

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.

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

For info on sexual and sexist bullying;

Sexual and sexist bullying (anti-bullyingalliance.org.uk)

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE/RSHE education**.** If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head and the DSL's will consider implementing child protection procedures.

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

Staff are trained to recognise the various forms of bullying including online.

Staff to whom an incident is reported, or who first discover an incident, must:

· Stay calm and avoid making snap decisions or attaching blame;

· Make the situation safe, if necessary;

· Report the matter to the Senior Deputy Head, Heads of Section, Head of the Junior School (as appropriate) in the first instance.

Any member of staff who investigates an allegation of bullying should take accurate notes from all parties. The voice of the student must always be included. Copies should be given to the Senior Deputy Head as soon as possible, who will then record the information on CPOMS and take any follow up action as necessary.

Cyber Bullying

There is often a greater risk of cyber bullying outside of the normal school day. Pupils are educated about cyber bullying through the PSHEE programme and know that they can report this no matter what time or day an incident occurs.

https://www.childnet.com/resources/cyberbullying-guidance-for-schools

Contextual Safeguarding/ Extra Familial abuse

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

Contextual Safeguarding Network

https://contextualsafeguarding.org.uk/

Hate Crime

Any hate crime/incident will be reported through local reporting mechanisms –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. Police will be involved if necessary.

Prejudice Related Incidents

This school is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately under the appropriate policy. Advice will be sought from other agencies if appropriate.

Children Missing Education CME

CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise that at school e.g. home schooling. However, at any stage any child going missing from school, which includes within the school day, is a potential indicator of abuse and neglect, including exploitation, mental health concerns, risk of forced marriage etc. Poor or irregular attendance is a potential indicator of abuse. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. Where pupils are persistently absent due to illness, the local authority will be informed after 15 days' absence, or earlier if there are wider concerns. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All pupils will be placed and removed from admission and attendance registers as required by law.

We will collect, where possible, more than one emergency contact number for each pupil.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures (or other local authorities if the pupil resides outside the Wakefield district). Missing Officer – details in appendix.

Local procedures;

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

Child Sexual Exploitation CSE

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

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

Appropriate language: Child sexual and/or criminal exploitation guidance for professionals - Tackling Child Exploitation (researchinpractice.org.uk)

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.

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Child Criminal Exploitation CCE / County Lines

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

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

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

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Serious Violence

Staff will look out for signs that indicate that a student may be at risk of or involved in serious crime, including criminal networks or gangs and follow the appropriate referral pathways for help and support.

Practical advice for schools/colleges;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Searching, screening and confiscation guidance for schools
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Domestic Abuse

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

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

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of the abusive effect this has on children, even when they are not directly involved in incidents and that our staff may themselves be victims.

This school is taking part in Operation Encompass. Where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our pupils were present (only if the incident occurred within the Wakefield district). The purpose of this information sharing is to make the next day better for the child. We display information about help for Domestic abuse in reception and the staff common room.

http://www.operationencompass.org/

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

Resources for children

http://thehideout.org.uk/

Parental Conflict advice website;
https://relationshipmatters.org.uk/

Honour Based Violence/Abuse HBV/A – e.g. FGM/Forced Marriage/Breast Ironing.

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* on under 18's to the police. Reporting form is available on the WSCP website – education- templates.

Multi agency guidelines;

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf

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, threats or coercion is used.

Multi agency guidelines;

https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english

National Charity – Karma Nirvana;

https://karmanirvana.org.uk/

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

Preventing Radicalisation

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

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

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

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

Extremism – vocal or active opposition to our fundamental values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation – refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – an action that endangers or courses serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

We will work with other partners including the Channel Panel – a voluntary confidential support programme for those who are considered vulnerable to being drawn into terrorism.

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

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

We will ensure that any material distributed within School (either physical or electronic) has been approved by a member of the SLT.

Prevent police officer in Wakefield – details in appendix.

Prevent duty – link in legislation section.

Prevent referral form – WSCP website- education - templates

Resources to educate pupils; http://educateagainsthate.com/

Private Fostering

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

The school will follow the legal requirements of reporting to the Local Authority as set out by WSCP.

http://www.wakefield.gov.uk/Documents/schools-children/fostering/private-fostering.pdf

Homelessness

Wakefield procedures and support, including 16 and 17 year olds;

http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/homelessness

Drug Use

Local service – Turning Point Inspiring Recovery

https://www.wakefieldscp.org.uk/children-and-young-people/drugs-alcohol/

National Drug website

https://www.talktofrank.com/

Dealing with issues relating to Parental Responsibility – Dispute Resolution

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

https://helpwithchildarrangements.service.justice.gov.uk/

Fabricated Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child

https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

https://www.nhs.uk/conditions/fabricated-or-induced-illness/

Safe Sleeping/Coping with Crying – for early years

ICON / Safer Sleep | Wakefield Safeguarding Children Partnership (WSCP) (wakefieldscp.org.uk)

9. Online Safety

Many of our pupils will 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, Social and Digital Media Policy** explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Cyberbullying and sharing nudes and semi nudes by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHEE/RSHE. Parents are encouraged to consider measures to keep their children safe when using social media and the School supports this with useful links on our Firefly pages and through a parental information evening.

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

- **Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism or radical and extremist views, misinformation, disinformation and the use of Artificial Intelligence. The risk of AI-generated deepfakes or synthetic youth-produced sexual imagery (YPSI) used for peer-on-peer bullying or harassment

- **Contact:** being subjected to harmful online interaction with other users; for example, peer on peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom and exploit them for financial, criminal, sexual or other purposes. Pupils interacting with generative AI chatbots or hyper-realistic avatars that simulate human relationships, potentially bypassing traditional online monitoring filters
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi nudes and 'or pornography, or online bullying and
- **Commerce**. Risks such as online and in-game gambling, inappropriate advertising, phishing or other financial scams.

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

Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations. Pupils read and sign the pupil version each academic year. Details can be found in the **ICT Code of Conduct (Pupil)** and **ICT Code of Conduct (Staff).**

We have self-assessed our school's online safety provision using 360 Degrees, a nationally recognised self-assessment tool. This allows us to continually reflect and enhance our online safety processes. There is also an annual review of filtering and monitoring across the School. This is carried out by the network manager (Michael Collinson), the DSL (Chris Evans) and the Safeguarding Governor (Richard Fenn) who is the Governor responsible for filtering and monitoring. Monitoring occurs on multiple levels. Classroom teachers are trained to monitor Chromebook use in lessons. Monitoring alerts are received by the DSL and Network manager who review and act on alerts in a timely manner.

If we use any external speaker to add to our curriculum, we will ensure we follow the below advice and checklist;

https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

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

Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)

To protect students from mobile technology accessing 3G, 4G and 5G we will have a ban on mobile phones whilst in school. The only exception to this is when pupils are directed to use their device for a specific academic purpose in a lesson. Details can be found in the **Mobile Phones Policy.**

See above section for Sharing Nudes and Semi Nudes.

Report harmful content;

Report Harmful Content - We Help You Remove Content

Teaching Online Safety in Schools

https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Education for a Connected World

https://www.gov.uk/government/publications/education-for-a-connected-world

Professionals online safety helpline

https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline

Online Safety for SEND

https://www.childnet.com/resources/star-sen-toolkit

https://www.thinkuknow.co.uk/professionals/resources/

Gaming Advice

https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/

10. Helping Children to Keep Themselves Safe/RSHE

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

Our approach is designed to help children to think about risks they may encounter both on and off line and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about consent, online safety, including sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children's mental health week, internet safety day etc.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a

member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and off line.

However all our pupils 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.

We have clear links between our RSHE lead and the DSL team to support vulnerable students with these sensitive topics. Please see **Relationships, Sex and Health Education Policy.**

We will follow the guidance on RSHE education.

https://www.gov.uk/government/publications/sex-and-relationship-education

We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across school.

https://www.wakefieldscp.org.uk/children-and-young-people/young-peoples-charter/

We use Wakefield Resilience framework to build resilience in our students.

https://www.riskandresilience.org.uk/

11. Support for Those Involved in a Child Protection Issue

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

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

- taking all suspicions and disclosures/ allegations seriously
- nominating a link person *(DSL)* who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

12. Complaints Procedure

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

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

All complaints and concerns will be recorded.

13. 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, no matter how small, about a colleague or the safeguarding practice within the school. The school's whistleblowing code (*can be found in the Whistleblowing Policy)* 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 immediately to the DSL or the Head. Complaints about the Head should be reported to the chair of governors. Concerns shared with the DSL will be passed to the Head in a timely fashion.

Staff may also report their concerns directly to the LADO or the police if they believe direct reporting is necessary to secure action or to the NSPCC whistleblowing helpline – see appendix.

The term 'low-level concern' does not mean that it is insignificant, it means that it does not meet the harms threshold. It is an allegation and meets the harms threshold if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicated he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including appropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider referral to the LADO

Examples of such behaviour could include, but are not limited to:

- being over-friendly with children;
- having favourites;
- taking photographs of children on their personal mobile phone or other device;
- engaging with a child in a one-on-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Whether the member of staff considers the conduct of a colleague or other adult in the school low-level or more serious, the action to be taken is exactly the same: refer immediately to the Head (or DSL) without informing the colleague or other adult, unless the concern relates to the Head in which case the matter should be referred immediately to the Chair of Governors.

All concerns will be recorded.

14. Allegations Against Staff

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed. See Keeping Children Safe in Education (2026) Part 4. It is important to have a culture of openness and transparency and a consultation with the LADO 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 or
- **Behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

We will also robustly record any low-level concerns that may not reach the above thresholds.

Allegations against staff should be immediately reported to the Head. Allegations against the Head should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action.

The Head should do an urgent initial consideration in order to establish if there is substance to the allegation, the Head should not carry out any investigation until consultation with the LADO. Full and accurate records will be made at every stage.

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

Depending on outcomes of investigations it may be necessary to report to the DBS/Teaching Regulation Agency as per guidance.

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

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

The full procedures for dealing with allegations against staff, including supply staff, can be found in *Keeping Children Safe in Education* (2026) part 4.

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.

Safer Working Practice training is undertaken every 2 years to remind staff of code of conduct and behaviour expectations.

15. Staff Training and Induction

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

and the Head, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletters/staff meetings.
WSCP advice is that all school staff receive Education specific basic refresher training once every 2 years. Alongside Safer Working Practice Training every 2 years.

Staff are trained to seek and record the voice of the child and take this into consideration when making decisions. However, there may be circumstances where we override the student's wishes and feelings to act in their best interests e.g. in case of CSE where, as a result of perpetrator grooming, the student does not want any intervention.

Our staff are trained in ACEs Adverse Childhood Experiences, they understand and aim to work towards trauma informed practice.

All of our staff are aware of and trained in the following;
Safer Working Practices in Education guidance 2026
https://www.saferrecruitmentconsortium.org/

DSL's will receive face to face training updated every two years. They must also do Prevent training. All DSL's are strongly recommended to also attend the multi-agency Working Together Training – A Shared Responsibility.

DSL's will be supported and encouraged to attend additional training to keep up to date, including DSL forums, sign up to WSCP E-bulletin and other multi-agency training offered by WSCP and the Safeguarding Advisor. Specifically, they are encouraged to attend specific Domestic Abuse training, before signing up to Operation Encompass, and specific Online Safety training.
For further info on free face to face or recorded courses see
https://www.wakefieldscp.org.uk/education/training-schools-colleges/

Governors will receive regular appropriate training to support their role in safeguarding.

Head and Chair of Governors are encouraged to undertake managing allegations against staff training.

All training will be recorded, including sign in sheets, and monitored to flag in advance when updates are required. Any training done by third party or independent providers must reflect local protocols and training minimum standards.

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One & Annex A of Keeping Children Safe in Education (2026) give further details on what actions to take if staff have concerns. Staff should always discuss concerns with a DSL.

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

received this and understood

16. 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 (2026) together with WSCP and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education (2026) – Part 3. Including;

- Recruitment and selection process
- Pre-appointment and vetting checks
- Other checks that may be necessary
- How to ensure ongoing safeguarding

References will be sought before interview so any concerns can be explored. Under GDPR we will not keep DBS certificates.
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 (2026) Part 3.

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

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

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

Visitors
If they work in regulated activity we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Head will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

17. 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 one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. All staff are expected to clearly wear their ID badges whilst on site.

18. Extended School 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 a DSL will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

Keeping children safe in out-of-school settings: code of practice - GOV.UK (www.gov.uk)

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

Alternative Provision

We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed.

19. 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.

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for example, on our

website or in newspapers or publications)
- seek parental consent
- not use pupil's full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use school equipment, i.e. not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

20. 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. Safeguarding and welfare concerns will be explicitly taken into account if restraint is used on SEND students.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)

21. Intimate Care

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be 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.

22. First Aid and Managing Medical Conditions.

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

Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

23. Changing Rooms and Other Sports Issues

We will take advice from the local Safeguarding Partners as well as national advice from the NSPCC Sports unit.
https://thecpsu.org.uk/

24. Special Circumstances (to be included as appropriate for your school)

Looked after Children LAC/Children in Care CiC

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements, including contact. The designated teacher for Looked After Children and the DSL team 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/CiC and meet the needs in their PEP (Personal Education Plan)
https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children
https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children
Wakefield Virtual School – see contacts section

Children with a social worker

We will promote educational outcomes of this group by DSL's appropriately sharing information about the welfare, safeguarding and child protection issues that this group of children are experiencing, or have experienced, with teachers and school leadership staff. DSL's will ensure staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2026)*.

Children staying with Host Families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the school follows the guidance in *Keeping Children Safe in Education (2026)* to ensure that hosting arrangements are as safe as possible.

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

25. Remote Learning Safeguarding for future lockdowns

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

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

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

Our DSL will follow local checklists when undertaking any home visits to children who are not accessing provision.
Resources & Agencies | Wakefield Safeguarding Children Partnership (WSCP) (wakefieldscp.org.uk)

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

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

Remote education is provided as outlined in the Remote Learning Policies; **Remote Teaching and Learning Policy (Senior)** and **Remote Teaching and Learning Policy (Junior).**

Safeguarding considerations will include using local WSCP checklists and government guidance;

Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)

Part B Child Protection Procedures

Categories and Definitions
To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
For allegations against staff please see earlier section.

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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults; however, it is important that we recognise that students can also be abused by another child or children.

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

Voice of the Child
We will always seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the student's wishes and feelings to act in their best interests e.g. in case of CSE where, as a result of perpetrator grooming, the student does not want any intervention. We promote support for any alleged victim, including child on child abuse, and will never victim blame.

Contextual Safeguarding/Extra Familial Harm is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. For example, online safety, CSE, CCE, drug use, mental health issues.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. However, it is important to remember that children can be abused outside their family home.

Physical abuse
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Position of Trust

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

See abuse of position of trust in earlier section.

Neglect

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

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

Wakefield Neglect Toolkit – will be consulted before any referral is made regarding Neglect.
https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2026).

Grooming

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

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, because they are ashamed or embarrassed, or their abuser has threatened them or they don't want the abuser to get into trouble. It is also 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: (not designed to be a checklist)

- have bruises, burns, fractures or other injuries which do not have a plausible explanation. E.g. bruises on babies who are not yet mobile, bruises on cheeks, ears, palms, arms, feet, back, buttocks, tummy, backs of legs, bruises in clusters, bruises with finger/belt marks, cigarette burns.
- challenge authority, have outbursts of anger, poor behaviour – trauma response.
- be reckless with regard to their own or others' safety
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- display affection or attention seeking behaviour
- regularly flinch to sudden but harmless actions e.g. raising a hand
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- self-harm incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- display violence/sexualised behaviour towards animals, toys, peers
- regress to younger child behaviour
- become uninterested in their school work

- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- have unexplained gifts/money/mobile phones or are over secretive online
- have low self esteem
- steal or scavenging compulsively
- overly affectional to strangers or people they haven't known for very long
- traumatic mutism

Responses from parents that may cause concern;

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

Disabled children; other signs to consider

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

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

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

Impact of abuse

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

Our staff are trained in ACEs Adverse Childhood Experiences, they understand and work towards trauma informed practice.

Adult Survivor helpline -see appendix.

Taking Action

It is the responsibility of staff to report and record their concerns as soon as possible. A DSL will be available at all times, within the school day, for staff to speak to.

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

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here" and remain professionally curious.

Key points for staff to remember for taking action are:

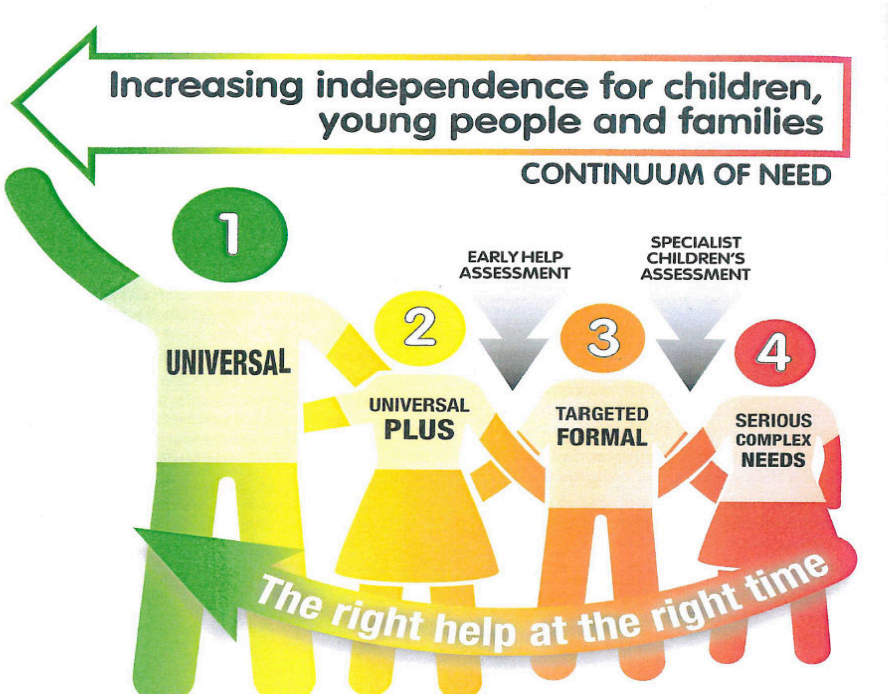
- If an emergency take the action necessary to help the child, for example, call 999 or seek medical attention
- **REPORT your concern to a DSL as soon as possible.**
- **Complete a RECORD of your concern, using a professional tone and language, using the Pink Form (Appendices A) in the Quiet Common Room and immediately pass onto to a DSL. If you need assistance with this please speak to Chris Evans or any other member of the DSL team (posters around the school show the team).**
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- Seek support for yourself if you are distressed, see helplines in contacts section.
- Ask for feedback and if there are no improvements push for reconsideration. See escalation section.

The DSL team will discuss the concern and agree a course of action.

See flowchart in Keeping Children Safe in Education (2026) Part 1. (Appendices B)

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 needs a lower level of support to help the situation. Wakefield Families Together website provides lots of advice and support – Early help; Wakefield Families Together – Wakefield Families Together

The Children First hubs and Team Around the School (TAS) arrangements/school link workers are able to signpost school staff and offer support.



Level 1 – Universal services are meeting the needs – no extra intervention needed.
Level 2 – For example a universal service is providing extra support, or have referred to one other single agency. Early Help Single Agency
Level 3 – Multi agency approach to support. Multi agency early help/ SoS assessment. Children First Hub and TAS arrangements may be able to support. Multi agency Early Help

Level 4 – Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess, investigate and lead at this level.

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

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, for example their artwork could be bizarre, they may write stories or poetry that reveal confusion, distress or mental health issues or their behaviour may have changed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died or a grandparent is very ill.

It is fine for staff to ask the pupil if they are OK, if they are worried about anything or if everything is ok at home.

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

Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with a DSL.

Notifying parents

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

However, if 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 MASH or school link workers.

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

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

If the concern is low level and can be dealt with through the pastoral support in school (Level 2) a DSL will initiate early intervention to;

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

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

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

If school needs further help (i.e. move to level 3) other agencies/hub link worker will be contacted and if issues escalate the social worker link workers can be contacted or if necessary a referral made to social care/MASH (level 4)

Risk assessments may be required in certain circumstances e.g. HSB. Schools can use a general risk assessment template and may wish to consult with other agencies for additional support and input.

The Wakefield Neglect toolkit will be considered in any cases of Neglect.
https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/

It is important to continually reassess concerns if there are no improvements.

Dealing with Disclosures/ Allegations

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

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

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

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

- Focus on listening rather than giving advice
- Allow pupils to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener

- Give reassuring nods or words of comfort –'I want to help', 'This isn't your fault', 'You are doing the right thing talking to me'
- Not be afraid of silences, and allow space and time for the pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- 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.
- Use questions such as 'Tell me what happened…..?' 'Is there anything else you want to tell me? '
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer physical touch as comfort. It may be anything but comforting to a child who has been abused. However this will be case and age specific. If it is appropriate and in the child's best interest, the member of staff will use safe touch following advice given in Safer Working Practice guidelines and in training.
- Remember professional boundaries and not share personal experiences or information such as 'that happened to me'
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I wish you had told me about this when it started' or 'I can't believe what I'm hearing' is not helpful and may be interpreted by the child to mean that they have done something wrong
- Not pass judgement on the perpetrator
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- Write up their conversation as soon as possible and hand it to the designated lead. Do not discuss with other staff.
- Seek support if they feel distressed – From DSL team / helplines, found in the contacts section.

Staff should be aware that SEND students may face additional safeguarding challenges and any barriers to disclosure should be removed.

Records and Monitoring
Why recording is important

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

A cause for concern recording 'Pink Form' is available on Firefly and in the Quiet Common Room as a hard copy.

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

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

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

All concerns will be logged on CPOMS. 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 full details.

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.

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 pupil file and will be held securely only to be accessed by appropriately trained DSL's.
The school will keep professionally written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.

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 team in analysis and action, which may include no further action, monitoring, whether an Early help assessment should be undertaken, or whether a referral should be made to other agencies - Social Care MASH/Children First Hubs/TAS in line with the Continuum of Need document (see link in appendix) and reflecting the Signs of Safety approach. (see referral checklist on WSCP education webpage)

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

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

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

All concerns will be reviewed by the DSL and the relevant DDSL. The DSL will offer feedback and suggested actions to staff. Serious cases will be reviewed at the Welfare Committee meeting.

If the child moves to another school, the file will be securely sent or taken to a DSL at the new establishment/school **within 5 days** and a **written receipt will be obtained.** There will be a timely liaison between each school's DSL, and if necessary a face to face meeting, to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance. **https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance**

Child protection records may be 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 in certain circumstances. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head, who will consult with information governance.

Referral to Social Care MASH (Level 4)

Wakefield offer a consultation service before referral is taken. It is important to ring for a discussion before filling in a MARF.

A DSL will make a referral to Social Care MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. In DSL absence anyone can make a referral. This is done in Wakefield with reference to the Continuum of Need (see link in appendix) and MARF Multi Agency Referral Form, sent securely. There is a DSL referral checklist and referral form available on WSCP safeguarding for schools webpage. Social care should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required.

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

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

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

The Wakefield Neglect toolkit will be considered in any cases of Neglect before referrals are made to other agencies.
https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/

Escalation / Professional Disagreement
If the situation does not appear to be improving or there is any professional disagreement with the outcome the school will press for reconsideration and follow WSCP professional disagreement procedure.
https://westyorkscb.proceduresonline.com/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.

Referral to Police
Remember if a criminal offence has occurred it will be necessary to contact the police 101 or 999 as appropriate. It may be useful to state which department we require e.g. child safeguarding unit / CVE team / indecent images team.
If we believe a child is being radicalised we will refer to the Prevent police officer using the referral form on the WSCP education page.

When to Report to Police guidance;

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

Local partnership intelligence portal PIP – to report intelligence -does not replace usual procedures if child is at risk.
Partnership Intelligence Portal | West Yorkshire Police

Home Visits
When our staff are required to do home visits we will follow best practice and consult the checklist
https://www.wakefieldscp.org.uk/education/templates/

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

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

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

The Seven Golden Rules for Safeguarding Information Sharing

- 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 the decision and reason for it.

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

https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

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

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

Local & National Contact Details

Wakefield Social Care MASH

Phone: 0345 8503 503 (consultation is necessary before referral)
Minicom: 01924 303450 (type talk welcome)
Email: **social_care_direct_children@wakefield.gov.uk**

Wakefield Continuum of Need document;
https://www.wakefieldscp.org.uk/professionals-and-practitioners/early-help-strategy/

Wakefield Families Together website
Wakefield Families Together – Wakefield Families Together

Local Children First Hub
City Limits
Thornhill Street
Wakefield
WF1 1NL

Tel: 01924 303 272
Email: cfhwakefieldwest@wakefield.gov.uk

https://www.wakefieldfamiliestogether.co.uk/community-support/family-hubs/

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

Child Safeguarding Unit

wakefield.sguchild@westyorkshire.pnn.police.uk

CVE Police Team

cveteam@wakefield.gov.uk

01924 303570

West Yorkshire Police partnership intelligence portal PIP – to report intelligence -does not replace usual procedures if child is at risk. (schools have one sign in all DSL's have access to)
Partnership Intelligence Portal | West Yorkshire Police

Wakefield Safeguarding Children Partnership WSCP/ 3 Safeguarding Partners

https://www.wakefieldscp.org.uk/

Safeguarding Advisor for Education

Vicki Maybin

vmaybin@wakefield.gov.uk

07788743527

Safeguarding Information webpage for Wakefield Schools;

TRAINING OFFER, TEMPLATES, AUDIT, RESOURCES & local and national agencies, MANAGING ALLEGATIONS,

https://www.wakefieldscp.org.uk/education/

Future in Mind - Mental health practitioner

https://www.wakefieldccg.nhs.uk/home/patient-in-wakefield/local-services/mental-health-and-wellbeing/children-and-young-people/future-in-mind

CAMHS Single point of access SPA

01977 735865

https://www.southwestyorkshire.nhs.uk/services/camhs-wakefield/

Wakefield Resilience Framework;

https://www.riskandresilience.org.uk/

Wakefield School nursing/ Health visiting service;

https://www.bdct.nhs.uk/services/school-nursing-teams-wakefield/
https://www.bdct.nhs.uk/services/health-visiting-wakefield/

Wakefield District Domestic Abuse Service WDDAS

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

0800 915 1561 or domesticabuse@wakefield.gov.uk

Prevent Contacts – referral form see templates on WSCP website.
Prevent – Wakefield Community Safety Team communitysafety@wakefield.gov.uk

01924 306645 / 01924 306776 Or 07468 700810 / 07827 955425

Prevent Police Officers

wd.prevent@westyorkshire.pnn.police.uk or 07789753634 / 07590357469

Wakefield Education Welfare service;

http://www.wakefield.gov.uk/schools-and-children/supporting-families/education-welfare-service/about-education-welfare-service

Elective Home Education - Wakefield Council

Children Missing Education - Wakefield Council

Virtual Head for CiC

Jackie Roper

Jrop

er@wakefield.gov.uk

Wakefield Local Offer – for children with SEND and their families

http://wakefield.mylocaloffer.org/Home

NSPCC Speak out Stay safe service for Primary schools

https://learning.nspcc.org.uk/services/speak-out-stay-safe

Drug support for young people

https://www.turning-point.co.uk/

Wakefield voluntary sector Young Lives Consortium

http://www.ylc.org.uk/

Wakefield Adult Services

http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services

Wakefield Well Women Centre

http://www.wellwomenwakefield.org.uk/

Wakefield District Housing WDH

https://www.wdh.co.uk/ContactUs/

OneCALL 0345 8 507 507

Wakefield Youth Work Team

http://wfyouth.co.uk/

Wakefield Young Carers;

http://www.wakefield.gov.uk/schools-and-children/early-help/young-carers

NSPCC Helpline

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

NSPCC Report Abuse in Education

0800 136 663

Counter Terrorism helpline

0800 789 321

Forced Marriage Unit

020 7008 0151

fmu@fco.gov.uk

National Association People Abused in Childhood NAPAC

0808 801 0331

https://napac.org.uk/

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.

0808 1000 900

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

Professional Online Safety helpline

0844 3814772

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.			
Reviewed by:	Mr Chris Evans - Senior Deputy Head		
Date of last review:	June 2026	**Date of next review:**	June 2027

Appendices A – Safeguarding Concern Form (Pink)

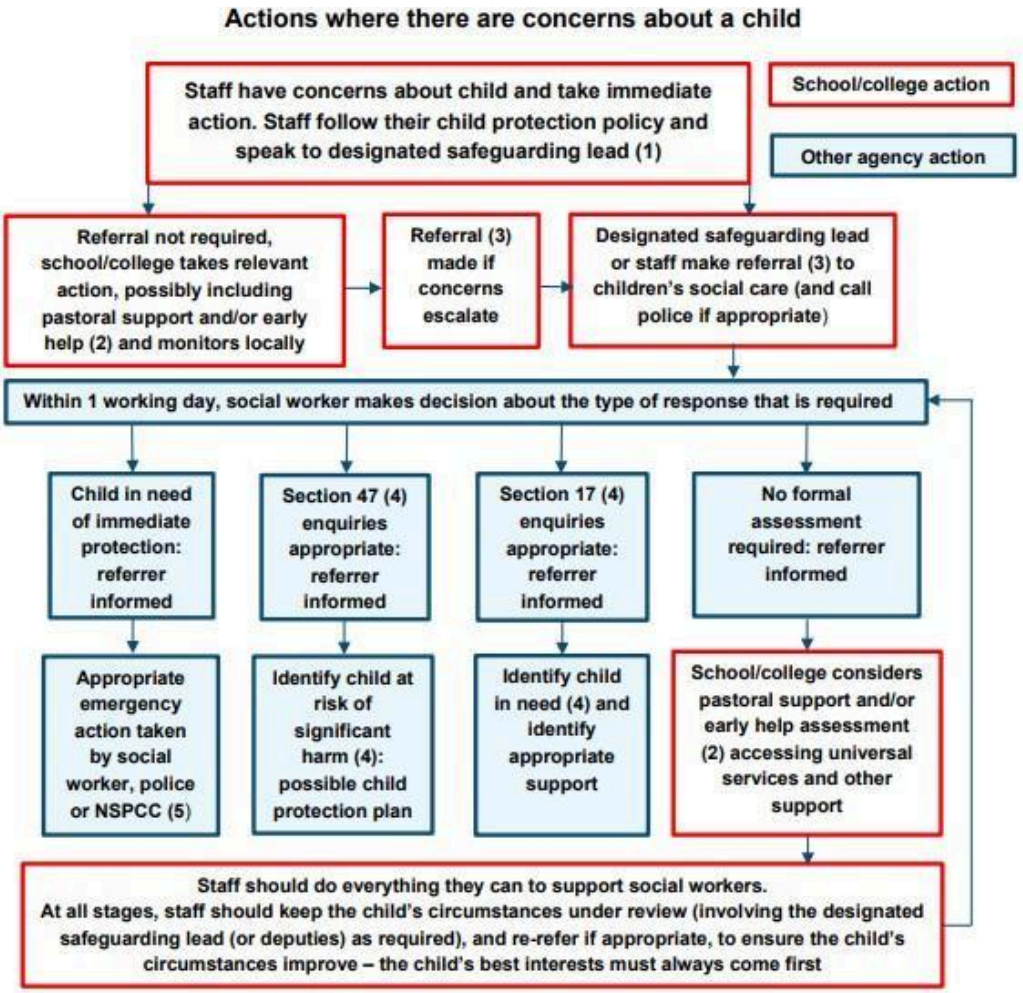
SILCOATES

Safeguarding Concern Form

Please complete this form in as much detail as possible and return it to Chris Evans for secure keeping.

Which School: (please tick)	Senior School ☐ Junior School ☐ Pre-School ☐
Student Name:	Form:
Date:	Time:
Staff Name & Position:	Signature:
Record the following factually:	What?
	Where?
Offer an opinion where relevant: (how and why might this have happened?)	
Substantiate your opinion: (Note the action which you have taken, including the names of anyone to whom your information was passed).	

Appendix B – Flow chart of actions when a concern in raised (taken from Keeping Children Safe in Education 2026)



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

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

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).