



**CASTLEFORD
PARK JUNIOR ACADEMY**

Safeguarding and Child Protection Policy

Castleford Park Junior Academy

November 2017

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Reviewed by:

Designated Safeguarding Lead: Miss K Law

Date: 23rd November 2017

Deputy Designated Safeguarding Lead: Mrs J Roberts

Date: 23rd November 2017

Headteacher: Miss K Law

Date: 23rd November 2017

Nominated Governor: Mrs S Churm (Chair of Governors)

Date: 23rd November 2017

1. Policy Statement and Principles

This policy is one of a series in the academy's integrated safeguarding portfolio. It should be considered alongside Health and Safety legislative requirements.

The academy's safeguarding arrangements are inspected by Ofsted under the judgement - Safeguarding – Is it effective?

Our core safeguarding principles are:

- The academy's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Representatives of the academy community will be involved in policy development and review
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The academy will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

Child protection statement

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

Policy principles

- Welfare of the child is paramount
- 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 act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of 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 academy's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the academy's safeguarding portfolio

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Wakefield District Safeguarding Children Board WDSCB/ West Yorkshire Consortium Procedures. <http://westyorkscb.proceduresonline.com/index.htm>

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

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

academy will act on identified concerns and provide early help to prevent concerns from escalating.

Terminology

Child/Children include everyone under the age of 18.

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

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

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

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

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

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

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

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

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

DSL - Designated Safeguarding Lead.

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.

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

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.

Statutory Guidance

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

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

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

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

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

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

All staff should read Part One of this guidance and staff can find a copy on the safeguarding notice board, on the academy website, and as an appendix to this policy.

Prevent Duty Guidance – England and Wales

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

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

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

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.

3. Roles and Responsibilities

Key personnel

The designated safeguarding lead (DSL) for child protection (member of senior management) is

K.Law Headteacher

Contact details: email:klaw@pjademy.net tel: 01977 518959

The deputy DSL is J Roberts Deputy Headteacher

Contact details: email: jroberts@pjademy.net tel: 01977 518959

The nominated child protection governor are J. Hughes and S Churm

Contact details: email:governors@pjademy.net

Chair of Governors is S. Churm

Contact details: email:governors@pjademy.net

The learning mentor who is also Deputy DSL is Donna Foster

Contact details: email: dfoster@pjademy.net tel: 01977 518959

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2016.

The academy will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable. This person should have the status and authority within the academy to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. Any deputy leads will be trained to the same level.

DSL responsibilities:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care as required
- Refer to the Designated Officer for all cases which concern a staff member (this will be with the Headteacher – who is the case manager in these cases).
- Support staff who make referrals to local authority children's social care;
- Refer to Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or
- Refer cases where a crime has been committed to the Police.
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise to staff.

Training

- DSL and any deputies should attend appropriate training carried out at least every two years
- The designated safeguarding lead will undertake Prevent awareness training. [In addition to the formal training set out above](#), their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals as required (but at least annually) to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the academy's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the academy's safeguarding and child protection policies are known and used appropriately
- Ensure the academy's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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 academy in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the academy, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The deputy DSLs are appropriately trained and, in the absence of the designated lead, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated lead, the deputy will assume all of the functions above.

The Governing Body ensures that the academy:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account WDSCB procedures.
- The Chair of Governors liaises with the Designated Officer in the event of an allegation

being made against the head teacher.

- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child voice and that there are systems in place for feedback and pupils' views.
- Appoints a designated Looked After Children LAC teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Headteacher, receive information about the academy's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- Ensure appropriate **online filter and monitoring systems** are in place and ensure online safety is covered in a range of curriculum area lessons.

The Headteacher:

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

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 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 academy's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, 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 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 in compliance with academy 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 the DSL, or, if necessary directly to police or children's social care.
- Following the academy'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.

5. Abuse of Position of Trust

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

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

Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration.

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

- Missing education/missing from education.
- Disabled or have special educational needs.
- Young carers.
- Looked After Children.
- Privately fostered children.
- Affected by domestic abuse.
- Affected by substance misuse/drug use.
- Affected by mental health issues including self-harm and eating disorders.
- Affected by poor parenting.
- At risk of Fabricated or Induced Illness.
- At risk of gang and youth violence.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- Live transient lifestyles.
- LGBT (lesbian gay bisexual transgender).
- Missing from home or care.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Vulnerable to extremism or radicalisation.

- Vulnerable to faith abuse.
- Involved directly or indirectly in child sexual exploitation CSE or trafficking.
- Do not have English as a first language.
- At risk of Honour Based Violence (HBV).
- At risk of female genital mutilation (FGM).
- At risk of forced marriage.

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

7. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap e.g. example drug use/alcohol misuse/truanting. Drugs advice <https://www.gov.uk/government/publications/drugs-advice-for-schools>. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

Online safety is exceptionally important and will continue to be high priority, as it is often how issues are facilitated; CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. See later section.

Peer on Peer Abuse – sexting/cyberbullying/sexual assaults.

This will always be taken seriously and acted upon under the appropriate policy e.g. safeguarding, bullying etc. and will not be dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE lessons and discussions. Victims will be supported through the academy’s pastoral system. Any hate crime/incident will be reported through local reporting mechanisms – see appendix.

Sexting

Sexting is where someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages.

School will follow the updated guidance;

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

<http://www.gov.uk/government/publications/searing-screening-and-confiscation>

Bullying

Is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

Is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child’s wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. 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 education. **If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.**

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

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

Children with sexually harmful behaviour

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

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

Children Missing Children CME

A child going missing from education, which includes within the academy day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

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

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with local Wakefield procedures. Missing Officer – details in appendix.

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

Child Sexual Exploitation CSE

Involves exploitative situations where a child, male or female, receives something from an adult as a result of engaging in sexual activity. This can be seemingly 'consensual' relationships to serious organised crime gangs. There will be an imbalance of power where the perpetrator holds power over the victim. This is a serious crime. Local CSE procedures in Wakefield – details in the appendix. The police team can be contacted for extra support and information. NB they do not take the place of your usual reporting procedures.

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

Child Criminal Exploitation CCE

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

'County Lines' is a national issue involving the use of mobile phone 'lines' by groups to extend their drug dealing business into new locations outside their home areas. This issue

Domestic Abuse

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

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience Domestic Abuse at some time in their lifetime. We will be mindful of this affects children and that our staff may themselves be victims.

The academy is taking part in Operation Encompass. This is where the police will contact us if they have been called to a domestic violence incident that may affect one of our children.

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

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

Honour Based Violence HBV – e.g. FGM/Forced Marriage

Female Genital Mutilation FGM

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

Multi agency guidelines;

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

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>

Preventing Radicalisation

This is part of our wider safeguarding duty. We recognise that the academy plays a significant part in the prevention of this type of harm and we will include education through our curriculum and the teaching of British Values.

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

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.

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

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

Prevent police officer in Wakefield – details in appendix.

Prevent duty – link in legislation section.

Prevent referral form – WDSCB website –education- templates

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 academy will follow requirements of reporting as set out by WDSCB.

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

Dealing with issues relating to parental responsibility

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

8. Helping Children to Keep Themselves Safe

Children are taught to understand relationships, promote British values and respond to and calculate risk through our assemblies, ‘drop down days’, Sex and Relationships (SRE) education lessons and in all aspects of academy life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome 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 e-safety and tackling bullying procedures including the legalities and consequences.

The academy 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.

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.

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

We acknowledge and sign up to Wakefield's Young People's Charter.

<https://www.wakefieldscb.org.uk/children-and-young-peoples-charter/>

9. 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 seriously.
- Nominating a link person from the Safeguarding Team 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, separate link people 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.

10. 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. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaints procedure is included on the Academy website.

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

11. 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 academy are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the academy. The academy's **whistleblowing policy**, which can be found on Share Point under Policies, enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

NSPCC whistleblowing Helpline 0800 028 0285

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to Social Care Direct, the Designated Officer/LADO,

the police or to the NSPCC whistleblowing helpline if they believe direct reporting is necessary to secure action.

12. Allegations against staff

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

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

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

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

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 can be found in *Keeping Children Safe in Education (DfE, 2016)*.

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.

13. Staff Training and Induction

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Headteacher, will be regularly trained in Safeguarding and given updates (at least annually) in the form of email/newsletter/staff meetings.

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

Governors will receive strategic governor safeguarding training.

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

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

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

Supply staff and other visiting staff will be given the academy's induction booklet with a brief summary of the above.

14. Safer recruitment

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

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

- Verifying identity.
- Enhanced DBS (disclosure and barring service) check for those in regulated activity.
- Prohibition from teaching check – teacher services system – for all teaching posts/EEA restrictions.
- Verification on mental and physical fitness.
- Right to work in UK.
- Professional qualifications.

References will be sought before interview so any concerns can be explored.

At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2016.

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

Volunteers

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

Contractors

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

Visitors

Schools do not have the power to ask for DBS checks or see the certificate for all visitors (for example children's' relatives or other visitors attending a sports day).

The Headteacher will use their professional judgement regarding escorting visitors in the academy. All visitors will be asked to wear a badge identifying them as a visitor.

15. Site security

Visitors to the academy are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. All visitors will be issued with a leaflet informing them of the names of the safeguarding team and what to do if they have a safeguarding concern. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through the visitor entrance, reception on Ferrybridge Road, and observe the academy's safeguarding and health and safety regulations to ensure children in the academy are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Supply staff and other visiting staff will be given the school's **Visiting Staff Leaflet**.

16. Extended school and off-site arrangements

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

When our 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 alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

17. 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 a 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 academy equipment, i.e. not personal devices.
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.
(see our use of photographs policy for further details).

18. 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 academy policy.

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

See our 'Positive Handling Policy' for further details.

19. 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. See our 'Intimate Care Policy' for further details.

20. Online Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The academy's **e-safety policy** explains how we aim to keep pupils safe in the academy. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying 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 the academy. Some pupils will undoubtedly be 'chatting' outside the academy and are informed of the risks of this through assemblies/'drop down days'/ICT curriculum/SRE. Parents are encouraged to consider measures to keep their children safe when using social media. Computing and Facilities Guidance for staff and pupils will be enforced and parents are also informed of expectations.

Acceptable IT use for all staff and pupils will be enforced and parents are also informed of expectations.

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

21. First Aid and Managing Medical Conditions.

Relevant Staff will be trained appropriately in first aid.

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 out in accordance with government guidance Sept 2014.

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

Please see 'Supporting Pupils with Medical Conditions' policy for further details.

22. 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.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

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

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

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

Sexual Offences Act 2003

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.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

Indicators of abuse

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

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

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for PE or swimming.
- Look unkempt and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with regard to their own or other's safety.
- Self-harm.
- Frequently miss school or arrive late.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
- Challenge authority.
- Become disinterested in their school work.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Responses from parents that may cause concern:

- Unexpected delay in seeking treatment – medical, dental which is obviously needed
- Denial of any injury
- Explanations that differ from that of the child e.g. for bruising
- Claims of falls/fits that never happen in school
- Unrealistic expectations or constant complaints about the child
- Alcohol/drug misuse
- Requesting the removal of the 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 to decide how to proceed.

It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.

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.

Taking Action

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

We actively encourage a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.

It is not their responsibility to investigate or decide whether a child has been abused.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Wakefield has a Continuum of Need for children and families who need support. This ranges from universal level to level 4. It is worth noting that a cause for concern does not always require a level 4 response as it may be the family need a lower level of support to help the situation.

Key points for staff to remember for taking action are:

- If it is an emergency take the action necessary to help the child, for example, call 999
- **REPORT your concern to the DSL as soon as possible and certainly by the end of the day.**
- **Complete a RECORD of concern which can be found in each classroom and on the school noticeboard and immediately pass onto the DSL if you need assistance with this please**

Speak to K Law, J Roberts or D Foster.

- 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.

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, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are alright or if they can help in any way.

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

Early intervention

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

- Engage with the parents/carers as soon as possible (unless the situation is so serious that this would put the student at increased risk.) We can then evidence timely 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 a plan of action should the situation not improve
- We will record all contacts with the family, including dates and times of all 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 appropriate patterns.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have 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.

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

- 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 in talking to me’.
- Not be afraid of silences, and allow space and time for 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, or what does the pupil’s mother think about it.
- Use questions such as ‘Tell me.....?’ ‘Is there anything else?’ We encourage staff to use the TED model.
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries and not share personal experiences such as ‘that happened to me’.
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- Write up their conversation as soon as possible on the record of concern form and hand it to a member of the Safeguarding Team.
- Seek support if they feel distressed.

Notifying parents

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

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

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

Records and Monitoring

Why recording is important

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

Cause for concerns forms

Any concerns about a child will be recorded on an orange concern form as soon as possible and definitely within 24 hours. 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, where appropriate, witnessed.

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

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

The Safeguarding File

The establishment of a safeguarding record 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 main file, open to staff, will have a marker to signify that a separated safeguarding file exists for that child so that all staff coming into contact with that child are aware that an additional vulnerability exists.

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

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

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

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

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

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

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

Referral to Social Care Direct (Level 4)

The DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm. This is best done in Wakefield with reference to the Continuum of Need and using the Signs of Safety approach. If there is already a social worker assigned to this case -for safeguarding reasons- the social worker should be contacted.

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.

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

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

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.

The DSL will fully participate in multi-agency work and meetings.

Reports for meetings will be shared with parents, unless there is a good reason not to and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

Referral to Police

Remember if a criminal offence has occurred to contact the police on 101 or 999 as appropriate.

Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher 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 the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

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

The Seven Golden Rules for Safeguarding Information Sharing 2015

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

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

The Data Protection Act does not prevent academy 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 academy requesting information reception staff will take a message and inform the DSL immediately**, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

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

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

23. Special Circumstances

Looked after Children

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

<http://www.gov.uk/government/publications//promoting-the-education-of-looked-after-children>
<http://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Supporting Pupils in the school with medical conditions

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.

Work Experience

The academy 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*.

24. Local Contact Details

Social Care Direct

0345 8503 503

Minicom: 01924 303450 (type talk welcome)

Email: social_care_direct@wakefield.gov.uk

Local Early Help

Castleford Pontefract Knottingley Children First Hub
Five Towns Resource and Technology Centre,
Welbeck Street,
Castleford, WF10 1DP

01977 724044

Police Safeguarding Unit

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

wakefield.sguchild@westyorkshire.pnn.police.uk

Wakefield District Domestic Abuse Service WDDAS

0800 915 1561

Designated Officer (LADO)

Maureen Hamson

Lado.referrals@wakefield.gcsx.gov.uk 01924 302 155

Safeguarding Advisor for Education

Vicki Maybin

vmaybin@wakefield.gov.uk

07788743527

NSPCC Primary schools service

Michelle Poucher. Area Coordinator

07834 498 354 mpoucher@nspcc.org.uk

<http://www.nspcc.org.uk/services-and-resources/>

Prevent Contacts – referral form see templates on WDSCB website

Rachel Payling L.A. Prevent Coordinator 01924 305352

Gary Blezzard Police Prevent Officer 07789 753634

CSE Procedures and Information

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

CSE Police Team

DA.CSE@westyorkshire.pnn.police.uk

01924 878125

Child Missing Education Officers

Francesca Hunter fhunter@wakefield.gov.uk 01924 307449

George Sykes gsykes@wakefield.gov.uk

01924 3037395

Virtual Head for LAC

Gary Stuart

gstuart@wakefield.gov.uk 01924 307391

Future in Mind

Primary practitioner:

Jane Causier

01924 327604 Jane.causier@swyt.nhs.uk

CAMHS single point of access

01977 465865

Wakefield Local Offer – for children with SEND and their families

<http://wakefield.mylocaloffer.org/Home>

Continuum of Need document;

<http://www.wakefieldlscb.org.uk/professionals-and-practitioners/early-help-strategy/>

Signs of Safety webpage;

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

Safeguarding Information webpage for schools; TRAINING, TEMPLATES, AUDIT etc

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

Online Safety

ICT4C

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

NSPCC Helpline

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

Counter terrorism helpline

0800 789 321

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/>

Reporting Hate Crime

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

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

A hate crime could be:

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

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



Department
for Education

Keeping children safe in education

Part 1: Information for all school and college staff

September 2016

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1. Summary

Keeping children safe in education is statutory guidance for schools and colleges who must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies and free schools), alternative provision academies and non-maintained special schools; and
- management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** read at least Part one of the guidance. For ease of reference Part one is set out here as a standalone document.

2. Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help. ¹ Early help means 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. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.
11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

¹ Detailed information on early help can be found in Chapter 1 of Working together to safeguard children

² The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

14. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989³ that may follow a referral, along with the role they might be expected to play in such assessments.⁴
16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.
18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

³Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁴Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

What school and college staff should do if they have concerns about a child

21. If staff members have any concerns about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council directs staff to their local children's social care contact number.
23. See page 9 for a flow chart setting out the process for staff when they have concerns about a child.
24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
27. If a teacher⁵, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details

What school and college staff should do if a child is in danger or at risk of harm

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number

⁵Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.⁶

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

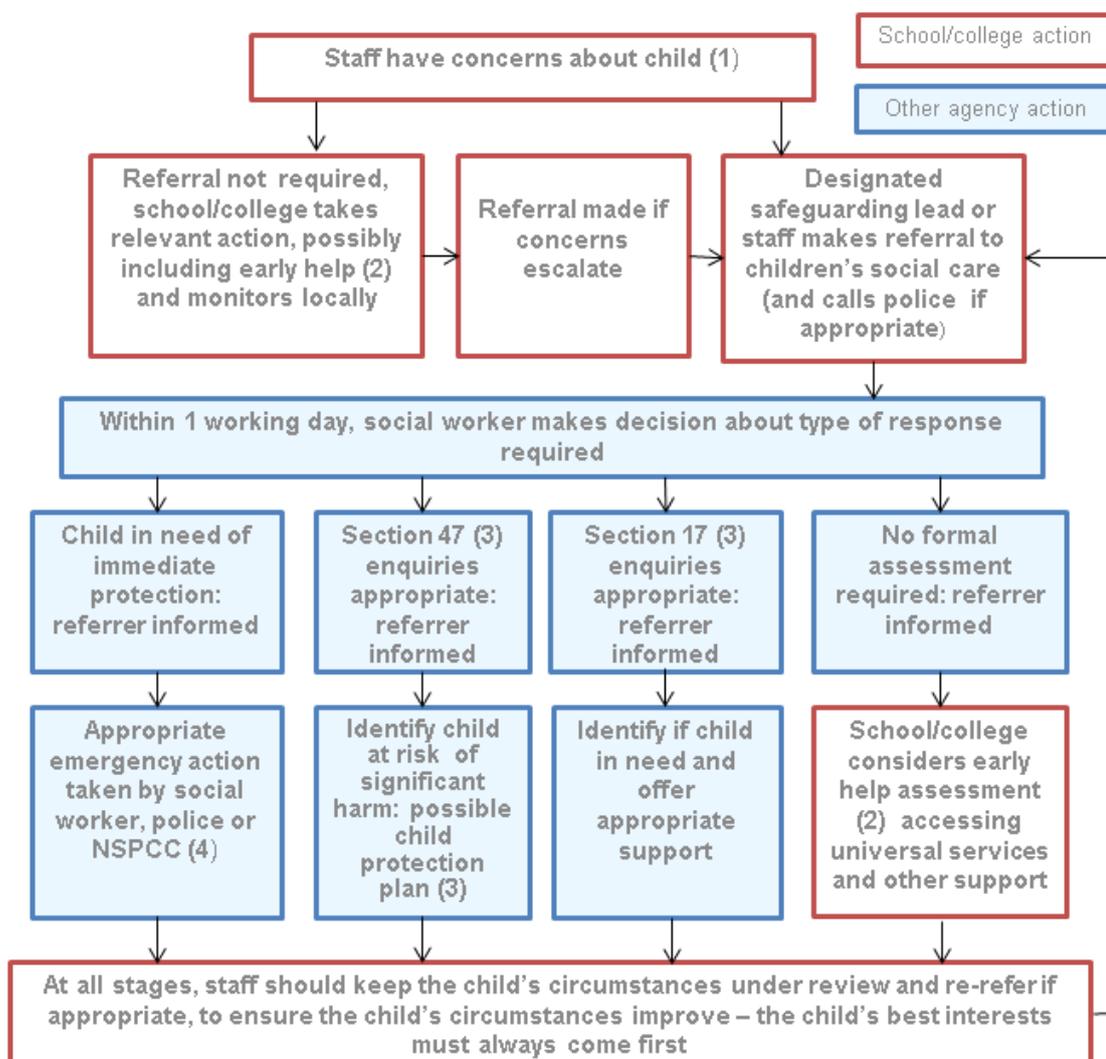
⁶Serious case reviews, 2011 to 2014

34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁷

⁷Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



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

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**
36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
37. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.
39. **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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

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

Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer
43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the **TES**, **MindEd** and the **NSPCC** websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
 - bullying including cyberbullying
 - children missing education – and Annex A
 - child missing from home or care
 - child sexual exploitation (CSE) – and Annex A
 - domestic violence
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM) – and Annex A
 - forced marriage- and Annex A
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)

- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- sexting
- trafficking

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Annex A: Further information

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education](#) guide.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission⁸ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁹

Where a parent notifies a school that a pupil will live at another address, **all** schools are required¹⁰ to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.¹¹

⁸ or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

⁹ In default of such agreement, at intervals determined by the Secretary of State.

¹⁰ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹¹ Where schools can reasonably obtain this information.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record¹² in the admission register:¹³

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required¹⁴ to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,¹⁵ as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), subparagraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide¹⁶ the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

¹² Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹³ Where schools can reasonably obtain this information.

¹⁴ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁵ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

¹⁶ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice Enrolment of 14 to 16 year olds in full time further education. The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

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

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹⁷ that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁸ Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

¹⁷Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term "teacher": "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

¹⁸Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forced marriage

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

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

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.¹⁹ There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. ²⁰ to the need to prevent people from being drawn into terrorism".²¹ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

¹⁹ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

²⁰ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

²¹ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.²² Channel guidance is available at [Channel guidance](#). An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.²³

²² Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.

²³ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.



Department for Education

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Signed _____



Date: Nov 2017

Miss K. Law Headteacher

Signed _____



Date: Nov 2017

Mrs S. Churm Chair of Governors