



# Safeguarding and Child Protection Policy

Assistant Principal – Safeguarding and Wellbeing | September 2021

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Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



**Minsthorpe**  
Community College

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## Section 1

# Policy Statement, Principles and Terminology

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

The purpose of this policy is:

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

### Child protection statement:

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

We recognise that:

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

Safeguarding is protecting children and young people from maltreatment and we will seek to keep them safe by:

- valuing them, listening to and respecting them
- adopting child protection practices through procedures and a Staff Handbook which acts as the code of conduct for staff and volunteers
- developing and implementing an effective e-safety policy and related procedures
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

- providing effective management for staff and volunteers through supervision, support and training
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing concerns with agencies who need to know, and involving parents and children appropriately

Minsthorpe Community College is a place where everyone plays a part in strengthening our learning community through 'Motivation, Commitment and Care'. We believe that it is essential to motivate students through an engaging curriculum which promotes lifelong learning. We provide exciting educational opportunities within an ethos of care, guidance and support for all. We know that students learn best in a safe, calm and orderly environment. We expect that students are committed to their own learning and progress and to achieving their future aspirations ensuring that our young people are able to have bright futures. In order for this to happen a child needs to feel safe at home, at college and in general.

Our purpose is clear: we must provide a safe climate for learning within the college community; we must seek to bridge gaps for vulnerable students and support them and their families; we must ensure that concerns are shared within the college and external to it as a means to source the right support including early help from all relevant agencies and we must operate within a culture of vigilance, transparency (it could happen here) and openness where all staff are confident to offer challenge in order to ensure that high standards of safeguarding are maintained.

This policy is not separate to that overriding principle and all staff are charged with the duty to: safeguard our young people; sharing information promptly as a means to source early support and intervention for students.

The Policy aims to provide all staff with the necessary information to enable them to meet their child protection responsibilities which includes:

- acting upon any suspicion or allegation that may suggest a child is at risk of harm
- ensure consistent good practice and demonstrate the school's commitment with regard to child protection to students and all other stakeholders
- carry out their professional duty of care and if they believe that the College has not acted or acted appropriately make contact with external agencies to share these concerns
- Students and staff involved in child protection issues will receive support.

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

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

WSCP Wakefield Safeguarding Children Partnership <https://www.wakefieldscp.org.uk/>

We will engage locally with Wakefield Safeguarding Children Partnership including taking part in the annual safeguarding audit and training offer.

Equality Act 2010

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

As a school we welcome our duties under the Equality Act 2010.

The general duties are to:

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

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

We recognise that the global Covid 19 pandemic has had a significant impact on some of our pupils and increased pressure on our Safeguarding Team. It is recognised that the Coronavirus lockdown was, and may continue to be, a highly vulnerable time for children and families. We understand that poor behaviour may be a sign of trauma.

Guidance for Schools Coronavirus;

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

The school outlines the continued support offered in this policy and in any Covid 19 addendum (which may mean that some elements of the policy are temporarily amended – please refer to the most up to date addendum, if any adaptations are in place, to check for any modifications).

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. Five children in an average classroom have a diagnosable mental health condition. Due to their day-to-day contact with students, college staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that college staff are alert to the signs of abuse, both inside (e.g. bullying or staff grooming behaviours) and outside the College and understand the procedures for reporting their concerns. We will create an open transparent culture and environment where staff and students feel safe and can raise any issues. Staff will be supported to be professionally curious with regards to safeguarding matters and to use a restorative approach when working with children, families and other agencies. The College will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

## Terminology

**Child/Children** include everyone under the age of 18

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

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

**Child In Need** refers to a multi-agency approach to supporting families at level 4 whose needs exceed universal services but do not meet threshold for Child Protection

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

**Early Help Assessment** all early help assessments offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments require consent and should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however undertaking an Early Help Support Assessment is not a pre-requisite for making a referral. Any Early Help assessment can be used in Wakefield and the College will use the 'Signs of Safety' framework within this

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

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

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

**Local Authority Designated Officer/Designated Officer (LADO)** a post in the local authority, to co-ordinate and manage allegations against staff

**Social Care Direct (MASH)** Wakefield's Children's Social Care/Family Services/Integrated Front Door/Multi Agency Safeguarding Hub

**WSCP** Wakefield Safeguarding Children Partnership -strategically oversee and scrutinise safeguarding in the district

**Safeguarding Partners** Health, Police and Local Authority

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

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

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

**DSL** Designated Safeguarding Lead

**Future in Mind (FIM)** program to help in promoting, protecting and improving our children and young people's mental health and wellbeing

**MARF** Multi agency Referral Form used in Wakefield District

**MACE** Multi Agency Child Exploitation

**CVE** Children Vulnerable to Exploitation **CCE** Child Criminal Exploitation **CSE** Child Sexual Exploitation

**CME** Children Missing in Education

**HBA** Honour Based Abuse **FGM** Female Genital Mutilation **HBV** Honour Based Violence

**CIC** Children In Care previously **LAC** Looked after Children

**CAMHS** Child and adolescent mental health service

**L4L** a combination of **RE – Religious Education** **RSE** – Relationships & Sex Education **SMSC** Spiritual Moral Social Cultural Education (which we also deliver via pastoral provision and wider curriculum)

**Extended P&A** Progress and Achievement (mentor time)

**CTL** Curriculum Team Leader **CCTL** Cross Curricular Team Leaders

**ACEs** – Adverse Childhood Experiences

## Section 2

# Safeguarding Legislation and Guidance

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

- Children Act 1989 (2004)
- United Convention of the Rights of the Child 1991 (additions 2011)
- Data Protection Act 1998 (2018)
- Sexual Offences Act 2003 (2012)
- Protection of Freedoms Act 2012

b) Other Relevant government guidance on safeguarding children:

### Education Act 2002

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

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

### Counter Terrorism and Security Act 2015,

Section 26 Applies to schools and other providers;

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

### Serious Crime Act 2015

Includes the mandatory reporting of FGM.

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

### Preventing and tackling bullying: advice for headteachers, staff and governing bodies' (July 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on all services working with children (including schools and colleges) to safeguard and promote the welfare of Children. The safeguarding Partners of Health, Police and Local Authority will make arrangements for education to be fully engaged in their local area arrangements.

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

**Keeping Children Safe in Education (2021)** schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

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

At Minsthorpe Community College all staff (excluding those not directly working with children e.g. cleaners where Governors have agreed Annex A can be read) should read Part One of this guidance and Annex B staff can find a copy within the staff area on Firefly, accessing the link within this policy or requesting a copy from HR or a member of the Safeguarding Team.

The Principals, DSL's and Safeguarding Governors must read (Part 2 as a minimum for other Governors) need to read the full document and HR and Business Managers Part 3

### **Prevent Duty Guidance – England and Wales**

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

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

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### **Teaching Standards**

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

### **c) Relevant Minsthorpe Community College Documents**

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

- Anti-Bullying Policy
- Children Missing in Education and Attendance
- Complaints Procedure
- Disciplinary Procedure
- Emergency Response and Evacuation
- E-Safety Policy and Acceptable use Policies and Documents
- Grievance Procedure
- Happy Day's Children's Centre Child Protection Policy Document
- Information for New Staff and Visitors Working with Children
- Intimate Care Procedures
- Lone Working Policy
- Offsite Learning Policy
- Offsite Learning Procedures
- Physical Intervention and Contact Policy
- Recruitment Policy, including single central record
- Sexual Relationship Education Policy

- Single Equality Policy
- Staff Handbook (Code of Conduct)
- Student Code of Conduct
- Supporting Students with Medical Conditions
- The Behaviour and Discipline Continuum
- Visitors Policy and Procedures for Visiting Speakers
- Whistleblowing Code of Practice
- Work Experience/Work Placement Policy

All policies can be viewed via <http://minsthorpe.cc/safeguarding-links/>

Some of the aforementioned Policies are considered alongside Health and Safety legislative requirements.

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

The school's safeguarding arrangements are inspected by Ofsted.

## Section 3

# Roles and Responsibilities

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

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2021 and Annex B. All staff have Safeguarding formally indicated within their job description. All staff have a crucial role to play in the successful implementation of this policy. Their contribution could be through:-

#### POSITIVE COLLEGE ETHOS

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

#### IDENTIFICATION AND REFERRAL

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

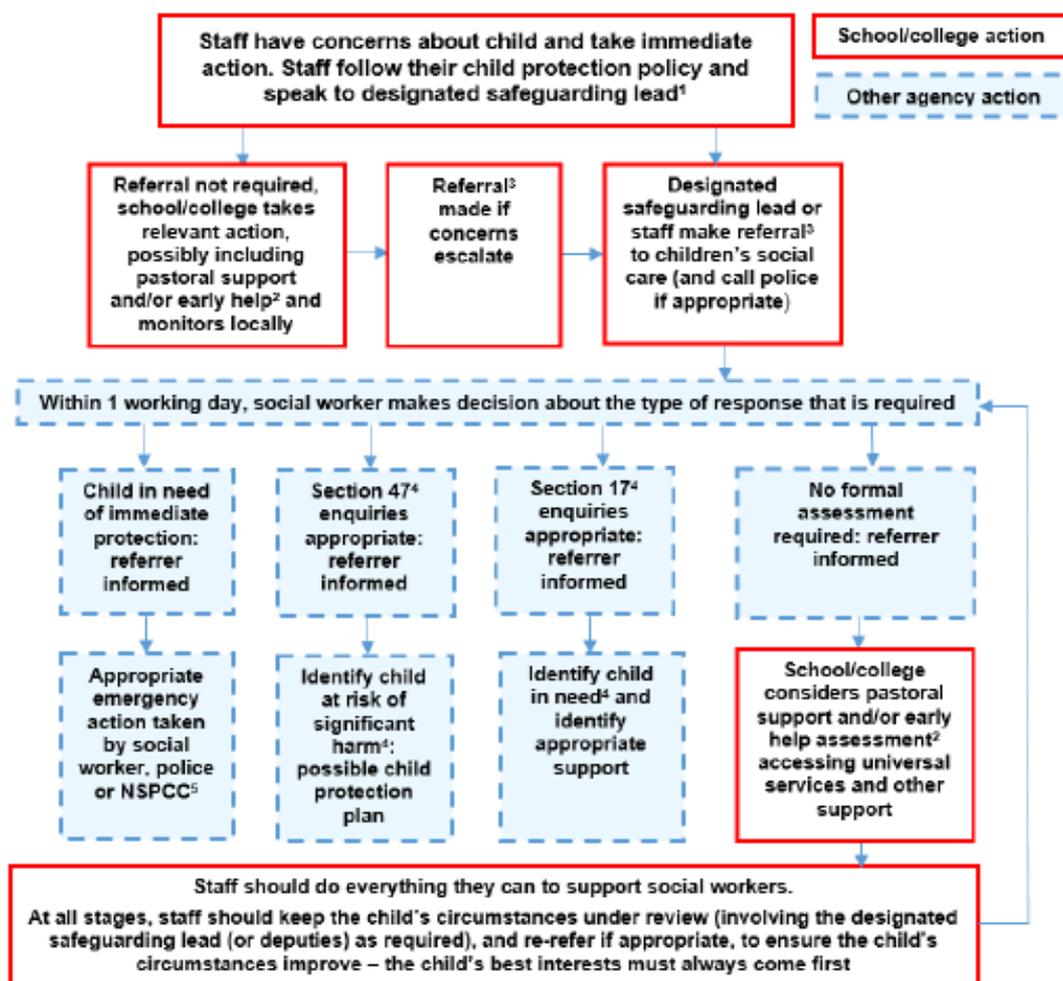
## POST REFERRAL INVOLVEMENT

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

The Safeguarding Officer will send a regular email which highlights who the vulnerable students are at a particular time this allows staff to be mindful, able to support and refer further concerns to the Safeguarding Team (DSLs) and/or Cross Curriculum Team Leader (CCTL). The email clearly states that this does not act as an excuse for poor behaviour. Therefore, enabling staff to consider barriers to learning and make steps to address these so that students are helped to make progress alongside identifying where the College may need to source extra support for the child via Student Support, Inclusion Team etc. Further information about a particular student can be sought from relevant CCTLs and/or the DSLs, where it is in the best interests of the child, further information will be shared. Not all students are at risk but maybe vulnerable due to personal circumstances.

### b) Procedures for Dealing with Child Protection Concerns

Based on the process identified in 'Keeping Children Safe in Education' September 2021, page 22: information for all school and college staff. Please refer to the flow diagram below



## c) Confidentiality

The over-riding Principles are that the welfare and the best interests of the child/young person are paramount and must be central to any considerations about whether to share information. We will always seek the voice of the child and take this into consideration when taking decisions. However there may be circumstances where we override the student's wishes and feelings to act in their best interests.

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

Seek the child/student's agreement to share information. (Please refer to document 'If a Child Discloses Abuse')

## d) Key Personnel

**Key personnel *please refer to the Team Poster***

**IMPORTANT** – All concerns must be recorded on CPOMs (adding the voice of the child if applicable)  
If internet connectivity or access is an issue then email [safeguarding@minsthorpe.cc](mailto:safeguarding@minsthorpe.cc)  
DO NOT email individual DSLs

**The Designated Safeguarding Lead (DSL) and Mental Health Lead is**

Assistant Principal for Student Safety and Wellbeing: Mrs Jeanette Collins

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

**The Deputy DSLs are:** Ms Louise Allen – Safeguarding Officer Ext (1214); Mr Dale Fairhurst - Inclusion Manager Ext (1600); Mrs Georgina Newton – Education Welfare Officer (1531); Mrs Yvette Kelsall – Associate Assistant Team Leader Administration (1004) email: [safeguarding@minsthorpe.cc](mailto:safeguarding@minsthorpe.cc)

**The nominated child protection governor and Chair is** Mrs Bev Semper

Contact details: email: [bsemper@minsthorpe.cc](mailto:bsemper@minsthorpe.cc) tel: 01977 657600 Ext (1007)

**The Principals are** Mrs Rachael Merritt & Mr Mark Gilmore

Contact details: email: [rmerrit@minsthorpe.cc](mailto:rmerrit@minsthorpe.cc) or [mgilmore@minsthorpe.cc](mailto:mgilmore@minsthorpe.cc) tel: 01977 657600 Ext (1007)

**Online Safety/E-safety co-ordinator is** Mr Dean Benson Contact details: email: [dbenson@minsthorpe.cc](mailto:dbenson@minsthorpe.cc) tel: 01977 657600 Ext (1240)

**Additional Mental Health Lead is** Director of Additional Needs Mr Matthew Orr

Contact details: email: [morr@minsthorpe.cc](mailto:morr@minsthorpe.cc) tel: 01977 657600 Ext (1211)

## e) The Safeguarding Team

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

### Designated Safeguarding Lead (DSL) responsibilities:

#### Manage Referrals

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme; following consultation with Prevent or community support within Wakefield
- In line with KCSIE 2021 Part 3 Work alongside the Human resources Manager when referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required with the assistance of the Human Resources Manager if necessary. [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

#### Work With Others

- Act as a source of support, advice and expertise for all staff; including when they are making referrals
- Act as a point of contact for the three safeguarding partners;
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the LADO Local Authority Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff (especially pastoral support staff, school nurses and SENDCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that needs are considered holistically;
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication;

- Work with the Principals and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at college.

### Undertake Training

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

The Designated Safeguarding Lead (DSL) 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. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Understand relevant data protection legislation and regulations stipulated in UK GDPR and Data Protection Act 2018;
- Understand the importance of information sharing, both within the college and with the three safeguarding partners, other agencies, organisations and practitioners.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the 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.

## Raise Awareness

- The Designated Safeguarding Lead will ensure the college's Child Protection Policies are known, understood and used appropriately;
- Ensure the College's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this;
- Link with the local WCSP/Wakefield Children's Safeguarding Partners (Health, Police & Local authority) to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- Help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

## Child Protection File

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely;
- Where children leave the College (including in year transfers) ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained;
- Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENDCOs or the named person with oversight for SEN in colleges, are aware as required;
- In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child;
- Refer to Local Contacts Section 26 for further information

## Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during College hours) for staff in the College to discuss any safeguarding concerns. Where possible the designated safeguarding lead (or deputies) would be expected to be available in person, in exceptional circumstances availability may be via phone and or other communications channels that have been authorised by the Senior Leadership Team.

- The Safeguarding Team ensure that cover arrangements are in place for any out of term requirements and share these with other agencies for holiday periods. The Deputy DSL(s) are appropriately trained and the role is explicit within their job descriptions, in the absence of the designated lead, they carry out those functions necessary to ensure the ongoing safety and protection of students. However it is the senior DSL whom holds lead responsibility.

**f) Governing Body ensures that the College:**

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Nominates a Safeguarding Governor – senior board level to take leadership responsibility.
- Complies with their duties under legislation by addressing all aspects of Part 2 Keeping Children Safe in Education Sept 2021
- Governors receive an annual Safeguarding Report in Autumn Term
- Facilitate interagency working and plans including information sharing.
- Takes into account WSCP – three partner / local procedures.
- Has a nominated chair of governors who liaises with the Designated Officer in the event of an allegation being made against the Principal in line with KCSIE 2021 Part 4.
- Has an effective safeguarding policy (updated annually and on website) as well as staff Handbook and both are provided to and followed by all staff in a timely manner.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required. Ensure where possible the school holds more than one emergency contact number for students.
- 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 ensured the school has clear systems and processes for mental health
- Has considered how children are taught about safeguarding via the RSE within L4L and Pastoral SMSC curriculum.
- Has evidence of the child voice and that there are systems in place for feedback and students views.
- Appoints a designated Looked After Children/Children in Care CIC teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal(s), against supply staff, volunteers and allegations against other children – child on child/peer on peer abuse. Procedures are in place for referral to the DBS disclosure and barring service. (Part 4 Keeping Children safe in Education)
- 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. (Part 3 Keeping Children Safe in Education)
- Develops a training strategy that ensures all staff, including site staff and the Principal, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the WSCP.
- Ensure appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.

#### g) The Principals:

- Complies with their duties under legislation by addressing all aspects of Part 2 Keeping Children Safe in Education Sept 2021
- Ensures that the Safeguarding and Child Protection Policy and Code of Conduct are implemented and followed by all staff and ensures that all new staff are appropriately inducted and trained
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings. Works closely with the DSL to ensure job descriptions reflect the role
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Liaises with the Designated Officer (LADO) where an allegation is made against a member of staff adhering to part 4 KCSIE 2021
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Designated Officer (LADO)

## Section 4

# Good Practice Guidelines and Staff Handbook – Code of Conduct

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

- treating all students with respect
- being alert to changes in students' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- setting a good example by conducting ourselves appropriately in college and in the broader educational system, whether inside or outside of normal college hours and whether on or offsite, including online
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students including challenging inappropriate sexual or discriminatory language or behaviour
- creating an environment which is tolerant, respectful, fair and inclusive
- avoiding behaviour or language which could be seen as over-familiar or favouring students

- avoiding any behaviour which could lead to suspicions or could be deemed to blur the appropriate professional boundaries of anything other than a professional relationship with students
- reading and understanding the College's Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, behaviour and discipline continuum, Children Missing education and the acceptable use of e-safety, IT/social media
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid as indicated in the Supporting Students with Medical Conditions Policy and Physical Contact and Intervention Policy.
- maintaining appropriate standards of conversation by not engaging in any sexually suggestive communication and interaction with and between students. Avoiding the use of sexualised or derogatory language, even in joke and discussing their own sexual relationships with a student.
- being clear on professional boundaries and conduct with other staff when students present.
- being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with College procedures outlined in the Physical Contact and Intervention Policy
- dealing with student infatuations in an open and transparent way e.g. informing the correct team leaders and managing the situation in a way which is sensitive to the feelings of the student and seeks to maintain the dignity of all concerned.
- referring all concerns about a student's safety and welfare to the Safeguarding Team, or, if necessary directly to police or children's social care
- following the college's rules with regard to communication with students and use of social media and online networking as per the e-safety and Acceptable Use Policies
- avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working
- avoiding sharing excessive personal information with students
- In general staff will not transport students in their own vehicles. If it is necessary staff will ensure they have business insurance, ensure student is in the back seat wearing a seatbelt and that other staff and parents are informed of departure and estimated arrival times.

Please refer to Staff Handbook – see page 8

All staff are regularly reminded of codes of conduct and Safer Working Practices in Education guidance 2019 can be found via this organisation

<https://www.saferrecruitmentconsortium.org/>

## Section 5

# Abuse of Position of Trust

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

Disciplinary and, in some cases, legal action can be taken if professional standards are not upheld.

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

## Section 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.

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

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

How Wakefield supports SEND students is outlined below.

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

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

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Children in Care

- 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
- LGBTQIA+ (lesbian gay bisexual transgender Queer)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE, CCE or trafficking
- do not have English as a first language
- at risk of Honour Based Abuse (HBA) including; Violence (HBV) female genital mutilation (FGM) and forced marriage.

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

## Section 7

# Some Current Issues and Relevance to our Setting

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. Drugs advice <https://www.gov.uk/government/publications/drugs-advice-for-schools>

We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our students.

## a) Peer on Peer Abuse/child on child abuse

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

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

Minsthorpe Community College will always take seriously such incidents consulting the Youth Offending Team whilst acting upon concerns within the remit of the Bullying policy, Behaviour Continuum. Child on child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and risk assessed as required. This could include incidents involving the sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating where indicators akin to the above are in play.

It will not be dismissed as 'banter' or 'part of growing up'. These issues will be explored within our RSE & Pastoral SMSC provision and discussions striving to create an environment that actively discourages abuse and challenges the attitudes which underlie such incidents. Victims will be supported through the Colleges pastoral system. Any hate crime/incident will be reported through local reporting mechanisms. Refer to Local Contacts Section 26.

Refer to Section 2 part C for related policies and procedures.

## b) Sexual Violence and Harassment

Sexual violence (includes rape, assault by penetration and sexual assault) and sexual harassment (is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g. showing sexual pictures, deliberately touching/brushing up against someone, online sexual harassment, upskirting) can occur between two children of any age and sex.. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

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

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

The College will never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up; We will not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; Staff know to challenge and report behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras, pulling down trousers and lifting up skirts. Staff understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

**Upskirting** is also included and this is a term used to describe the act of taking a sexually intrusive photograph up someone’s skirt without their permission/knowledge with the intention of viewing to obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence as indicated in the Voyeurism (Offences) Act 2019. We will take police advice on any cases of this in school.

Staff know to report any incidents of this nature and to challenge and educate students about the Importance of consent (consent is having the freedom and capacity to choose. Consent can be withdrawn at any time) and healthy relationships. The College will act and make contact with other agencies to ensure that the appropriate action is taken e.g. make contact with the Police. To ensure all parties are supported, risk assessments will stipulate the measures in place, and these will be shared with those involved and their parent/carers. This may mean that changes need to occur to limit contact for example and in these cases the wishes of the alleged victim will be prioritised.

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

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

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

Children who are lesbian, gay, bi, or trans (LGBTQIA+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQIA+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA+. We will follow guidance in Part 5 of Keeping Children Safe in Education Sept 2021 Part 5 and the documentation below.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

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

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

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

Students know to report any concerns to any staff member and to share concerns for others information can be found on the 'Student friendly safeguarding policy' which is displayed in student social areas. They are reminded of this regularly and have a designated year office and are able to speak with the Safeguarding Team on a daily basis.

Local sexual assault centre (SARC); <https://www.hazlehurstcentre.org/>

In April 2021 in response to 'Everyone's Invited' website testimonies the NSPCC set up a Report Abuse in Education Helpline 0800 136 663. For children/adults/professionals and parents. Report Abuse in Education 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

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

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

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency

Minsthorpe Community College will follow the below guidance to define, assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/>

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

We will take all incidents seriously and report to police as set out in the following guidance

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

Minsthorpe Community College follows the updated guidance and continues to educate students across the curriculum in L4L and our pastoral SMSC offer and we ensure staff have updated training to know how to tackle and deal with such issues above. The online/e-safety co-ordinator will work with students where such incidents occur and advice will be given and further intervention work may be delivered, if necessary, to support students and reduce the risk of reoccurrence e.g. work with our

school linked Police Officer, student support or Spectrum. Contact is made with relevant organisations such as CEOP/Police to report any potential criminal activity.  
Refer to the section below

#### d) Online Safety / E-safety

Many of our students will use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. Cyberbullying and sharing nudes and semi nudes by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Many students are at their most vulnerable and at risk of harm whilst online. Appropriate filters and monitoring are in place when students are in College to reduce the risk of this taking place e.g. blocking of social networking sites etc. The College insists that portable devices such as a mobile phone must only be used with the express permission of a teacher, or they will be confiscated with immediate effect, in line with our Policies. If using such devices with the express permission of a teacher, and as part of a learning activity, all students must be logged onto the College wifi to access the material they need. They must not use their own 3G, 4G & 5G.

A priority in training and lessons is to continue to prioritise the education of staff and students so that they are able to identify and address risk to support them when they are not protected by such systems. We also have a dedicated Online/e-safety Co-ordinator to support staff and students with issues and resolve any concerns.

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

- Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racism, misogyny, self harm, suicide, anti semitism or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example peer on peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom and exploit them for financial, criminal, sexual or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi nudes and 'or pornography, or online bullying and
- Commerce. Risks such as online gambling, inappropriate advertising, phishing or other financial scams.

Staff should report any incidents to the Online/e-safety Co-ordinator and Safeguarding using CPOMs and ensure that necessary action is taken. Where concerns are identified, indicating that a child may be at risk online, contact will then be made with the parent/carers to check, monitor and report any concerns that become apparent.

The College utilises Netsupport DNA and can generate reports from the Internet Filter (Fortinet Fortigate Firewall) which helps to screen and identify any concerning searches, so that appropriate conversations and communication can take place, without the need to over block the system. Students need to learn how to keep themselves safe online and identify safety issues such as gambling, phishing, scams, fake news etc. as exemplified in the RSE curriculum, delivered in L4L and wider subject areas, to ensure they are able to do this as they enter adulthood. Information is given to parents via our website and social media with advice on how to keep their children safe online when at home (think u know, CEOP etc.) which includes access to privacy guides and links to external organisations that can aid with this including where to report inappropriate content and contact.

Minsthorpe Community College does not respond directly to any harmful online content as these may potentially be hoaxes and in doing so we are indirectly promoting the content. We will remind students and parent/carers of our general safety advice whilst online. [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\) & Report Harmful Content - We Help You Remove Content](#)

Where student's actions are in breach of the behaviour continuum, Acceptable use Policies, sanctions may be applied to deter future misuse of technology, as indicated in the suite of e-safety policies and bullying policy. Refer to Section 2 part C for related policies and procedures

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

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

Additional useful links below:

Teaching Online Safety in Schools

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

Education for a Connected World

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

Professionals online safety helpline

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

Online Safety for SEND

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

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

Gaming Advice

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

## e) Bullying

Is usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- where there is an imbalance of power

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

All students and parents are made aware of the procedures and where to find the relevant policies on joining the college. The subject of bullying is addressed at regular intervals in the College's Pastoral SMSC Curriculum as well as opportunities seized within the wider curriculum.

If the bullying is particularly serious (please see, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures. Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. Any hate crime/incident will be reported through local reporting mechanisms, Race hate see Local Contacts section 26 Refer to Section 2 part C for related policies and procedures.

Sexual and Sexist bullying guidance is below

[Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk)

There will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures please refer to point a) at the beginning of this section peer on peer abuse.

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

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

## f) 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 (HSB) is complex and the College will work with other agencies to risk assess and maintain the safety of the whole College 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.

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

Staff who become concerned about a student's sexual behaviour should speak to the Safeguarding Team as soon as possible. We will follow the local arrangements for referrals to the HSB panel once they are finalised - the link will be added here:

We will consider the Brook Traffic Light tool when making judgements.

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

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

### **g) Contextual Safeguarding / Extra Familial Abuse**

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

Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. All staff are responsible for ensuring that high risk areas are identified and steps taken to reduce the potential for harm or vulnerability e.g. blind spots, ensuring windows in doors are not covered over. Where issues have arisen a risk assessment should be completed and measure taken to reduce risks.

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

### **h) Children Missing Education (CME)**

CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise that at school e.g. home schooling. A child going missing from education, which includes within the college day, is a potential indicator of abuse and neglect, including sexual exploitation, mental health concerns, risk of forced marriage etc. Unauthorised absences will be monitored and followed up in line with college procedures and monitored closely by the Minsthorpe Education Welfare Officer (EWO), particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All students will be placed on admission and attendance registers as required by law and removed as per guidance. We will collect, where possible, more than one emergency contact number for each pupil. We will inform the local authority of any child removed from our admission register. We will inform the local authority liaise with the Children Vulnerable to Exploitation Team within the Police (CVE) where appropriate in relation to any student who fails to attend for a continuous period in line with local Wakefield procedures. Missing Officer. Refer to Local Contacts section 26.

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

## i) Children Vulnerable to Exploitation (CVE)

### Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology. CSE can affect 16 and 17 year olds who can legally consent to have sex. It includes contact and non-contact sexual activity e.g. copying images and posting on social media.

This is a serious crime and is never the victim's fault even if there is some form of exchange. The police CVE Team. Refer to Local Contacts Section 26 can be contacted for additional support and guidance but usual reporting procedures are still followed.

Local CSE procedures in Wakefield including MACE panel

<https://www.wakefieldscp.org.uk/professionals-and-practitioners/child-sexual-exploitation/>

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

### Child Criminal Exploitation (CCE) /County Lines

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

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

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

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

**Serious Violence** is also something that may link to the above or involvement with Gangs and staff will look out for signs that indicate that a student may be at risk of or involved in serious crime, including criminal networks or gangs and follow the appropriate referral pathways for help and support.

Practical advice for schools/colleges;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

We will follow the searching screening and confiscation guidance for schools  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## j) 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 how this affects children and that our staff may themselves be victims.

This school is taking part in Operation Encompass. Where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our pupils were present. This means that DSLs can check in with the child the next day, address any issues and signpost to further support at College and external to it.

<http://www.operationencompass.org/>

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

Resources for children

<http://thehideout.org.uk/>

Parental Conflict advice website;

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

## k) Honour Based Abuse (HBA) Violence (HBV) – e.g. Breast Ironing/Female Genital Mutilation (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 on under 18's to the police.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report

this to the police. Currently, Minsthorpe Community College has a minority of students in attendance from the potential geographical regions of risk but staff should remember that the college is not always made aware of parental places of birth – this could potentially mean a child is at greater risk. DSLs will access the reporting form on the WSCP website to complete this referral.

Multi agency guidelines;

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

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

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

### **Forced Marriage**

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

Multi agency guidelines:

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

National Charity;

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

### **Breast Ironing**

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

## **l) Preventing Radicalisation**

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised via a rigorous education embedded in upholding Fundamental British Values (FBV) and opportunity for students to think critically. The 5 values are an integral part of the L4L curriculum, Pastoral SMSC provision and wider curriculum. Link to resources for educating students

<http://educateagainsthate.com/>

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

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

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

The internet has become a major factor in radicalisation and recruitment. Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

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

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

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

Staff at Minsthorpe Community College should be particularly vigilant for students who are vulnerable and at risk of grooming through mediums such as online gaming etc. and report concerns to the Safeguarding Team. Furthermore, it is essential that staff are aware of white supremacist organisations and refer concerns that students may be subject to propaganda or have involvement with such organisations. Moreover, key staff such as the Online Safety/e-safety co-ordinator will know how to recognise those who may potentially become involved in Cyber Crime with a focus on the Prevent Agenda.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and able to offer advice, support and information to other staff. Key staff have up to date Prevent Training and will act on any concerns in order to protect students. See Online Safety Section 7 - G) for further information and link to wider policies and processes The safeguarding Team are aware of the PREVENT referral process and appropriate agencies that can support. Refer to Local Contacts section 26.

## m) Hate Crime

Any hate crime/incident will be reported through local reporting mechanisms which may result in the involvement of the Police. A hate crime/incident is where 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/community/hate-crime>

### **Prejudice Related Incidents**

The College is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately under the appropriate policy (refer to Section 2). Advice will be sought from other agencies if needed and referrals to the Police will take place if appropriate.

## n) Private Fostering

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

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

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

## Section 8

# Additional Issues that are identified as a Need within our Setting

### a) Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or College staff. Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed or that what has happened is abuse. Please refer to Section 7. Staff should also consider online safety in relation to this area.

### b) Underage Sexual Activity

Although the age of consent remains at 16, the Sexual Offences Act is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation, when the Designated Safeguarding Lead will contact Social Care Direct. Young people have the right to confidential advice on contraception, condoms, pregnancy and abortion even if they are under 16. At Minsthorpe Community College knowledge and understanding about contraception, condoms, pregnancy and abortion will be taught in various aspects of the curriculum – primarily L4L; Science; Pastoral Curriculum SMSC.

Within the college, specific advice to individual students will only be given by appropriately trained and qualified colleagues e.g. School Nurse, spectrum who may refer young people to appropriate clinics/surgeries. Contraceptives will not be given out on site.

A child under the age of 13 years is not legally capable of giving consent to sexual activity. Any offence under the Sexual Offences Act 2003, involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. The procedures outlined in this document will apply in such cases involving children under 13 years.

<http://www.healthy-relationships.co.uk/>

Refer to Section 7 for information regarding consent, peer on peer abuse and sexual assault

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

Research shows that the environment in which a child is living directly affects their safety and wellbeing. The term "toxic trio" is used to describe the complex issue of domestic abuse, mental health and substance misuse regardless of gender or sexuality. Currently, the term is not favoured as it is deemed to cause upset and the above research is questioned. However, within our locality area it is something that should not simply be dismissed and thus it is still included within Minsthorpe Community College Safeguarding and Child Protection Policy

The complexities of these multiple risk factors has been a feature of national Serious Case Reviews into child deaths or serious injuries to a child or young person. Research would suggest that the prevalence of more than one factor increases the levels of vulnerability. Therefore professionals should speak with the DSL, who will refer the child/ young person to Social Care Direct if they become concerned regarding these risk factors. Please refer to section 7 for specific information to individual areas of concern.

#### **d) 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.

Neglect is dangerous and can cause serious, long-term damage - even death.

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

Wakefield Neglect Toolkit

<https://www.wakefieldscp.org.uk/professionals-and-practitioners/neglect-strategy/>

#### **e) Fabricated Illness**

Fabricated or induced illness (FI) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. All staff must monitor and report concerns to the Safeguarding Team,

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

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

#### **f) Mental Health and Emotional Wellbeing**

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization). In an average classroom 5 students will be suffering from a diagnosable mental health condition.

We recognise the importance of emotional health and wellbeing for all our students and we support students in understanding and seeking support to address any worries or concerns via internal and external support. In our L4L and pastoral SMSC provision we tackle issues that include self-harm, gender and sexuality, body image and eating disorders.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in school are well placed to identify behaviour that may suggest an issue.

If staff have concerns about the mental health of a pupil they will speak to relevant staff within the school including, if necessary, the DSL. If a student presents with a medical emergency then this is actioned immediately. Where a CAMHS referral is necessary then this is led by the DSL Jeanette Collins (AP SSW) and Matthew Orr (AAP AN) whom are both Mental Health Leads for Minsthorpe Community College

Alongside our L4L and Pastoral Curriculum refer to the curriculum audit Section 27 which offers a snapshot into our overarching offer (updates will be taken in Spring 2022 due to curriculum reform). The College values of Motivation Commitment and Care ensure that all stakeholders prioritise taking care of themselves and others on a day to day basis. We use the Wakefield Resilience framework to deliver key interventions and it is part of the Nurture Curriculum to build resilience in our students.

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

<https://www.pshe-association.org.uk/curriculum-and-resources/resources>

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)

<https://www.gov.uk/childcare-parenting/mental-health-of-children-and-young-people>

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

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

At Minsthorpe Community College we have been working closely with partner agencies to improve the quality of provision via the Wellbeing Package we offer within student support and our pastoral teams where additional training has been completed to meet the needs of our students. We ask staff within their annual training to be vigilant and share concerns related to the aforementioned promptly with Cross Curriculum Team Leaders and/or The Safeguarding Team who have completed specialist training in line with their role. [Supporting a child or young person with stress, depression or suicidal thoughts - Wakefield Council](#) We continue to be involved with the Future in Minds offer and this leads to close interagency working with CAMHS so that referrals can be made for work both internal and external to College. Students have access to a range of resources within the Firefly portal and a

'Student Safety Contacts' document is easy to access via the College website. Regular promotion of Local resources such as the WF-I-Can website, Kooth and the 'Night Owls' service.

<https://wf-i-can.co.uk/>

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

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

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

Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

We understand that taking a listening and empathetic approach is important when talking to students about their mental health issues. This can sometimes be what is initially needed by the student rather than advice or direction. If there are any safeguarding concerns discussion with the DSL will take place and referrals will be made to the appropriate agencies including Social care as set out in local processes.

### **g) Suicide**

We recognise that suicide is one of the biggest killers of children and young people in the UK. We are working towards the national guidance document 'Building a Suicide Safer School/College' by Papyrus. As well as following local procedures and ensuring involvement of CAMHS. Staff are informed as to the signs and indicators and know to talk, refer and support young people.

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

Staff can also access the document created by Wakefield Public Health 'Supporting a young person with suicidal thoughts'. Which provides staff with practical tips on how to talk to young people about suicide within our safeguarding section on firefly

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

Samaritans step by step guide responding to a suicide;

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

Wakefield suicide prevention strategy

<http://www.wakefield.gov.uk/Documents/health-care-advice/public-health/suicide-prevention-strategy.pdf>

If a serious incidents happens involving one of our pupils we will immediately inform the Local Authority by contacting social care/MASH. The processes are set out in our Emergency Response documentation refer to Section 2 for the link.

Managing a sudden death in the school community; [Rebuilding Lives Together \(lgfl.org.uk\)](http://www.lgfl.org.uk)

## h) Self Harm

Self harm concerns are referred to the Safeguarding Team and contact will always be made with parent/carers to advise them of the concerns raised so that they are able to keep their child safe at home. Advice will be given for a parent/carer to seek medical support if treatment is likely to be needed for injuries. Resources and signposting will be shared to support the family as a whole whilst ensuring that a child is not told to simply stop as this can escalate concerns further. Basic Safety advice will be given to the family.

[www.youngminds.org.uk](http://www.youngminds.org.uk) state that there are many misconceptions surrounding why young people self-harm. The reality is that:

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

Staff should continue to refer any concerns related to self-harm as this enables, if the child is willing, further support mechanisms to be established to identify the next steps. With the support of other services a formal safety plan may be created to support the family further. <https://www.selfharm.co.uk/>

### i) Homelessness

A small number of student(s) particularly in KS4 and Post 16 may be at risk of homelessness. Staff need to report any concerns so that adequate support can be given to the young person and/or family.

Wakefield procedure;

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

### j) Substance /Alcohol Misuse

The College works hard to educate students about the risks of misuse. A minority of young people may need additional support related to this issue and the College works closely with a local service – Inspiring Recovery to offer support to those who wish.

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

National website - <https://www.talktofrank.com/>

### k) Dealing with issues relating to Parental Responsibility – Dispute Resolution

The College will remain impartial when working with families in so far as possible. Where safeguarding concerns are identified appropriate referrals will be made to external agencies. The College will signpost parents to appropriate resources and organisation if they are unable to reach amicable agreements on their child. <https://relationshipmatters.org.uk/>

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

## Section 9

# Helping Children to Keep Themselves Safe

Curriculum delivery within extended P&A Times, Pastoral SMSC offer, via L4L and our wider curriculum lessons seeks to educate young people about the wider issues they may face.

We invite key organisations such as SPECTRUM, Community Policing, and a range of projects related to promoting and raising awareness of current issues via dramatic productions. We believe that it is essential to utilise a range of methods as a means to share important information with students about staying safe physically, emotionally and mentally; including online. Children are taught to understand healthy relationships, consent and to recognise and report abuse, we promote the FBV of respect and the rule of law and aim to enable them to be able to respond to and calculate risk through rigorous and sequential teaching of Sex and Relationship Education (RSE) in L4L lessons and in all other opportunities that the wider curriculum can offer pastorally and academically see Section 28.. They are regular informed of ways to report concerns and that it is never the fault of a child and that victim blaming is wrong. The 'Student Friendly Safeguarding Policy is visible in social areas which reminds them of this key information. See Section 2 for relevant policy links

Our approach is designed to help young people to think about risks they may encounter and have help to work out how those risks might be overcome building resilience and Children are taught how to conduct themselves and how to behave in a responsible manner using 'Be Fair' and the Minsthorpe Values of 'Motivation Commitment and Care'. Students are also reminded regularly about online/e-safety, including nudes, semi nudes, bullying which may occur outside the College environment being clear as to the consequences of such actions. The College continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Marking key events in assemblies and extended P&A slots such as Anti-bullying Week, safer Internet Day, Mental Health events etc.

Students are encouraged to speak to a member of staff in confidence about any worries they may have and we always seek to work in the best interests of the child. However, all students are aware (Minsthorpe Confidentiality statement is displayed in all social areas) 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 with appropriate adults.

We will follow the guidance on RSE education.

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

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

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

We acknowledge and sign up to Wakefield's Young People's Charter and actively promote this across College and it is displayed in Student Planners.

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

Students are encouraged to access local support via:

WF-I-Can website and Kooth.com who work in College within our Future in Mind package

<https://wf-i-can.co.uk/> and <https://www.kooth.com/>

Students are also reminded regularly of the 'Safety Contacts' which can be found on the College website if they are unable to access support in College for a whole host of issues or worries. Furthermore, student Firefly 'Wellbeing page' hosts links and resources to support with all matter of Mental Health and Wellbeing concerns.

## Section 10

# Support for those Involved in a Child Protection Issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students, their families, and staff by:

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

## Section 11

# Complaints Procedure

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

Complaints from staff are dealt with under the College's complaints and disciplinary and grievance procedures. Please refer to Section 2 for Policy links.

## Section 12

# If you have Concerns about a Colleague or Safeguarding Practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the College 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 College. The College's whistleblowing code of practice (please refer to Section 2 for policy links) is available on Staff Firefly under Safeguarding and the College Website. Annual Training reminds staff of the NSPCC Whistleblowing Advice Line 0800 028 0285 and we are clear that we encourage staff to raise concerns or allegations in confidence to ensure that young peoples are safe and to enable a sensitive enquiry to take place for staff concerned.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal and these will be recorded. Complaints about the Principal should be reported to the chair of governors. Staff may also report their concerns directly to the Designated Officer (refer to Local Contacts Section 26) or the police if they believe direct reporting is necessary to secure action or to the NSPCC Whistleblowing Advice Line as promoted in annual training

## Section 13

# Allegations Against Staff

### a) Managing cases

When an allegation is made against a member of staff, set procedures must be followed as stipulated in Keeping Children Safe in Education Sept 2021 Part 4. It is important to have a culture of openness and transparency and a consultation with the Designated Officer (LADO) will happen if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In all instances the College appreciates that any allegation must be dealt with fairly, quickly and consistently so that there is effective protection for the child/young person and at the same time support for the person, who is the subject of allegation. A record of any low level concerns that may not reach thresholds will be made and held by HR and held securely.

Allegations against staff (including supply staff and volunteers) should be reported to the Principal.

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

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

If any of the aforementioned criteria are met, then the Principal will contact the Designated Officer (LADO) for an urgent initial consideration in order to establish if there is substance to the allegation, the head teacher should not carry out any investigation until consultation with the LADO. Full and accurate records will be made at every stage. Referrals must be made to the LADO within one working day. Case managers may then be invited to a meeting coordinated by the LADO

The Principal will also contact the LADO for advice regarding allegations which are not immediately apparent to be false without further investigation.

The LADO will also inform Ofsted Early Years Inspectors if the allegation relates to any day care for children.

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

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

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

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

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

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

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

The full procedures for dealing with allegations against staff can be found in Part 4 Keeping Children Safe in Education 2021

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

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

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

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

Please refer to section 4. Good Practice Guidelines. Please refer to page 2 for the policy links to staff handbook, lone working, physical contact and Intervention, intimate care etc.

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

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

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

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

### **Infatuations:**

Where a student becomes strongly attracted to a staff member, it is important that the situation is dealt with sensitively, maintaining the dignity of all concerned. Any such concerns must be recognised and advice sought at the earliest opportunity. Staff should be open and transparent at all times and where they feel that a miscommunication has occurred with a student they need to promptly report it to the most appropriate member of staff.

### **Social Contact:**

- Staff are encouraged to lead Offsite Learning Opportunities for pastoral reasons e.g. Rewards Trips, and build up teacher student relationships with their students.
- Staff must not establish or seek to establish social contact with students in order to secure a friendship/relationship.
- Staff should not give their personal details e.g. home/mobile phone number; home/email address to students unless there are exceptional circumstances as agreed with the appropriate Assistant Principal.

- Staff should only communicate with students via school based systems and adhere to the email charter e.g. consider the time and tone of communications with students, remain professional at all times and be brief.
- Staff are reminded of the need for professionalism regarding social networking, chat and instant messaging services. Staff are reminded of the need to attach appropriate privacy rights to their accounts. Please refer to College's Online/E-safety Policy for further details see section 2 for links.
- Staff who have regular social contact with students and their families from the college are made aware of their professional responsibilities at all times and sign an additional AUP to acknowledge this.

#### **Physical Contact:**

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

#### **S.E.N. – including Intimate Care:**

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

#### **Physical Education/Music**

- There are situations where physical contact with children/young people is used e.g. supporting a student; demonstrating a particular piece of equipment/instrument.
- All staff should ensure that the minimum amount of time is taken and that contact takes place in an open environment.
- Where lessons are on a one to one basis, there should be either visual access to the room or the door is left open.
- Showers and changing – all staff must be vigilant about their own behaviour

#### **Children/Young People in Distress:**

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

## Behaviour Management – Care, Control & Physical Intervention

### Sexual Contact with Young People:

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

### First Aid & the Administration of Medicine

- Colleagues are expected to follow the guidelines as set out in the relevant documents Supporting Students with Medical conditions see Section 2 for Policy link.
- Basic Principals include making sure that, whenever possible, another adult is either present or aware of the situation and that staff explain to the child/young person what is happening.

## Section 14

# Staff Training and Induction

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

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

Our staff are trained from September 2019 in ACEs Adverse Childhood Experiences and understand trauma informed practice.

All of our staff are aware of the following;

Safer Working Practices in Education guidance 2019 and will complete full training in Nov

<https://www.saferrecruitmentconsortium.org/>

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

Governors (subject to role) will receive strategic governor safeguarding training alongside bi-annual college training.

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

The booklet 'What to do if you're worried a child is being abused' 2015 and Part One of Keeping Children Safe in Education 2021 and Annex B (are available on the staff firefly page under Safeguarding) all staff sign to indicate they have read and completed their annual Safeguarding Training – which is delivered bi-annually face to face by the DSL.

New staff will receive an induction with safeguarding which includes the College's Safeguarding and Child Protection Policy, details for the DSL, reporting and recording arrangements specific to the College, dates of their last training, the staff code of conduct and the whistleblowing policy. Staff will sign to say they have received this and understood.

Supply staff and other visiting staff will be given a pack from the Cover with a brief summary of the above which includes information held within the Visitor leaflet see 16 below.

## Section 15

# Safer Recruitment

Our College endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2021) together with WSCP and the College's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education 2021 see the flowchart in Part 3. Including;

- Recruitment and selection process
- Pre-appointment and Vetting checks
- Enhanced DBS (disclosure and barring service) check for those in regulated activity (certificates will not be kept as per GDPR UK)
- Prohibition from teaching check – teacher services system – for all teaching posts/EEA restrictions.
- Verification of mental and physical fitness
- Right to work in UK
- Professional qualifications.
- Governors will have enhanced DBS check (certificates will not be kept as per GDPR UK)
- Sect 128 provision (managers of independent schools including academies in addition to DBS) (certificates will not be kept as per GDPR UK)
- References will be sought before interview so any concerns can be explored (open references will not be accepted).
- 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 2021 Part 3 and local arrangements.
- We will obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked and ensure the correct person arrives in College.

## Volunteers

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

## Contractors

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

## Visitors

The College does not have the power to ask for DBS checks or see the certificate however, if they work in regulated activity we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Principal will use their professional judgement regarding escorting visitors in the College. All visitors will be asked to wear a badge identifying them as a visitor. (Please refer to MCC Visitors Policy and Procedures Section 2 for the link and further information below.

## Section 16

# Visitors and Site Security

Visitors to the College are asked to sign in, if show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through the designated entrance, sign in and present relevant ID if appropriate to confirm they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

It is expected that all visitors will observe the college's safeguarding and health and safety regulations (visitor leaflet provides a summary of procedures and where to report concerns of a safeguarding nature, see section 2 for the link to the document) to ensure children in college are kept safe. DBS information will only be requested by prior arrangement and the information held as part of the arrangements for regular visitors to site please see section above. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

All staff are expected to clearly wear their ID badges whilst on site. Post 16 students are expected to wear ID badges so that any visitors can be clearly identified. Furthermore, anyone without appropriate identification can be challenged.

The college has a procedure for emergency arrangements including lock down and invacuation which is held within the Emergency Evacuation procedures the link can be found in Section 2.

## Section 17

# Extended College and Off-site Arrangements

Where extended College activities are provided by and managed by the College, our own Safeguarding and Child Protection Policy and procedures apply and the DSLs will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed. Refer to section 2 for policy link.

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

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>

If external staff have regular contact with our pupils they will be asked to sign up to the schools code of conduct to ensure clarity of expectations e.g. mobile phone use and social media restrictions.

### Alternative Provision

We obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff and hold this information within our single central record. Providers have a consistent contact in College to report any issues and members of the Inclusion Team visit centres regularly to ensure they have effective safeguarding in place and keep the DSL appropriately informed. Before a placement begins risk assessments and safeguarding issues where relevant are shared and specific learning plans are developed to support students attain positive outcomes.

## Section 18

# Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. Refer to section 2 for policy link.

To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use students full name with an image
- ensure students are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use College equipment, i.e. not personal devices.
- encourage students to tell us if they are worried about any photographs that are taken of them.

## Section 19

# Physical Intervention and use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be taken into account when restraint is used on SEND students and risk assessments will be utilised to reduce the potential for such intervention to be needed by considering de-escalation strategies bespoke to the needs of the child. Refer to physical contact policy see section 2

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

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

## Section 20

# Intimate Care

If a child requires regular intimate care on site this is likely to be written into a Health Care Plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded on SIMS. Refer to Intimate Care Procedures policy link in Section 2.

## Section 21

# First Aid and Managing Medical Conditions.

Key staff will be trained appropriately in Emergency First Aid and will follow Safer Working Practice Guidelines of saying before touching.

Section 100 of the 'Children and Families Act 2014' places a duty on the college to make arrangements for supporting students with medical conditions. We work with other organisation to create Individual Health care Plans and share information as and when required to support with the successful inclusion of all students. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014. Refer to Supporting Students with medical conditions Please refer to Section 2 for Policy link.

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

## Section 22

# Changing rooms and other sports issues

We will take advice from the local WSCP as well as national advice from the NSPCC Sports unit.

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

## Section 23

# Child Protection Procedures

### a) Categories and Definitions

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

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

Please refer to 'Keeping Children safe in Education' Part 1 & Annex B, September 2021 for further information <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Please refer to Child's Voice Section 14 & Contextual Safeguarding /Extra Familial Harm Section 7 part g)

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

Please refer to Section 7 & 8 for further information

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**

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

### **Position of Trust**

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. See abuse of position of trust Section 5.

**Grooming** Refer to Section 8 a)

### **Neglect**

Refer to Section 8 d) for further information.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2018).

## **b) Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened them or they don't want the abuser to get into trouble. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

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

A child who is being abused or neglected may: (this list is not exhaustive)

- have bruises, bleeding, burns, fractures or other injuries without plausible explanation
- 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, low self esteem
- appear fearful, mute from trauma
- be reckless with regard to their own or other's safety
- self harm including eating disorders, head banging etc.
- frequently miss College 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, regress to younger child behaviours
- challenge authority, have outbursts of anger, poor behaviour which could indicate trauma
- become disinterested in their College work
- be constantly tired or preoccupied
- be wary of physical contact or over affectionate to 'new' people
- 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 differs from that of the child e.g. for bruising
- Claims of falls/fits etc. that never happen in College
- Unrealistic expectations or constant complaints about the child
- Alcohol /drug misuse
- Mental health issues which affect parenting
- Requesting removal of child
- Domestic abuse.

#### **Disabled children; other signs to consider**

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

(Refer to the document on the safeguarding postcard issued by DSL in training, all documents on staff Firefly and use the NSPCC website for further indicators of abuse)

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

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

#### **c) Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. Our staff are trained in ACEs Adverse Childhood Experiences, they understand and work towards trauma informed practice. Adult Survivor helpline Refer to Local Contacts Section 26.

#### **d) Taking Action**

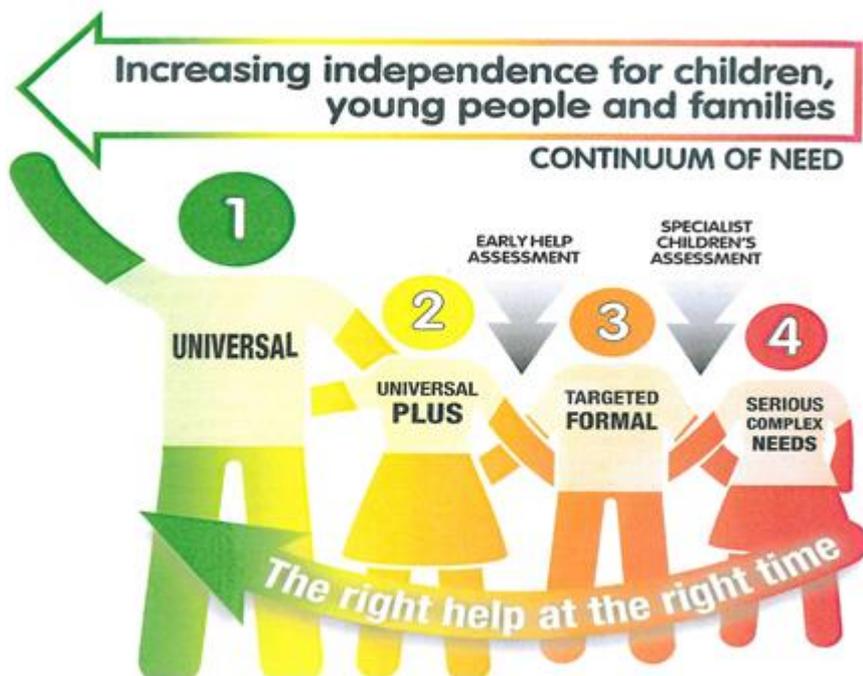
A Safeguarding Team poster is displayed in all key documentation so that staff know who the appropriate people are to contact for advice or to pass on concerns. Minsthorpe Community College provides a range of appropriate adults who are highly visible in yellow jackets throughout the College day that students should feel confident enough to approach if they are experiencing difficulties e.g. Leadership staff, Cross-Curriculum Team Leaders; Student Support staff; Happy Days Staff; L4L Staff and all teachers in lessons. The College has a Student Friendly Safeguarding Poster which includes member of the Safeguarding Team. It is displayed in both discreet and public areas and enables students to identify the key staff that can offer support.

It is the responsibility of all staff to report and record their concerns as soon as possible. Minsthorpe Community College actively encourages a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with the Safeguarding Team if in any doubt. Refer to flow chart Page 11 It is made clear that it is not their responsibility to investigate or decide whether a child has been abused. Any child, in any family, in any College, could become a victim of abuse. Staff should always maintain an attitude of “it could happen here” and they must maintain professional curiosity and work in the best interests of the child. Abuse of a child is never acceptable we will ensure we do not have a culture where low standards are considered acceptable or viewed as ‘normal for’ a family or community

Wakefield has a Continuum of Need for children and families who need support, this ranges from Level 1 to level 4. It is worth noting that a cause for concern does not always require a Level 4 response, it may be the family need a lower level of support to help the situation. The Children First hubs are able to signpost College staff and support at Level 3.and the College have a designated point of contact whom they will link with (via the TAS process) in order to identify appropriate support for a student and/or their family.

Wakefield Families Together website provides lots of advice and support – Early help;

<https://www.wakefieldfamieliestogether.co.uk/>



Level 1	Universal services are meeting the needs – no extra intervention needed.
Level 2	For example a universal service is providing extra support, or have referred to one other single agency. Schools can use Signs of Safety to assess at this level.
Level 3	Multi agency approach to support. Multi agency early help/ SoS assessment. Children First Hub and TAS arrangements may be able to support.
Level 4	Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess, investigate and lead at this level.

The College has a duty to intervene early and support however it is not schools responsibility to investigate or decide whether a child has been abused. Schools do not have the powers to investigate child protection concerns.

**Key points for staff to remember for taking action are:**

1. If an emergency and if a child is in immediate danger or is at immediate risk of harm, a referral should be made to children’s social care and/or the police (999) immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council and the local social care contact number can be found by following the link <https://www.gov.uk/report-child-abuse-to-local-council>
2. REPORT your concern to the DSL as soon as possible and certainly by the end of the day using the CPOMs icon on staff desktops, or the email address [safeguarding @minsthorpe.cc](mailto:safeguarding@minsthorpe.cc) or contacting the DSLs directly by phone or in person. If within Happy Days Children’s Centre speak in person to the Centre Manager.

3. Complete a RECORD of your concerns on CPOMS or email if this is unavailable and send this immediately to the 'Safeguarding Team' via the secure 'safeguarding' email. Such concerns must be shared quickly – certainly by the end of the College day. It is the responsibility of the reporting member of staff to ensure that any concern which would be considered urgent (indicates a child is at risk once they leave College) has been picked up by a member of the Safeguarding Team, particularly if the concern was noted or a disclosure made towards the end of the College Day.

If the DSL or a Deputy DSL or the Happy Days Centre Manager are not available to speak to you in person and you believe a student to be at risk of harm should they leave site or that they need supervision to ensure they are safe then make contact with:

- a) Within the main College seek the advice of the Cross Curriculum Team Leader for the student concerned, or their Assistant (ACCTL), or a member of the Leadership Team.
  - b) Within Happy Days – the Deputy Manager or Associate Principal
4. Do not start your own investigation.
  5. Be ready to write within 24 hours, a detailed written record of your meeting. The recipient of your concerns, taking into account your information and views, will make the decision as to the next course of action.
  6. Due to the serious nature of such concerns, do NOT rely solely on a recipient receiving an email – if you received no response always follow this up in person with one or more of the key personnel outlined above in a timely manner so that a young person does not leave site before appropriate action is taken.
  7. Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
  8. Seek support for yourself if you are distressed, see helplines in Local Contacts Section 26.
  9. Ask for feedback and if there are no improvements push for reconsideration. See escalation section.

### **If you are concerned about a student's welfare**

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

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

### e) Early Help / Intervention

If the concern is at a lower level on the continuum– Level 2 - and does not require other agency involvement, the DSL will initiate early intervention via the Year Office to;

- Engage with the parents/carers using a restorative approach as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers 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 College support and support from external agencies e.g. School Nurse, Spectrum or Primary Practitioner)
- At this meeting, we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates and times, including phone calls/letters using our internal systems and transfer documents as appropriate onto external systems with consent.
- 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 pattern for referral and escalation if needed. Using the signs of safety Framework to structure our response.

<http://www.wakefield.gov.uk/schools-and-children/early-help>

If necessary and with consent we may complete a TAS referral initially or following a period of monitoring. If concerns meet threshold then a referral to Social Care MASH will be made. Supporting documents such as the Neglect Toolkit, Brook Traffic light tool to support a Risk Assessment linked to HSB alongside other key documentation will be utilised if appropriate.

<http://www.wakefield.gov.uk/schools-and-children/early-help>

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

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

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. Remind students of our Confidentiality Statement which is displayed in their social area etc. The point at which they tell the student is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the

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

Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw disclosures later if they feel things have gotten out of their control. Staff should be aware that SEND students may face additional safeguarding challenges and any barriers to disclosure etc. should be removed. Effective communication and relationship building with children will help in these situations.

Staff members should seek support if they feel distressed – From DSL team / HR if appropriate and the helplines held within the contacts Section 26.

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

- allow students to speak freely – focus on listening not giving advice
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort –'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences, and allow space and time for the student to continue, staff will recognise the barriers the student may have had to overcome to disclose
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as...whether it happens to siblings too, or what does the student's mother think about it.
- use open-ended statements to gain more information e.g. TED = "Tell me more, Explain to me, Describe to me...."
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused. Follow 'safe touch' guidance within safer working practice guidelines and training
- Remember professional boundaries do not share personal experiences such as 'that happened to me'
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I wish you had told me about this when it started' or 'I can't believe what I'm hearing' is not helpful and may be interpreted by the child to mean that they have done something wrong
- do not pass judgement on the perpetrator
- tell the student what will happen next. The student may agree to go with you to see a member of the Safeguarding Team. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on CPOMs ensuring that they state fact and details only. Ensuring that the child's voice is recorded.
- Remember that SEND students may face additional challenges and we should aim to remove any barriers to enable disclosures

(Refer to firefly)

### g) Notifying parents

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

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

Staff will be alert if parents and students 'stories' differ in any way e.g. with regards to how an injury was caused and will ensure this is noted and shared with other agencies as appropriate. Refer to early help above for support needed at Level 2

If parents have any queries regarding safeguarding please contact a member of the safeguarding Team.

### h) Records and Monitoring

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

- Factual and evidence based e.g. Non-emotive, Non-judgemental
- Contains details of date, time, context if not at the point of recording
- Ensure the voice of the child is captured
- Use clear, straightforward language
- Concise
- Clearly differentiated between opinion, judgements and hypothesis if they are given

Any concerns about a child will be recorded on CPOMs for the majority of staff with easy access to ICT and the email [Safeguarding@minsthorpe.cc](mailto:Safeguarding@minsthorpe.cc) is also active for all staff if CPOMs is not accessible to them. This will ensure that the information reaches all members of the team and that the nearest available DSL can respond as a matter of urgency.. Records will be linked, dated and saved securely within CPOMs. The Child's voice must be captured for concerns at this level. A chronology can then be created within CPOMs to support in the next steps.

If for any reason staff do not receive a response to a high level concern they must follow this up with a member of the Safeguarding Team before the end of Lesson 3. For example if a concern has only come to light in the latter stages of the day staff should ensure that the Safeguarding Team have adequate time to ensure that a child believed to be at risk of harm does not leave College until the matter has been investigated by making direct contact and taking the student to the DSLs if possible or to leave them with adequate supervision whilst making contact with the DSLs or other key personnel by phone or in person.

The DSLs will feedback to staff the basic action taken without breaking confidentiality for the child and their family

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

## i) The safeguarding file

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

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

This file will be kept separately from the main student file on CPOMs or paper based and will be held securely only to be accessed by appropriately trained people. Staff can view a marker on quick notes in SIMS which states 'safeguarding' and this signifies that a separate safeguarding file exists for that child. Therefore, all staff coming into contact with that child are aware that an additional vulnerability exists.

The College will keep professionally written records of concerns about children on CPOMs 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, on CPOMs and held within this chronology with more detail and analysis. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether we need to complete an early help assessment, contact with external agencies - Social Care MASH/Early Help Hubs in line with the Continuum of Need document and reflecting the Signs Of Safety approach as previously referenced .

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 and Safeguarding Officer every term to evidence and support actions taken by staff in discharging their safeguarding arrangements. Checklists and supervision toolkits are available on safeguarding schools webpage.

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

If the child moves to another school, the file will be securely sent or taken, to the DSL at the new establishment/school and a written receipt will be obtained. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child (within 5 days). We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

Child protection records may be exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them in certain circumstances. If any member of staff receives a request from a pupil or parent to see child protection

records, they will refer the request to the Principal, who will consult information governance. (See Information Sharing Advice KCSIE)

<https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance>

#### **j) Referral to Social Care MASH (Level 4)**

The DSL will make a referral to Social Care MASH if it is believed that a student is suffering or is at risk of suffering significant harm – Level 4 on the Continuum of Need. This is best done in Wakefield with reference to the Continuum of Need and using the Signs of Safety approach. There is a checklist and MARF referral form available on WSCP safeguarding for schools webpage. The DSLs will always consult with MASH before making a referral and following this complete a paper MARF if required.

Social Care MASH should inform the DSL of the outcome within one working day. If this does not happen the DSL should follow this up in the following days and escalate if required.

If we feel further help is needed but that it does not meet the threshold for Social care (i.e. move to level 3) other agencies will be contacted and if issues escalate or local advice is needed the Children First Hub can be contacted and a decision as to the most appropriate referral needed e.g. TAS.

<http://www.wakefield.gov.uk/schools-and-children/early-help>

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

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

If the situation does not appear to be improving the College will press for reconsideration and if necessary follow WSCP professional disagreement procedure see below.

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 DSLs will fully participate in multi-agency work and meetings e.g. Strategy meetings, case conferences etc. and if notice given a member of the team will try to attend in person, where this is not possible information will be shared to support decision making and adequate assessment of needs.

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

#### **Escalation / Professional Disagreement**

If the situation does not appear to be improving or there is any professional disagreement with the outcome the school will press for reconsideration and follow WSCP professional disagreement procedure.

[https://westyorkscb.proceduresonline.com/p\\_res\\_profdisag.html?zoom\\_highlight=professional+disagreement](https://westyorkscb.proceduresonline.com/p_res_profdisag.html?zoom_highlight=professional+disagreement)

Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

## Referral to Police

Remember if a criminal offence has occurred to contact the police 101 or 999 as appropriate. It may be useful to state which department we require e.g. child safeguarding unit / CVE team / indecent images team.

If we believe a child is being radicalised we will refer to the Prevent police officer using the referral form on the WSCP education page.

When to Report to Police guidance;

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

The College DSLs also have the log in information to register concerns on the Local partnership intelligence portal PIP – to report intelligence – staff should note that this does not replace usual procedures if child is at risk.

<https://www.westyorkshire.police.uk/partnership-intelligence-portal>

## Home Visits

When key staff are required to do home visits we will follow best practice and consult the checklist, this is for those only with the express permission of the Principals.

<https://www.wakefieldscp.org.uk/education/templates/>

## k) Confidentiality and sharing information

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

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

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

The Seven Golden Rules for Safeguarding Information Sharing 2015

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

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

[https://www.gov.uk/government/publications/data-protection-toolkit-for-schools?utm\\_source=ef59d902-90f3-4dfc-a1d3-](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools?utm_source=ef59d902-90f3-4dfc-a1d3-)

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

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

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

## Section 24

# Special Circumstances

### a) Child in Care CIC previously Looked after Children LAC & Children with a Social Worker

The most common reason for children becoming looked after is as a result of abuse or neglect. The college ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for CIC and the DSL have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care they will work with the virtual head to discuss how funding can be best used to support the progress of CIC and meet the needs in their PEP (Personal Education Plan)

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

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

Wakefield CiC education team see Local Contacts Section 26: <http://care4us.co.uk/?idno=1024>

### b) Children with a social worker

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

### c) Work Experience

The College has documents to safeguard post 16 students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance 'Keeping Children Safe in Education 2021'. Staff within the Social Vocational Team are responsible for placements for Post 16 students alongside HR. Current work is to be undertaken to support placements of younger students and DBS checks will be sought where necessary this will form part of the Alternative Provision package. Please refer to page 8 for Policy link.

## Section 25

# Remote Learning Safeguarding Considerations

During Covid lockdown we provided remote education via Microsoft Teams. This platform was selected in order to protect students and to keep participants and content secure. Relevant Addendums were in place and information was shared with all stakeholders.

Safeguarding considerations included using local WSCP checklists and advice from recognisable agencies e.g. NSPCC and Safer Recruitment Consortium were consulted to finalise the documentation.

Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK [www.gov.uk](http://www.gov.uk)

The College follows the instructions set out by the Government, Local authority and the DFE to complete and return any required documentation e.g. trackers, attendance data in order to monitor young people who have a Social Worker or may be identified as vulnerable. Please see above website for information regarding those Identified as such; including those with an EHCP and the measures that will be followed. [Resources & Agencies | Wakefield Safeguarding Children Partnership \(WSCP\) \(wakefieldscp.org.uk\)](http://Resources & Agencies | Wakefield Safeguarding Children Partnership (WSCP) (wakefieldscp.org.uk))

Satchel One is the recognised App purchased by the College for the setting and submission of home learning and remote learning.

Email systems are in place in which students and staff can communicate within a monitored (trackable) and safe manner. Clear guidance is in place via the email charter as to when, how this should take place e.g. only via student school email – not personal email response etc.

If in the future Remote Teaching is needed all relevant addendums and processes will be reviewed and updated to ensure the safety of all stakeholders.

## Section 26

# Local Contact Details

Wakefield Social Care MASH

Phone; 0345 8503 503

Minicom: 01924 303450 (type talk welcome)

Email; [social\\_care\\_direct\\_children@wakefield.gov.uk](mailto:social_care_direct_children@wakefield.gov.uk)

Local Hub

Email; [southeast@wakefield.gov.uk](mailto:southeast@wakefield.gov.uk)

Phone; 01977 722305

<https://www.wakefieldfamielsttogether.co.uk/community-support/family-hubs/>

<https://www.wakefieldfamielsttogether.co.uk/>

School's Social Care Link Worker (social worker)

Louise Watkin

[lwatkin@wakefield.gov.uk](mailto:lwatkin@wakefield.gov.uk)

07557164290

School's Early Help Link Worker TAS (Children first hub practitioner)

Mandy Reed

[Mreed@wakefield.gov.uk](mailto:Mreed@wakefield.gov.uk)

01977 723730

Police

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

Child Safeguarding Unit

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

[wakefield.sguchild@westyorkshire.pnn.police.uk](mailto:wakefield.sguchild@westyorkshire.pnn.police.uk)

CVE Police Team

01924 303570

[cveteam@wakefield.gov.uk](mailto:cveteam@wakefield.gov.uk)

West Yorkshire Police Intelligence Portal PIP

Report intelligence – not in place of usual safeguarding reporting procedures – Contact DSLs for logs

01924 303570

[Partnership Intelligence Portal | West Yorkshire Police](#)

Wakefield District Domestic Abuse Service WDDAS

0800 915 1561

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

[domesticabuse@wakefield.gov.uk](mailto:domesticabuse@wakefield.gov.uk)

Wakefield Safeguarding Children Partnership WSCP/ 3 Safeguarding Partners  
<https://www.wakefieldscp.org.uk/>

Local Authority Designated Officer (LADO)  
Marie Pettman  
[lado.referrals@wakefield.gcsx.gov.uk](mailto:lado.referrals@wakefield.gcsx.gov.uk)  
01977 727032

Prevent Contacts – referral form see templates on WSCP website.  
Prevent – Wakefield Community Safety Team [communitysafety@wakefield.gov.uk](mailto:communitysafety@wakefield.gov.uk)  
01924 306645 / 01924 306776 Or 07468 700810 / 07827 955425  
Prevent Police Officers  
[wd.prevent@westyorkshire.pnn.police.uk](mailto:wd.prevent@westyorkshire.pnn.police.uk) or 07789753634 / 07590357469

Child Missing Education Officers  
Marina Oldrive,  
Educational Welfare Officer  
01924 307467  
Wakefield Education Welfare service;  
<http://www.wakefield.gov.uk/schools-and-children/supporting-families/education-welfare-service/about-education-welfare-service>

Virtual Head for CIC  
Jackie Roper  
[jroper@wakefield.gov.uk](mailto:jroper@wakefield.gov.uk)  
Reach Team  
[thereachteam@wakefield.gov.uk](mailto:thereachteam@wakefield.gov.uk)  
Personal Advisor Care Leaver

Safeguarding Advisor for Education  
Vicki Maybin  
[vmaybin@wakefield.gov.uk](mailto:vmaybin@wakefield.gov.uk)  
07788743527  
Safeguarding Information webpage for Wakefield Schools;  
TRAINING OFFER, TEMPLATES, AUDIT, RESOURCES & local and national agencies, MANAGING ALLEGATIONS,  
<https://www.wakefieldscp.org.uk/education/>

Future in Mind  
Rosalie Van de Berg  
CAMHS Primary Practitioner  
Telephone: 01977 735 865  
Email: [Rosalie.VandeBerg@swyt.nhs.uk](mailto:Rosalie.VandeBerg@swyt.nhs.uk)

CAMHS Single point of access (SPA)  
01977 735865  
<https://www.southwestyorkshire.nhs.uk/services/camhs-wakefield/>

Wakefield Resilience Framework;  
<https://www.riskandresilience.org.uk/>

Wakefield Local Offer – for children with SEND and their families  
<http://wakefield.mylocaloffer.org/Home>

Drug support for young people  
<https://www.turning-point.co.uk/>

Wakefield voluntary sector Young Lives Consortium  
<http://www.ylc.org.uk/>

Wakefield Adult Services  
<http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services>

Wakefield Well Women Centre  
<http://www.wellwomenwakefield.org.uk/>

Wakefield District Housing WDH  
<https://www.wdh.co.uk/ContactUs/>  
OneCALL 0345 8 507 507

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

Wakefield Signs of Safety webpage;  
<https://www.wakefieldscp.org.uk/professionals-and-practitioners/signs-of-safety/>

Wakefield Youth Work Team (including Young Carers)  
<http://wfyouth.co.uk/>

Wakefield Young Carers  
<http://www.wakefield.gov.uk/schools-and-children/early-help/young-carers>

Spectrum Community Health CIC  
RSE Lead - Andi Cope  
01924 846631  
[Andi.Cope@spectrum-cic.nhs.uk](mailto:Andi.Cope@spectrum-cic.nhs.uk)

NSPCC Helpline  
0808 800 5000

NSPCC Whistleblowing Helpline  
0800 028 0285  
Report Abuse in Education 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

School Nursing  
01924 327540 (Referrals and Duty Team)  
Named nurse Jean Richardson  
<https://www.bdct.nhs.uk/services/school-nursing-teams-wakefield/>  
<https://www.bdct.nhs.uk/services/health-visiting-wakefield/>

Education psychologist  
01924 307403 email: [eps@wakfield.gov.uk](mailto:eps@wakfield.gov.uk)

Professional Online Safety helpline  
0844 3814772

National Association People Abused in Childhood NAPAC  
<http://www.mindingyourhead.info/service/napac-national-association-people-abused-childhood>

Stop It Now

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

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

Professional Online Safety helpline  
0844 3814772

Counter Terrorism helpline  
0800 789 321

Forced Marriage Unit  
020 7008 0151 [fm@fco.gov.uk](mailto:fm@fco.gov.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/community/hate-crime>

Wakefield Youth Offending Team  
Westgate, Wakefield WF1 1LT, 01924 304155

## Section 27

# Curriculum Audit

(update will be added over this academic year - significant curriculum reform is taking place)

	Autumn	Spring	Summer
Year 7	<p>L4L - awareness of Rights and Responsibilities</p> <p>Esafety talk</p> <p>English – Respect, bullying, war &amp; extremism</p> <p>MFL – Family &amp; relationships</p> <p>D&amp;T – Morals &amp; choice, animal rights</p> <p>Healthy living &amp; sustainability</p> <p>Trade &amp; economics</p> <p>CDM – School Network &amp; Password Protection</p> <p>Science – Reproduction, RSE, safe internet use</p> <p>Creative – Social barriers and peer work</p> <p>Diversity, culture &amp; traditions including online safety</p> <p>History: Magna carta and Development of Parliament</p>	<p>L4L - Emotional + Sexual Relationships</p> <p>Puberty</p> <p>Awareness of other cultures – equality linked to races and religion - Aspirations</p> <p>English –RSE ‘Shakespeare’ morality and discrimination, sexism.</p> <p>MFL – Other cultures</p> <p>D&amp;T – Morals &amp; choice, animal rights</p> <p>Healthy living &amp; sustainability</p> <p>Trade &amp; economics</p> <p>CDM – Online security including images sexting &amp; social media – internet safety day</p> <p>Science – Health &amp; disease – Alcohol &amp; drugs</p> <p>Creative – Diversity, culture &amp; traditions</p> <p>Sustainability – recycling</p> <p>Moral right &amp; wrong</p> <p>Geography: Migration</p>	<p>L4L – Safety talk – sexting, social media</p> <p>MLK –equality linked to race</p> <p>English- Poetry relating to different places and cultures</p> <p>MFL – Diversity, culture &amp; traditions</p> <p>D&amp;T – Morals &amp; choice, animal rights</p> <p>Healthy living &amp; sustainability</p> <p>Trade &amp; economics</p> <p>CDM – Content accessible to young people and reporting. Online reputation and consequences of sharing materials</p> <p>Science – Electricity and personal safety</p> <p>Creative – Diversity, culture &amp; traditions</p> <p>Bullying , morals and choice</p> <p>Geography: Industry – worker’s rights, exploitation.</p> <p>Sustainability, climate change &amp; stewardship</p>

<p>Year 8</p>	<p>L4L – Diversity – religion, race and disability – study of the holocaust.</p> <p>English – racism, sexuality, gender &amp; mental health – ‘Mice and Men’</p> <p>D&amp;T – Healthy living</p> <p>Trade &amp; Economics</p> <p>CDM – School Network &amp; Password Protection</p> <p>Creative – Slavery and faith</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety</p> <p>History: Slavery</p> <p>Geography – Inequality in development</p>	<p>L4L - Aspirations – careers and future plans</p> <p>English – Racism, radicalisation, victims, relationships &amp; war ‘poetry’</p> <p>RSE ‘Shakespeare’</p> <p>D&amp;T – Healthy living</p> <p>Trade &amp; Economics</p> <p>CDM – Online security including images sexting &amp; social media – internet safety day</p> <p>Science – Healthy living diet &amp; peer pressure</p> <p>Creative – Sustainability &amp; Recycling</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety</p> <p>History – Hitler’s Germany Extremism/racism</p> <p>Geography – Moral question of deforestation</p>	<p>L4L - Age limits, peer pressure, smoking &amp; alcohol awareness</p> <p>Spectrum RSE- Healthy relationships &amp; consent, Sexting &amp; social media</p> <p>English- war poetry, patriotism, morality</p> <p>MFL – Social media and safe communication linked to RSE, CSE etc.</p> <p>D&amp;T – Healthy living</p> <p>Trade &amp; economics</p> <p>CDM – Content accessible to young people and reporting. Online reputation and consequences of sharing materials</p> <p>Science – Genetics &amp; Lifelong conditions</p> <p>Creative – Diversity, culture &amp; traditions</p> <p>E-safety</p> <p>History – Holocaust. Moral question – dropping the atomic bomb.</p> <p>Geography: Food inequality</p>
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<p>Year 9</p>	<p>L4L – STIs, Teenage Pregnancy, Contraception</p> <p>Awareness of other cultures – equality linked to races and religion (religion and faith)</p> <p>English – poverty &amp; family ‘A Christmas Carol’</p> <p>MFL – Family &amp; relationships, Cyber bullying &amp; digital media</p> <p>D&amp;T – Healthy living</p> <p>Trade &amp; economics</p> <p>CDM – The bigger picture – Environmental issues, Legislation of using online media</p> <p>Science – Health, disease &amp; medicine – RSE including STIs, alcohol &amp; drugs</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – Power and the People. Protest and the development of Democracy</p>	<p>L4L - Human Rights Issues linked to Homelessness &amp; Poverty</p> <p>Awareness of other cultures – equality linked to races and religion (religion and faith)</p> <p>Homosexuality/relationships &amp; Contraception</p> <p>English –RSE morality &amp; gender ‘Shakespeare’</p> <p>MFL – Diversity, culture &amp; traditions</p> <p>D&amp;T – Healthy living</p> <p>Trade &amp; economics</p> <p>CDM – The bigger picture – Data Protection, Legislation of using online media</p> <p>Science – Genetics &amp; Lifelong conditions</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions</p> <p>Media &amp; environment</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – Power and the People. Protest and the development of Democracy.</p> <p>Geography – Developing Economic World. Migration. North South divide</p>	<p>L4L – Aspirations</p> <p>Safety talk – sexting, social media</p> <p>English –RSE, class &amp; morality ‘Inspector Calls’</p> <p>D&amp;T – Healthy living</p> <p>Trade &amp; economics</p> <p>CDM – The bigger picture – Privacy policies, Legislation of using online media</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions society &amp; environment</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – Power and the People. Protest and the development of Democracy.</p> <p>Geography – Developing Economic World. Migration. North South divide</p>
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<p>Year 10</p>	<p>L4L – Body Image – bullying, issues, social media, STIs</p> <p>English –RSE , stereotypes &amp; cultural diversity ‘poetry’ relationships, consent, loss, bereavement</p> <p>D&amp;T – Diversity &amp; cultural traditions linked to diet</p> <p>CDM – Online security, social media &amp; reporting systems including safety of information storage</p> <p>Science – Health disease &amp; ethical choices e.g. organ selling</p> <p>Motion linked to road safety</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions</p> <p>Health &amp; safety</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – USA –Economic depression</p> <p>Geography – Climate change</p>	<p>L4L – Aspirations</p> <p>RE – Awareness of other cultures linked to religion and race study of the religion of Islam</p> <p>English – Revision of previous topics in Yr 9</p> <p>MFL – Environment, poverty &amp; homelessness</p> <p>CDM – Reminders via Internet Safety Day</p> <p>Science – Health, disease &amp; medicine –RSE including STIs, alcohol &amp; drugs</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions</p> <p>Media &amp; environment</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History USA – Civil Rights and Feminism</p>	<p>L4L - Diversity and difference – equality and protected characteristics.</p> <p>Safety talk – sexting, social media SMSC</p> <p>English – Revision of previous topics in Yr 9</p> <p>D&amp;T – Health linked to fair trade &amp; economics</p> <p>CDM – Online security &amp; reporting systems online, using mobile devices as revision tools safely</p> <p>Science – Genetics &amp; Lifelong conditions</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions society &amp; environment</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>Geography – Urban issues and challenges. Inequalities and deprivation. Sustainable living</p>
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<p>Year 11</p>	<p>L4L - Aspirations – further education, Exam stress, Mental illness</p> <p>English- emotions and empathy in fiction and non-fiction texts (natural disasters, nature, school, bullying, homework, celebrity culture, mental health, environmental concerns)</p> <p>MFL – Environment, poverty &amp; homelessness</p> <p>CDM – Online security, social media &amp; reporting systems including safety of information storage – removing filtering and the issues</p> <p>Science – Health &amp; disease</p> <p>Puberty &amp; fertility</p> <p>Creative – Esteem and personal exploring current issues confidence including morals</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – Cold War – differing ideologies.</p> <p>Geography – Resource security</p>	<p>L4L – HIV/AIDS, Grooming + CSE</p> <p>RE - Awareness of other cultures linked to religion and race study of the religion of Islam.</p> <p>Peace conflict and pacifism in the Muslim faith.</p> <p>English – emotions and empathy in fiction and non-fiction texts (natural disasters, nature, school, bullying, homework, celebrity culture, mental health, environmental concerns)</p> <p>PE – Drugs, smoking &amp; alcohol in sport</p> <p>CDM – The Bigger Picture (covers data protection, environmental issues, privacy, legislation)</p> <p>Science – Healthy living, diet, body image and Mental health</p> <p>Creative – Esteem and personal confidence including morals and current issues</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety – copyright &amp; media</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p> <p>History – Cold War – differing ideologies</p> <p>Geography – impact of natural disasters</p>	<p>RE – Revision of previous GCSE topics</p> <p>English – emotions and empathy in fiction and non-fiction texts (natural disasters, nature, school, bullying, homework, celebrity culture, mental health, environmental concerns)</p> <p>D&amp;T – Health linked to fair trade &amp; economics, slavery – child labour</p> <p>CDM – The Bigger Picture (covers data protection, environmental issues, privacy, legislation)</p> <p>Creative – Esteem and personal confidence including morals &amp; current issues</p> <p>Diversity, culture &amp; traditions</p> <p>E-safety – copyright &amp; media</p> <p>Health and Social Care – factors that impact health, supportive relationships, growth and development</p>
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<p>Year 12</p>	<p>English –RSE, gender, sexuality &amp; society ‘Shakespeare &amp; Handmaid’s Tale’. political correctness- terms associated with race, gender and disability.</p> <p>D&amp;T – Ethics, fair trade &amp; economics</p> <p>Slavery &amp; child labour</p> <p>CDM – Online security, social media &amp; reporting systems including safety of information storage</p> <p>Media &amp; advertising</p> <p>Legal, moral and ethical issues concerning technologies &amp; using mobile devices as revision tools safely</p> <p>Science – Health &amp; disease</p> <p>Creative – Esteem and personal confidence including morals</p> <p>Diversity, culture &amp; traditions</p> <p>Gender, race and sexuality</p> <p>Psychology: Gender and sexuality</p> <p>Health &amp; Social Care – growth and development including puberty, contraception, abuse.</p>	<p>English – Gender, sexuality, feminism &amp; stereotyping</p> <p>Prejudice &amp; discrimination in class, voice, social media &amp; language. political correctness- terms associated with race, gender and disability</p> <p>PE – Radicalisation &amp; extremism – cultural impact on sport</p> <p>D&amp;T – Environment &amp; health – society and media</p> <p>CDM – Data protection, reminders via Internet Safety Day, using mobile devices as revision tools safely</p> <p>Science – Immunity &amp; disease</p> <p>Creative – Esteem and personal confidence including morals</p> <p>Diversity, culture &amp; traditions</p> <p>Gender, race and sexuality</p> <p>Psychology: Gender and sexuality</p> <p>Health &amp; Social Care – growth and development including puberty, contraception, abuse.</p>	<p>D&amp;T – Revision of previous topics</p> <p>CDM – Online security &amp; reporting systems online, using mobile devices as revision tools safely</p> <p>Science – Health &amp; disease</p> <p>Creative – Esteem and personal confidence including morals</p> <p>Diversity, culture &amp; traditions</p> <p>Gender, race and sexuality</p> <p>Psychology – Addiction (drugs, alcohol, smoking, gambling)</p> <p>Health &amp; Social Care – growth and development including puberty, contraception, abuse.</p>
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<p>Year 13</p>	<p>English –RSE, radicalisation, extremism &amp; sexual crimes ‘Kite Runner’</p> <p>CSE, racism and discrimination ‘Colour purple’</p> <p>Prejudice &amp; discrimination via language -political correctness- terms associated with race, gender and disability.</p> <p>D&amp;T – Ethics, fair trade &amp; economics</p> <p>Slavery &amp; child labour</p> <p>CDM – – Personal safety , age related gaming, images and the sharing of these</p> <p>Legal, moral and ethical issues concerning technologies &amp; using mobile devices as revision tools safely</p> <p>Science – Drugs and body image e.g. diet pills</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions</p> <p>society &amp; environment</p> <p>E-safety</p> <p>Gender, race and sexuality</p> <p>Psychology – Addiction (drugs, alcohol, smoking, gambling)</p> <p>Health &amp; Social Care – Equality &amp; Diversity and safeguarding in H&amp;SC</p>	<p>English - Prejudice &amp; discrimination via language including slavery origins</p> <p>D&amp;T – Environment &amp; health – society and media</p> <p>CDM – Reminders via Internet Safety Day</p> <p>Science - Puberty &amp; illness</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions</p> <p>society &amp; environment</p> <p>E-safety</p> <p>Gender, race and sexuality</p> <p>Health &amp; Social Care – Equality &amp; Diversity and safeguarding in H&amp;SC</p>	<p>D&amp;T – Revision of previous topics</p> <p>CDM – Online security &amp; reporting systems online, using mobile devices as revision tools safely</p> <p>Creative – Esteem and personal confidence</p> <p>Diversity, culture &amp; traditions</p> <p>society &amp; environment</p> <p>E-safety</p> <p>Gender, race and sexuality</p>
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## Final Section

# Equality Assessment

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

## Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
September 2021	September 2022	Assistant Principal (Safeguarding and Wellbeing)