Draft Policy – this will remain in draft whilst awaiting local and national changes.

Will be ratified by Governors Oct 26

Safeguarding and Child Protection Policy

Assistant Principal – Safeguarding and Wellbeing | September 2026

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

This document must be read in conjunction with the College's Polices and relevant DfE Guidance:

- The Online safety Policy
- The Staff Handbook & Whistleblowing
- The Lone Working Policy
- Anti-bullying Principles and Practice
- Behaviour and Discipline Continuum & Code of Conduct
- Relationship and Sex Education Policy
- The SEND Policy.
- The Offsite Learning Policy
- First Aid and Supporting Students with Medical Conditions

(See Section 2 Part C for all documentation)

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. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

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 maintaining a culture of vigilance and an attitude that 'it could happen here'. 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.

Safeguarding is

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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

We recognise that:

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

We will seek to keep them safe by:

- valuing them, listening to the child's voice 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 Online 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. We are committed to creating a culture of vigilance with an open and transparent environment where staff and students feel safe and can challenge or raise any issues that ensure we are all working towards maintaining high standards in safeguarding. Staff will be supported to be professionally curious with regards to safeguarding matters and to use strategies to de-escalate when working with children, families and other agencies. The College will act on identified concerns and provide early/family help, or support others to do so, to prevent concerns from escalating. School staff have no role in investigating child protection concerns, this is a responsibility of children social care and police.

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:

- have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or allegation that may suggest a child is at risk of harm
- 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 West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures (proceduresonline.com)

WSCP Wakefield Safeguarding Children Partnership Home page • Wakefield Safeguarding Children (wakefieldscp.org.uk)

We will engage locally with Wakefield Safeguarding Children Partnership (which includes the 3 key partners of Police, Local Authority and Health) 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 following current laws and legislation. We recognise, welcome and respect diversity

Coronavirus

We recognise that the global Covid 19 pandemic and other world events have had a significant and ongoing impact on some of our pupils and increased pressure on our safeguarding staff.. We understand that poor behaviour may be a sign of trauma and staff are trained to recognise how 'Adverse Childhood Experiences' may impact on the child's development and actions. The school outlines the continued support offered in this policy.

Safeguarding addendums will be updated to ensure DSL Cover is in place and measures will be put into place once again to monitor and check on the welfare of students. Refer to Remote Learning Section 25.

Research demonstrates that child abuse, neglect and mental ill health remain significant issues affecting children and young people. Disabled children are estimated to be three to four times more likely to experience abuse or neglect that their non-disabled peers.. Around one in Five children and young people have a probable mental health disorder . 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, neglect or mental health concerns. 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 and responding to their concerns.

Terminology

Child/Children include everyone under the age of 18

Keeping Children Safe in Education (KCSIE) – statutory guidance for schools

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 whose needs exceed universal services but do not meet threshold for Child Protection

Early Help – Family Helpproviding 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.

EIP Service – Early Intervention and Prevention Service

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

Lead Child Protection Practitioner (LCCP) this position will chair strategy meetings, Child Protection Conferences etc.

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

Multi Agency Child Protection Team (MACPT) following referral into MASH/IFD/Social Care, This team are Police and Social Care etc, working closely together.

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

Restorative Approach using language and skills to reduce conflict and foster relationships in order to help people reach sustainable solutions to problems.

Continuum of Need outlines the offer 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. MHST – Mental Health Support Team

MARF Multi agency Referral Form used in Wakefield District

MACE Multi Agency Child Exploitation and Contextual Safeguarding

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 (section 24)

CAMHS Child and adolescent mental health service

L4L a combination of RE – Religious Education RSE – Relationships & Sex Education and personal development opportunities (which we also deliver via pastoral provision, P&A Time and wider curriculum)

P&A Time Progress and Achievement (Form Tutor am session)

CTL Curriculum Team Leader HOY Head of Year

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 The Children Act 1989 and 2004 provides the overarching framework for care and protection of children.

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.
The same applies through the Non Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009.

Keeping Children Safe in Education (2026) schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. This publication now includes guidance on Sexual Violence and Sexual Harassment between children in schools and colleges. All staff read part one and confirm understanding of the document, staff working directly with students also read Annex A.

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

Prevent Duty Guidance – England and Wales
Covers the duty of schools and other providers in section 29
Counter Terrorism and Security Act 2015,
Section 26 Applies to schools;
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

Serious Crime Act 2015
Includes the mandatory reporting of FGM.

Working Together to Safeguarding Children (2026) covers the legislative requirements and expectations on all services working with children (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

Information Sharing Guidance 2024
Information sharing advice for safeguarding practitioners;
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Sharing nudes and semi nudes guidance for school/college 2024
Sharing nudes and semi-nudes: advice for education settings working with children and young people
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

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.

Equality Act 2010
Schools/Colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics) and within this the Public Sector Equality Duty (PSED) – for state funded schools/colleges.
Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

Children's wellbeing and Schools Act 2026
Children's Wellbeing and Schools Act 2026: policy summary - GOV.UK

Crime and Policing Act 2026
Crime and Policing Act 2026 - GOV.UK

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:

- Allergies Policy
- Anti-Bullying Principles & Practice
- Good Attendance Policy
- Complaints Procedure
- Data Protection
- Disciplinary Procedure
- Emergency Procedures which includes invacuating; lock down & dealing with child death
- Online Safety Policy and Acceptable use
- Grievance Procedure
- Happy Day's Children's Centre Child Protection Policy Document
- Information for New Staff and Visitors Working with Children
- Intimate Care Procedures
- Minsthorpe Changing Room Procedures
- Lone Working Policy
- Offsite Learning Policy/procedures
- Recruitment Policy, including single central record
- Sexual Relationship Education Policy
- Equality Policy
- Staff Handbook (Code of Conduct) which includes low level concerns
- Student Code of Conduct
- Supporting Students with Medical Conditions
- The Behaviour Policy including searching and screening
- Visitors Policy and Procedures for Visiting Speakers
- Whistleblowing Code of Practice
- Work Experience/Work Placement Policy

All Statutory policies can be viewed on the College Website:
https://www.minsthorpe.cc/page/?title=Statutory+Policies+and+Publications&pid=12

All other related policies for staff can be viewed in staff Sharepoint - CIS:

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 2024 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 and are encouraged to voice any worries. Educating young people and promoting current issues as a means to enable students to identify risks and keep themselves safe 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 Head of Year 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

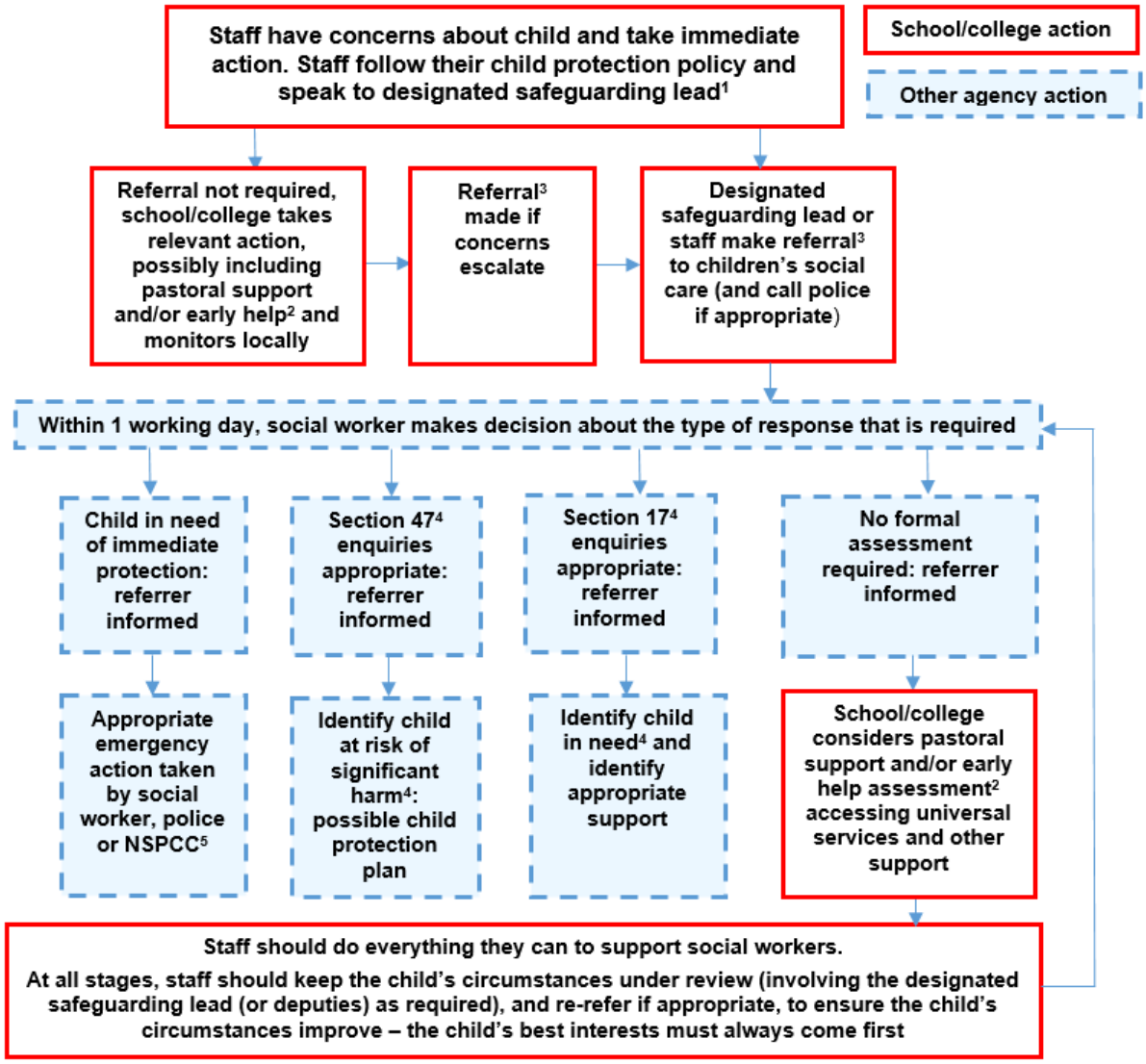
POST REFERRAL INVOLVEMENT

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

The Safeguarding Team 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 Head of Year (HOY). 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 HOY 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 2024: 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 making decisions and taking action. 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*
DO NOT email individual DSLs

The Designated Safeguarding Lead (DSL) and Mental Health/Prevent Lead is

Assistant Principal for Student Safety and Wellbeing: Mrs Jeanette Collins

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

The Deputy DSLs are:
Mrs Amanda Lloyd – Head of Safeguarding Ext 1214)
Mr Dale Fairhurst - Inclusion Manager Ext (1041)
Mrs Georgina Newton – Education Welfare Officer (Ext 1531)
Mrs Karen Barker – Resource Provision (Ext 2207)
Mrs Claire Smith – Admin for Safeguarding (Ext 1040)
Mrs Yvette Kelsall – Associate Assistant Team Leader Administration (1004)
email: safeguarding@minsthorpe.cc

The RSHE coordinator is: CTL Learning for Life and RE: Mrs Kirsty Jackson
Contact details: email: kjackson@minsthorpe.cc tel: 01977 657600 Ext (1250)

The Designated Teacher for CIC is Vice Principal (Inclusion): Mr Richard Yates
Contact details: email: ryates@minsthorpe.cc tel: 01977 657600 Ext (1305)
Mrs Amanda Lloyd– CIC Lead
Contact details: email: alloyd@minsthorpe.cc tel: 01977 657600 Ext (1214)

The nominated child protection governor and Chair is Mrs Bev Semper
Contact details: email: bsemper@minsthorpe.cc tel: 01977 657600 Ext (1007)

The Principal Is Mr Mark Gilmore
Contact details: email: rmerrit@minsthorpe.cc or mgilmore@minsthorpe.cc tel: 01977 657600 Ext (1007)

Additional Mental Health Lead is Director of Additional Needs: Mr Matthew Orr
Contact details: email: 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 explicit in the role holder's job description. This role carries a significant level of responsibility. This person has the status and authority within the College to carry out the duties of the post including committing time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. They are assisted by a team of deputies (DSLs) to ensure that appropriate cover is provided if they are unavailable.

They ultimately have lead responsibility including online safety, which will not be delegated, however all deputies have completed training at the same level.

Leaders and governors recognise the large and emotionally intense role the DSL is and provide support to the team by ensuring that time is afforded for the team to carry out regular group supervision.

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 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.

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

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 Director of Additional Needs/SENDCO) 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 other mental health leads 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 Principal 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) will be trained to the same standard and the role will be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out, remains with the designated safeguarding lead, this lead responsibility should not be delegated. Training will 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, attending WSCP events, 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; Data Protection Act and Children Wellbeing Act …;

- 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 working 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 who 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
- Governors receive a termly report and a more detailed annual Safeguarding Report in the Autumn Term of the following academic year. Furthermore, they have a responsibility to check and sign off the annual self-assessment Safeguarding Audit at relevant points in the academic year.
- 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 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 curriculum.
- Has evidence of the child voice and that there are systems in place for feedback and students' views.

- Appoints a designated Children in Care Teacher (CIC) previously Looked After Children (LAC) 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 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 Principal:

- Complies with their duties under legislation by addressing all aspects of Part 2 Keeping Children Safe in Education Sept 2024
- 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 KCSIE part 4
- 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 student's 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 and Mental Health issues 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 always challenging inappropriate sexual or discriminatory language or behaviour (promote what we permit – BE FAIR Everywhere)
- creating an environment which is tolerant, respectful, fair and inclusive
- report any concerns/low level concerns about other staff members or self
- avoiding behaviour or language which could be seen as over-familiar or favouring a student(s)
- 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 including persistent absence and the Online Safety Policy which include acceptable use & AI use
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid as indicated in the Supporting Students with Medical Conditions Policy and the Behaviour and Discipline Continuum
- 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 are 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 Appendix 1

- 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 (only via college systems) and use of social media and online networking as per the Online Safety and Acceptable Use Policy which includes the need to avoid taking photos of students on personal mobile phones, only using AI technology when appropriate i.e smart glasses must not be used whilst carrying out your work duties
- 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 this is agreed and recorded and that 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 9 &10.

All of our staff are reminded of codes of conduct and safer working practice though specific 2 yearly training and regular reminders from the Principal which incorporates Safer Working Practices in Education guidance.
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. Any sexual relationship between staff and any student, even if over the age of 18, is unacceptable and will result in disciplinary action being taken.

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.

SEND Students

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;
- Over empathising with parents/carers to the detriment of the child's best interests
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- Children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the Director of Additional Needs (SENDCO). We work to address these additional challenges and consider the extra time and specific support required to allow these children to communicate effectively. Extra consideration will be given if using restraint and the impact this can have for children and young people experiencing abuse.

Wakefield SEND local offer.
https://wakefield.mylocaloffer.org/Home
https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance

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

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- Is BAME
- is a young carer
- is bereaved

- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is suffering from mental ill health
- is LGBT gender questioning
- is in care or has returned home to their family from care
- is a privately fostered child • has a parent or carer in custody
- is missing education, or persistently absent from school, or not in receipt of fulltime education
- has experienced multiple suspensions and is at risk of, or has been permanently excluded.
- Is repeatedly removed from the classroom
- Is on a part-time timetable
- Is pregnant of is a parent
- Is exhibiting early signs of abusive or violent behaviour

This list provides examples of additional vulnerable groups and is not exhaustive. See section 24.

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 youth produced sexual abuse images 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. We will also consider and act on concerns for any students on role who are over 18; if it meets the criteria for Adult Safeguarding contact and support,

a) child on child abuse (previously peer on peer)

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 acing 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. Both inside and outside school as well as online incidents will be responded to appropriately as indicated within the policies above. Students are reminded of these elements within the 'Student Friendly Safeguarding Policy' which is displayed in social areas and the student section of the College website.

It will not be dismissed as 'banter' or 'part of growing up'. These issues will be explored within our RSE, Personal Development & Pastoral 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.

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, and this is part of the regular Safeguarding Training all staff attend. Please refer to KCSIE for further information or the local WSCP resources link in the contacts section of this policy.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous – promote what we permit) 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.

Refer to page 9 & 10 for related policies and procedures.

Children will often not feel ready or able to tell someone about the abuse, we work hard to build trusting and safe relationships with all of our pupils and all staff are encouraged to be professionally curious if they suspect safeguarding issues.

b) Sexual Violence and Sexual Harassment (SVSH)

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.

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. We pride ourselves on the work we complete linked to this topic in order to educate young people about this subject and our BE FAIR Everywhere seeks to reinforce our approach. Refer to the Statutory RSE Policy and Online Safety Policy for further information page 9 & 10. As 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. We know it may be difficult to tell and recognise it is likely to be happening here even if no reports have been made.

Up-skirting 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.

We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our students outlined in Part 5 of Keeping Children Safe in Education and consult tools and advice available locally. 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 (see below). 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 will look to police to support with risk assessments and information sharing, as to how any case of sexual violence investigation is progressing.

When to Report to the Police:

We also understand that if police are talking to a student, because they suspect them of a crime, the child must have an appropriate adult present e.g., parent/other appropriate adult.

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

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 LGBTIA+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA+. Please refer to Section 6 for those most Vulnerable. We will follow guidance in Part 5 of Keeping Children Safe in Education Sept 2024 Part 5.

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. (We are aware that the term victim and perpetrator may not be how children identify themselves and will be considerate of this especially when talking to students/parents).
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); http://www.hazlehurstcentre.org/
https://www.kcrasac.co.uk / KCRASAC | support for rape and sexual violence age 8 yrs. Upwards.

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
https://swgfl.org.uk/harmful-sexual-behaviour-support-service/
See victim support services in Wakefield (on webpage).
In April 2021 in response to 'Everyone's Invited' website testimonies the NSPCC set up a Report Abuse in Education Helpline 0800 136 663. For children/adults/professionals and parents. Please refer to part f - Harmful Sexual Behaviour for other linked information.

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. Nor does it apply to children sharing adult pornography, which depending on its nature and other circumstances, may be handled through out behaviour policies.

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 (see when to report to the police) and social care will be involved if required. The same action will be taken whether the image is AI generated or not. We are aware nudification apps are illegal and will report to the police if we become aware of any in use.
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

Minsthorpe Community College follows the updated guidance and continues to educate students across the curriculum in L4L and via our personal development program and we ensure staff have updated training to know how to tackle and deal with such issues above. The Safeguarding Team and Pastoral staff will work with students where such incidents occur, whether this is consensual or nonconsensual, 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

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. The school's online safety policy explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. The DSL team are responsible for online safety. Cyberbullying and educating students about the sharing nudes and semi nudes by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Navigating the risks of advancing technologies such as Virtual Reality /Metaverse and AI will be considered. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through our curriculum. Parents are encouraged to consider measures to keep their children safe when using social media, we advise parents via the parent Online Safety section of the College website.

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 excluding mobile phone must only be used with the express permission of a teacher, or they will be confiscated with immediate effect, Mobile phones are not permitted for use by students Y7-Y11 on site, 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 Wi-Fi to access the material they need. They must not use their own 3G, 4G & 5G. Further information can be found within the Online Safety Policy. Students will be given direction by the visit/fixture lead as to the use of digital devices offsite.

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. Staff have an awareness to be alert and log concerns, including alerting IT if they are teaching topics that could see a spike in reports drugs / sex Ed lesson. Staff complete annual cybersecurity training and continue to access information as to the importance of data security.https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools

The breadth of issues classified within online safety is considerable, but can be categorised into 4 areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, misogyny, self-harm, suicide, extreme sexual or physical violence, anti-Semitism or radical and extremist views, misinformation, disinformation (including fake news) and conspiracy theories
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example, child on child abuse or 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 including those generated using AI (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 Safeguarding Team 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 Fortinet FortiGate firewall and filtering appliances and can generate reports from the Internet Filter using FastVue Reporter 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. Education will be given to students around misuse to prevent further concern and or escalation. Please refer to the Online Safety Policy for further detail. We adhere to the conditions set within this guidance.
https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges

Such as: assigned roles and responsibilities for Online safety including the fact that the Safeguarding DSL and Safeguarding Governor take a lead in this area; the consideration of community languages within the blocking process in order to protect children; the procedures for dealing with any suspicious searches including education; Procurement etc. The College has checked itself against the UKSIC checklist and we test the filtering regularly evidence of this is kept internally.

The DSL & Head of Safeguarding; IT Team Leader an DPO join together in oversight of Online Safety. Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will work closely together with IT service providers to meet the needs of our setting. We will ask filtering or monitoring providers for system specific training and support if required. The IT Team log any suspicious searches on CPOMs for investigation by the HOY and any necessary follow up.

Use of AI in school
We have considered this very carefully and follow all current guidance;
Generative artificial intelligence (AI) in education - GOV.UK
Using AI in education: support for school and college leaders - GOV.UK
Using AI in education settings: support materials - GOV.UK
Before using any AI platform we consider the advice given in the above. However, we recognise this does not make the platform GDPR compliant therefore we consult with our GDPR and IT person/team and complete a DPIA before use.
Staff will not input any personal or sensitive information into AI tools.
We will ensure filters are configured and regularly monitored and will educate students and staff on AI literacy and responsible use.

Please refer to the Online safety Policy Part C page 10 for further information regarding all elements of online safety including the use of AI; Cyber security; acceptable use documentation; use of images and other related information

Appropriate Filtering and Monitoring - UK Safer Internet Centre

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.
https://reportharmfulcontent.com/

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)

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 Online Safety and bullying

policy. Parents are made aware of serious or repeated misuse of college systems. Refer to page 9 & 10 for related policies and procedures. The College do not monitor activity of our devices offsite and this is communicated to parents via our home-loan agreement. Please refer to the Online safety Policy for further detail.

If we use any external speaker (staff refer to page 9 & 10 Visitors policy – Sharepoint- CIS) 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:

Questions for Governors and Trustees
https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board

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
https://projectevolve.co.uk/
Professional's online safety helpline
https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline
Online Safety for SEND
https://www.childnet.com/resources
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 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 page 9 & 10 for related policies and procedures.
Sexual and Sexist bullying guidance is below.
https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

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 child on child 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 a significant proportion of child sexual abuse is perpetrated by other children and young people. Harmful sexual behaviour (HSB) is therefore an important safeguarding issue that requires a proportionate and informed response..

Harmful sexual behaviour (HSB) is defined as sexual behaviours expressed by children and young people under the age of 18, that are developmentally inappropriate, may be harmful to themselves or others, or may be abusive towards another child, young person or adult (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviours which may be directed towards younger children, peers, older children and adults. Such behaviour can be harmful to both the child displaying the behaviour and those affected by it.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community. It is important not to catastrophise nor minimise any situation and to act proportionately. Young people who display such behaviour may be victims of abuse, trauma, neglect or other unmet needs themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a DSL as soon as possible. Tools will be utilised to consider behaviours and areas of concern that are reflected in the NSPCC learning documentation. DSLs are trained in the use of the Brook Traffic Light Tool and will use this to support decision making and will ensure this is recorded and if appropriate shared and discussed with parents.

https://swgfl.org.uk/helplines/harmful-sexual-behaviour-support-service/#:~:text=Since%20its%20launch%20in%20January,correct%20safeguarding%20measures%20in%20place.
The resource below will be promoted to students over the academic year: Home - Shore

Wakefield HSB Panel

The support offered by this panel will be accessed via social worker or family help lead practitioner if necessary. This will ensure a coordinated response for perpetrator as well as victim.

Panel members include Police; Social care; Forensic CAMHS
https://www.southwestyorkshire.nhs.uk/services/forensic-child-and-adolescent-mental-health-services-camhs/

g) Contextual Safeguarding / Extra Familial Harm

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.

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and/or other children. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, child-on-child (non familial) sexual abuse and other forms of harmful sexual behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

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) / Persistent Absence

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; fabricated and induced illness etc. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

It is important that this is not confused with 'children absent' where the child is on school roll but not attending. All 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. Furthermore, this monitoring will support with evidencing any potential for to educational neglect. The EWO will carry out home visits as necessary to check on the welfare of children. We will do all we reasonably can to achieve highest level of possible attendance focusing on persistent absence. Our analysis of absence is presented routinely to the Governors and is part of our College CSP. A dedicated attendance team is in place to support with this agenda and information is shared weekly with staff.

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 take attendance registers at the start of every day/lesson. We will inform the local authority of any child removed from our admission register. If parents/carers choose to electively home educate their child we follow local procedures in compliance with this. 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.
https://www.wakefieldscp.org.uk/professionals/one-minute-guides/
https://www.tradedservices.wakefield.gov.uk/Services/3535
https://www.wakefieldscp.org.uk/resource-download/7-point-briefing-on-educational-neglect/
https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
https://www.wakefield.gov.uk/schools-and-education/education/education-welfare-service/elective-home-education-ehe/
https://www.wakefield.gov.uk/schools-and-education/education/education-welfare-service/children-missing-education/

i) Children Vulnerable to Exploitation (CVE)

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal/ sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally/sexually exploited even if the activity appears consensual. Child criminal/sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Financial exploitation - Financial exploitation can take many forms. In this context, we use the term to describe exploitation which takes place for the purpose of money laundering. This is when criminals target children and adults and take advantage of an imbalance of power to coerce, control, manipulate or deceive them into facilitating the movement of illicit funds. This can include physical cash and/or payments through financial products, such as bank and cryptocurrency accounts.

Child Sexual Exploitation (CSE)

See above - 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. It can affect both male and females and can include children who have been moved/trafficked for exploitation.

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.

Financially Motivated Sexual Extortion/ Sextortion

A type of online blackmail often referred to as 'sextortion' where young people and adults being forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release sexual/indecent images of them.

Local CSE procedures in Wakefield including MACE panel.
https://www.wakefieldscp.org.uk/professionals/child-exploitation/
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
https://tce.researchinpractice.org.uk/appropriate-language-child-sexual-and-or-criminal-exploitation-guidance-for-professionals/
https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults

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, working in cannabis factories, stealing, pickpocketing, vehicle crime, 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. Where gangs/organised groups often manipulate children and create situations where the child owes them money – debt bonding. Staff will be careful to not use language that blames the victim – see above guidance.

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.
In both CSE and CCE children's vulnerability as victims is not always recognised by professionals.
https://hub.wakefieldscp.org.uk/welcome-page/

Modern Slavery/ National Referral Mechanism NRM
Includes exploitation CSE, CCE and financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour.
First responders (police, social care and some charities) will complete the NRM to gain access to further support. Education settings are not first responders, so we will follow usual procedures of referring concerns to the above agencies who may then complete an NRM referral.

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.
We understand that children who are likely to be involved in violence may have previously suffered trauma and abuse and that peak times, for serious violence involving school children, can be just before or just after school hours.

It is illegal to bring a blade or pointed item article onto school premises. Other articles considered as weapons are;
• a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns; • knives, including all variations of bladed or pointed objects i.e., zombie knives. pocketknives, craft knives, scissors etc; • explosives, including fireworks, aerosol sprays, lighters, matches; • a corrosive substance; • laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e., the purpose of keeping or carrying the object is for use, or threat of use, as a weapon; • num chukkas, death stars and other martial arts objects; • screwdrivers, hammers, chisels, bradles and any tool that could be offensively used; • razor, razor blades or chains
.
If a weapon is brought into school staff will immediately report to the pastoral leads who will investigate the circumstances for this using a child centred approach. see guidance below. If a knife is found in most circumstances the police will be involved i.e. if it is deliberate and intentional.

knowing the child and circumstances best. We will record all incidents, circumstances. actions and decision making.
If a knife is found we will wrap with bubble wrap, cardboard etc and secure with tape until the police can collect. We will follow the police guidance; when-to-call-the-police--guidance-for-schools-and-colleges.pdf
Where an immediate police response is required - dial 999. For example where a young person has a weapon and there is: A danger to life; Use of immediate or the threat of immediate use of violence; Serious injury caused to a person; Serious damage to property. In these circumstances it may be necessary for the police to attend school. Otherwise we will report though 101 and follow the advice

given. It is likely a multi agency meeting/assessment will then be required including school, police, social care and youth justice services. We as a school follow the guidance Searching, screening and confiscation in schools - GOV.UK Ensuring we communicate well with both pupils and parents regarding this.

Search wands: are used within the college and information is clearly communicated to parents within our pastoral policies in regards to this. The wands are a good means of confirming suspicion and they do so in a manner that avoids physical contact between the designated member of staff and students.

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://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
https://westyorkscb.proceduresonline.com/p_sg_child_affect_gang_act.html?zoom_highlight=gangs

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, personally connected. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Coercive control

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. Children are victims in their own right of this type of abuse, i.e., if they are seeing or hearing this abuse it can have a detrimental long-term impact on their health, development and ability to learn. Ending the relationship can be the most risky time for the victim if a clear plan of support is not in place.
We will be mindful of how this affects staff who may themselves be victims or perpetrators and we signpost to local and national services within the safeguarding folder on CIS and copies can be found in the main staff toilets.

The College 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. In most cases the school will not make contact with parents to discuss the information they have received but may if it is felt appropriate. This also applies to children that attend an alternative provision where the lead for AP will alert the provider who will check in with the child and report back any concerns or next steps needed.

If a child was not present the school will log the incident and alert key pastoral staff so that the child can be monitored. We will not speak with them directly about the incident or contact home to discuss what information has been received from the police/alert.
Home: Operation Encompass
https://wyhealthiertogether.nhs.uk/resources/information-on-local-healthcare-services/wakefield-district-domestic-abuse-service
National service – Injunctions: Domestic Violence & Abuse · Emergency Injunction Service (ncdv.org.uk)

Resources for children
http://thehideout.org.uk/ - https://www.womensaid.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

Forced Marriage

Is illegal to marry under the age of 18 in the UK 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 personal development 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 of a legitimising support for, or use of, terrorist violence.

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

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 HOY 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 including the regular newsletters from regional links and will act on any concerns in order to protect students. See Online Safety 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.
https://www.wakefield.gov.uk/our-people-and-communities/protecting-our-communities/prevent-in-wakefield/

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.
https://www.wakefield.gov.uk/our-people-and-communities/protecting-our-communities/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 stepparents; 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.
https://www.wakefieldscp.org.uk/parents-carers/private-fostering/

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 (age appropriately), Science & appropriate Pastoral sessions.

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.

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

c) Trio of Vulnerability: 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 “trio of vulnerability” 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 have 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);
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs;
- Provide a suitable education;

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 Head of Year 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/key-safeguarding-forms-tools-standards-frameworks/

e) Perplexing Presentations and Fabricated Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.
Perplexing Presentations sits under this were we have concerns but do not have evidence the child is a risk of significant harm. In all these cases we will follow local protocols and seek advice from health colleagues. See below:
1.4.22 Perplexing Presentations (PP) and Fabricated or Induced Illness (FII) in Children (proceduresonline.com)
https://www.nhs.uk/conditions/fabricated-or-induced-illness/

f) Mental Health and Emotional Wellbeing

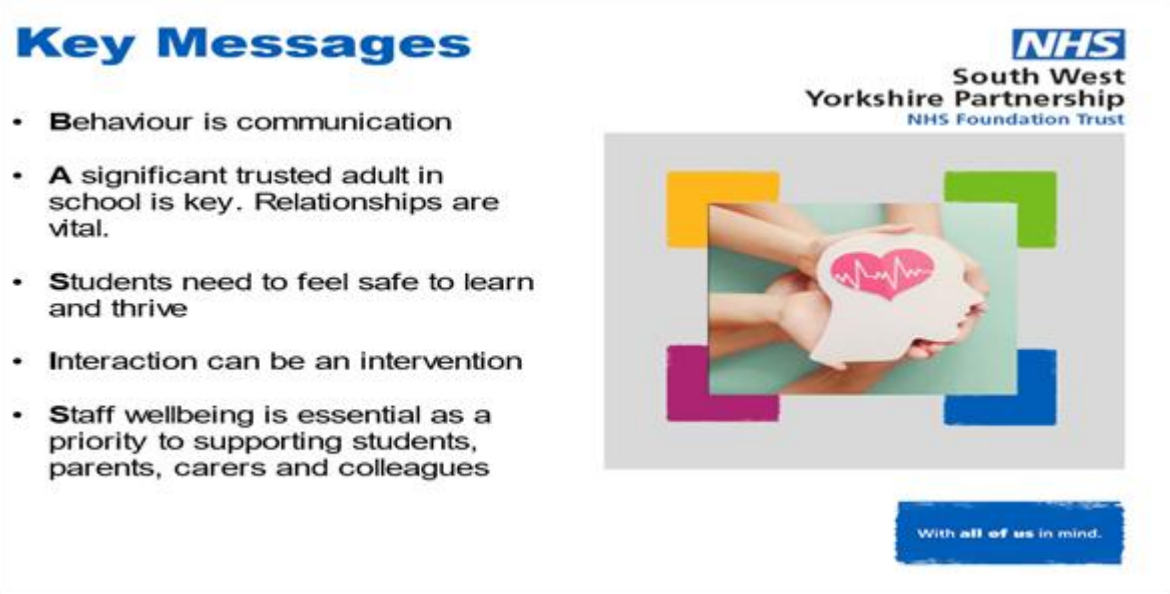
It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Mental health is a state of well-being in which every individual realises his or her own

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

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 Personal development and L4L program we tackle issues that include self-harm, gender and sexuality, body image and eating disorders.

All staff are aware that mental health problems can develop into safeguarding concerns, and, 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 by contacting parents and emergency services as appropriate. Where a CAMHS referral is necessary then this is led by the DSL Jeanette Collins (AP SSW) and Matthew Orr whom are both Mental Health Leads for Minsthorpe Community College.



We understand the key messages below:

Alongside our L4L and Pastoral Curriculum see Personal Development section of the website. 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://pshe-association.org.uk/
Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
https://www.gov.uk/childcare-parenting/mental-health-of-children-and-young-people
Mental health and behaviour in schools - GOV.UK (www.gov.uk)
Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

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. within their annual training (which has included Mental Health and Suicide Prevention) to be vigilant and share concerns related to the aforementioned promptly with the Head of Year and/or the Safeguarding Team who have completed specialist training in line with their role.

We ask all staff to take on the role of a trusted adult but also clearly signpost students to key contacts in school within their cohort via satchel one and the notice boards in their social areas or key staff offices.
https://www.wakefield.gov.uk/health-and-advice/mental-health-and-wellbeing/childrens-mental-health/

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 which are located in the student area of the College website including a 'Student Safety Contacts' document alongside other resources. Regular promotion of Local resources such as the WF-I-Can website, Compass and the 'Night Owls' service.
https://wf-i-can.co.uk/
https://www.compass-uk.org/services/wakefield-children-and-young-peoples-emotional-health-and-wellbeing-service/

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

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
- Unexplained changes in academic achievement
- Talking or joking about self-harm or suicide
- Substance misuse and/or engaging in risk taking behaviour
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g., long sleeves in warm weather; wearing baggy clothes; looking unkempt or spending a disproportionate amount of time on appearance.
- Secretive behaviour
- Avoiding PE and /or communal changing
- Repeated lateness to or absence from school without obvious explanation
- Repeated physical pain or nausea with no evident cause

This list is not exhaustive which is why as a school we invest in relationships with our students and being able to recognise, even small changes, in their individual behaviour and presentations. We understand that taking a listening and empathetic approach is important when talking to students about their mental health issues and we have a school culture that follows a whole school approach to mental health and wellbeing.
Listening and better understanding the circumstances and student's view may be initially what is needed rather than immediate advice or direction. If there are safeguarding concerns a discussion with the DSL and the Mental Health Support Lead/Designated Mental Health lead and appropriate 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. Sadly, it is always a possibility that a school or college may have to face dealing with a suspected suicide of a young person or staff member.
We 'have considered the guidance 'Building a Suicide Safer School/College' by Papyrus and training by this organisation are used in work with students. (training is still relevant although the charity is no longer operational) 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.

Samaritans Step by Step guide responding to a suicide; Step by Step resources | Samaritans.
To request support:
Email stepbystep@samaritans.org
Call 0808 168 2528
The Step-by-Step service will help manage an effective and safe response, support staff and the student community to prepare for, respond to and recover from a suspected suicide.
https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/

All staff can access the Wakefield Public Health 'Supporting a young person with suicidal thoughts' within CIS. This provides staff with practical tips on how to talk to young people about suicide.
https://www.wakefield.gov.uk/health-and-advice/mental-health-and-wellbeing/childrens-mental-health/

If a serious incident happens involving one of our students, we will immediately inform the Local Authority by contacting social care/MASH. The processes are set out in our Emergency Response documentation.

Managing a sudden death in the school community; Rebuilding Lives Together (lgfl.org.uk)
All resources can be accessed via staff sharepoint CIS or the emergency evacuation digital policy links.

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 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.
https://homeless.org.uk/homeless-england/service/wakefield-mdc-homelessness-preventing-homelessness/
https://www.wakefield.gov.uk/children-and-families/safeguarding/accommodation-for-homeless-1617-year-olds/

Temporary accommodation notification duty

This is where local housing authorities will notify schools when a child is placed in temporary accommodation, when consent is given from parent. School will then support the child and family to improve outcomes. This does not replace existing reporting procedures if there are any concerns.

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.

Turning Point | Health & Wellbeing (turning-point.co.uk)

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://relationshipsmatter.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 P&A Times, L4L, Personal Development and our wider curriculum lessons seeks to educate young people about the wider issues they may face. The DSL has oversight of these areas to support with thematic consistency and response to any identified trends or current issues.

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 sequential and age appropriate 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 https://www.minsthorpe.cc/page/?title=Personal+Development&pid=136 and curriculum planning documents for academic subjects for specific information in regards to this. Parents can request any resources and an overview is freely available on our website.

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 and our confidentiality statement. 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 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 P&A Time/assemblies such as Anti-bullying Week, safer Internet Day, Mental Health events etc. Furthermore, given regular education about their physical safety e.g., road, rail and water.

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 regularly promote the message that students can speak to any staff member with a worry and carry out student voice collection at intervals over the academic year via a variety of methods e.g., survey in L4L, specific student voice activities carried out by the leadership team and feedback is shared with students. Refer to statutory RSE Policy page 9 & 10. 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.pol-ed.co.uk/

We acknowledge and sign up to Wakefield's Young People's Charter and actively promote this across College.
Students are encouraged to access local support via:
WF-I-Can website who work in College within our Future in Mind package https://wf-i-can.co.uk/

Students are also reminded regularly of the 'Safety Contacts' which can be found on the College website, including Childline, if they are unable to access support in College for a whole host of issues or worries. Furthermore, links and resources to support with all matter of Mental Health and Wellbeing concerns are also located there. Students are reminded of these, and notifications are pushed out via satchel one for the holiday periods.

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 or as outlined in section 13. 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 complaint's 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 page 9 &10 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 is available on Staff Sharepoint. 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 2024 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 (this includes behaviour that may have happened outside of work – transferable risk).

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 or concern. Any agency for supply staff/contractors etc. should also be involved/informed. The Principal(s) will agree which will co-ordinate an urgent initial consideration/ fact find in order to establish if there is substance to the allegation or concern shared.

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 (24 hours). 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.
- 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 2024. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Safer Working Practice training is undertaken every 2 years and Principal provides regular reminders regarding staff of code of conduct and behaviour expectations. This is important to avoid any culture slippage or erosion of the code of conduct and values we expect from all staff.

Low Level Concerns

A record of any low-level incidences, which may not reach threshold for further referral/action, will be made and held securely within the Safeguarding Folder which can only be accessed by the DSL, Principal' & Director of HR. The low- level concerns tracker is reviewed twice annually by the Principal, DSL & Director of HR so that any patterns or increased level of concerning incidences can be addressed. Records will be kept until the person leaves our employment.

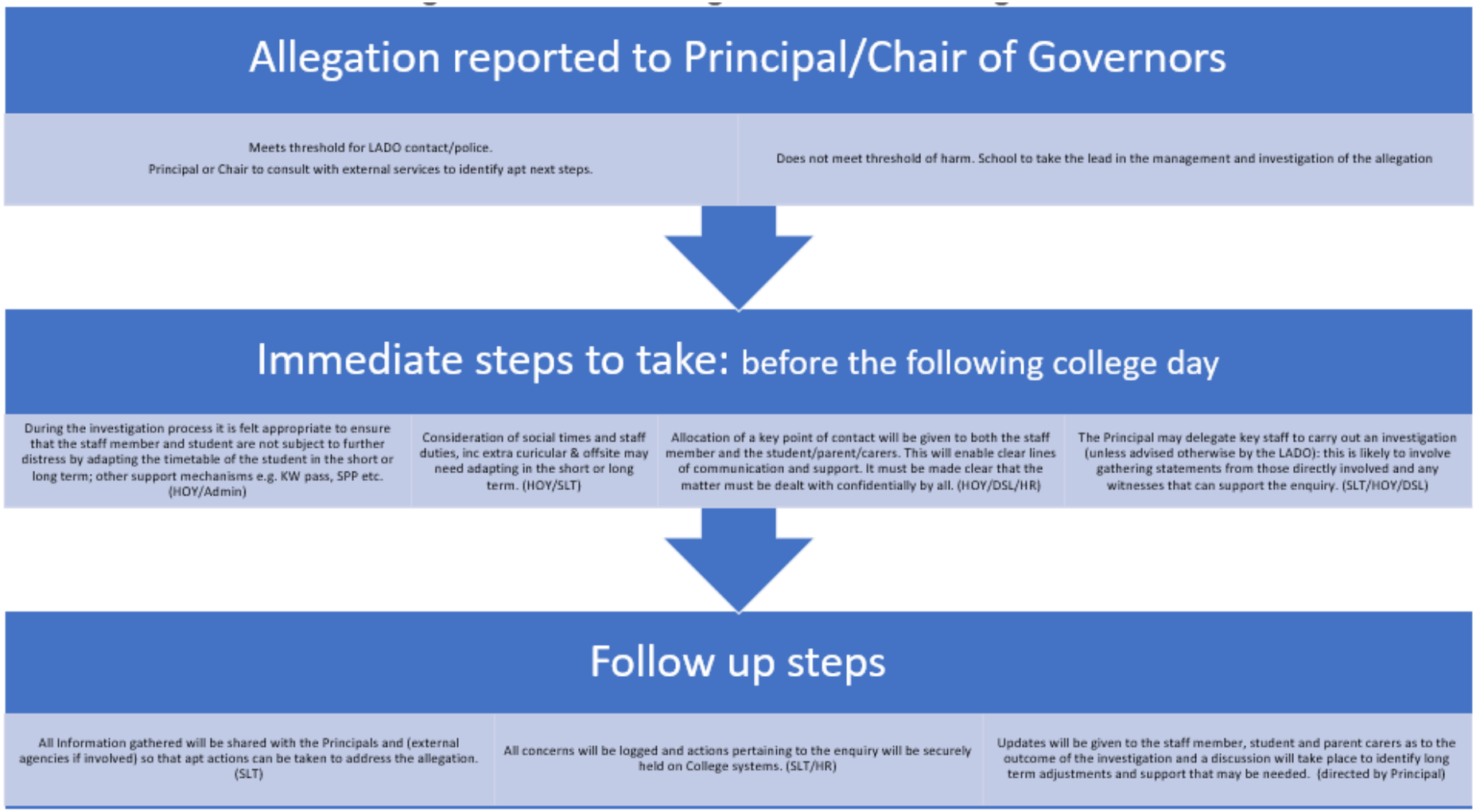
We promote a culture of openness and provide a robust structure to handling concerns about behaviour however low level. Sharing of low-level concerns by staff to the Principal will be viewed as a neutral act.

Staff are encouraged to self-refer any of their own behaviour both inside and outside school which could be constituted as a concern. The Principal will speak to the person who raised the concern, witnesses and also to the person subject to the concern. Then review the information to determine, if the behaviour is consistent with the code of conduct, whether the behaviour constitutes a low-level concern. The College may seek advice from the LADO at any point of enquiries and make future

contact with the LADO if concerns escalate, re-occur or if the referral criteria is met at a later point. Robust recording will take place including the rationale for decision and action taken. This will be completed discreetly and confidentially.

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.
https://www.farrer.co.uk/news-and-insights/developing-and-implementing-a-low-level-concerns-policy-a-guide-for-organisations-which-work-with-children2/

Internal Processes for Managing an allegation.



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 9 & 10 for the policy links to staff handbook, lone working, The Behaviour and Discipline Continuum, 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 (this may be logged on the low levels concerns tracker), 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 page 9 & 10 College's Online Safety Policy for further details.
- Staff who have regular social contact with students and their families from the college are made aware of their professional responsibilities at all times and sign an additional AUP to acknowledge this.

Physical Contact:

- At Minsthorpe it is appreciated that there may be times when it is appropriate for staff to have physical contact with children/young people. However, the general culture is one of 'limited touch'.
- All staff must ensure that any physical contact is appropriate to their professional role. Refer to the Behaviour and Discipline Continuum 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 document Supporting Students with Medical conditions.
- Basic Principles include making sure that, whenever possible, another adult is either present or aware of the situation and that staff explain to the child/young person what is happening.

Section 14

Staff Training and Induction

It is important that all staff, including those that are temporary, and volunteers have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern; including dealing with sexual violence and harassment, early help responsibilities and whistleblowing. Training and updates seek to provide them with relevant skills and knowledge to safeguard children effectively, including when they are Online. 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/staff meetings/training.

Staff are trained to seek and record the voice of the child (tick box to indicate on CPOMs) 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 staff know to avoid victim blame.

Our staff are trained from September 2019 in ACEs Adverse Childhood Experiences and are trauma aware, they understand and aim to work towards trauma informed practice. Alongside, Safer Working Practice Training, every 2 years, with the principal issuing regular code of conduct reminders to all staff in between.

Safer Working Practices in Education guidance Home (saferrecruitmentconsortium.org)
https://www.saferrecruitmentconsortium.org/

All staff accessing the IT network and at least one governor have undertaken 'cybersecurity training for education staff' and this has been recorded on School Systems.

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 2024 and the Annex (are available on the staff within CIS under 'new term arrangements' - Safeguarding) all staff sign to indicate they have read and completed their annual Safeguarding Training – which is delivered annually face to face by the DSL. Every 2 years formal evidence of training will be gathered e.g., via a quiz or external assessment package.

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, 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.

The DSLs receive training which is 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. Key staff have updated Prevent and Safer Recruitment training. The DSL team may invite governors to other operational training, whilst acknowledging this just for interest/understanding and is in addition to the strategic level training they require. The DSL provides governors with regular strategic reports.

The Principal and Chair of Governors have undertaken managing allegations against staff training and have read and understood Part 4 of KCSIE. Any member of staff involved in recruitment of staff/interview panels etc. is encouraged to read part 3 of KCSIE and undertake the Safer Recruitment training – at least one member of interview panel must be trained.

Section 15

Safer Recruitment

Our College endeavours to ensure that we do our utmost to employ suitable staff by following the guidance in Keeping Children Safe in Education (2022) 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 2024 see the flowchart in Part 3. Including:
- Recruitment and selection process
- Pre-appointment and Vetting checks
- Regulated activity and recording information
- 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). We will always seek at least 2 references.
- 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 2024 Part 3 and local arrangements.
- We will obtain written confirmation from supply agencies that third-party staff have been appropriately checked and ensure the correct person arrives in College.
- CV's will not be accepted as part of the application process

- Self-disclosure information on applicants obtained prior to shortlisting will not be used as part of the shortlisting process
- Online searches of publicly available information will be carried out as part of the College's due diligence on shortlisted candidates and candidate will be made aware of this.
- All offers of employment will be conditional upon satisfactory completion of the pre-employment checks applicable for the role

Volunteers

Volunteers, including governors will undergo checks in accordance with KCSIE.

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 page 9 & 10 MCC Visitors Policy and Procedures and further information is below.

Supply staff

We will request identification, a copy of DBS certificate and written evidence from the supply agency that all relevant checks have been carried out.

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 on staff Sharepoint CIS. We have also accessed training to support the introduction of Martyn's Law.

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. This is part of our hire arrangements (use of facilities). There will be clear communication channels to ensure the DSL is kept appropriately informed. Refer to page 9 & 10 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 college code of conduct to ensure clarity of expectations e.g. mobile phone use and social media restrictions.

Alternative Provision

We recognise we are fully responsible for these students. 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. This is reviewed half termly by the Director of HR and providers are asked to advise them of any staffing changes. We hold all key information for any provider that we use such as key contacts and addresses. Providers have a consistent contact in College to report any issues; including daily attendance monitoring. Equally, we share relevant information with the provision e.g., 'Operation Encompass' alerts. Members of the Inclusion Team visit centres regularly to ensure they have effective safeguarding procedures in place and ensures that they 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. We follow the local quality assurance framework for Alternative provisions. If safeguarding concerns occur, the placement will be immediately reviewed and ended if necessary. https://www.gov.uk/government/publications/alternative-provision

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 the Online safety policy for further information of the measures we have taken with consideration of Uk Safer Internet Centre Guidance. https://saferinternet.org.uk/guide-and-resource/image-guidance-for-education-settings

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 Appendix 1.
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 Arbor . Refer to page 9 & 10 Intimate Care Procedures.

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 page 9 & 10 Supporting Students with medical conditions.
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. We have considered our approach to managing the use of changing rooms to ensure a safe and respectful environment which supports all children and staff.
https://thecpsu.org.uk/

We have procedures in place for students and staff which outlines our expectations for use of the changing rooms in college and have processes in place for identifying students that might need an alternative changing space.

Spaces such as changing areas, toilets and overnight accommodation on trips will remain single sex. If any student is uncomfortable with using the area of their biological sex they should discuss with a member of staff and alternative arrangement can be made.

The majority of toilets within the college are individual cubicles, wall to ceiling, neutral space. Strict rules are in place that is communicated clearly to the student body that no more than one person must be in a cubicle at any one time.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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 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.

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

Please refer to Section 7 & 8 for further information

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. It is important to remember that children can be abused outside of their family home e.g. by being exploited

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 verbal abuse, such as persistent criticism, belittling or name calling as well as 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, causing or inciting a child or young person to take part in sexual activities, not necessarily involving a violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (for example, rape or assault by penetration) and 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 as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education refer to section 7 of this policy. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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
- regularly flinch to sudden but harmless actions e.g. raising a hand
- 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
- display affection or 'attention seeking' (may actually be attachment seeking) behaviour
- become disinterested in their College work
- be constantly tired or preoccupied
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- display violence/sexualised behaviour towards animals, toys, peers
- have unexplained gifts/money/mobile phones or are over secretive online
- steal or scavenging compulsively
- overly affectional to strangers or people they haven't known for very long

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 Sharepoint - CIS 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 are trauma aware.

Adult Survivor helpline Refer to Local Contacts Section 26.

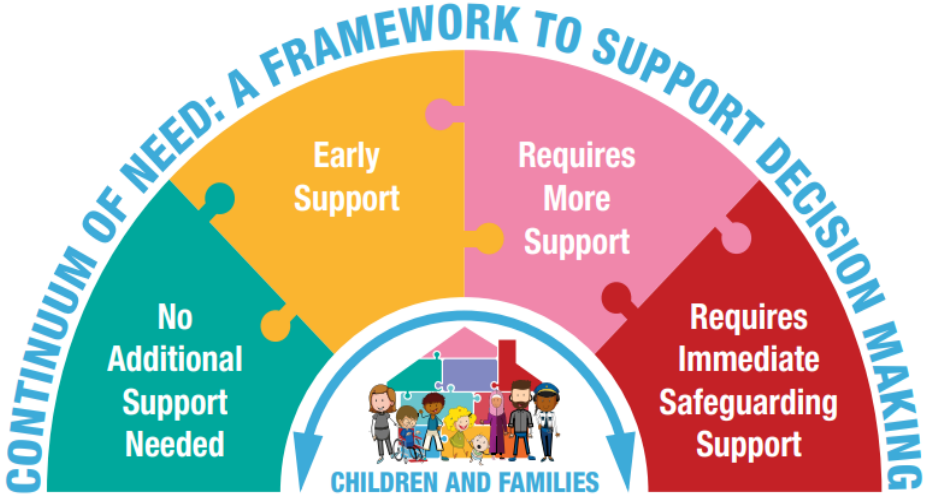
d) Taking Action

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, Head of Year; 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.

Levels of Need (PLEASE NOTE LOCAL ARRANGEMENTS ARE CURRENTLY UNDER REVIEW. We will update this and other relevant sections once they are finalised.



Wakefield has a Continuum of Need for children and families who need support this ranges from 'no additional support needed' to 'requires immediate safeguarding support'. It is worth noting that a cause for concern does not always require a top-level response, it may be the family need a lower level of support to help the situation i.e. Family help support
Wakefield Families Together website provides lots of advice and support – Early help.
https://www.wakefieldfamiliestogether.co.uk/

The Early Intervention Prevention Service and Team Around the School (TAS) arrangements / school link workers are able to signpost DSL's and offer support.
– Universal Services are Meeting the Needs – No Additional Support Needed.
– For example, a universal service is providing extra support / have referred to one other agency / EIP Service.

-Multi agency approach to support. Multi agency early help TAS arrangements with multi agency plan may be able to support or Family Help.
– Statutory intervention and assessment are 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
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 Head of Year for the student concerned, or their Assistant (AHOY), 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. Staff are encouraged to be professionally curious in these situations asking the pupil if they are OK, if they are worried about anything or if everything is ok at home.

Staff should record these early concerns on CPOMs and discuss them with the relevant Head of Year. 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 / Family Help Intervention

If the concern is at a lower level on the continuum 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. Team around the school)
- 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.

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, Traffic light tools to support a Risk Assessment linked to HSB alongside other key documentation will be utilised if appropriate. Families are likely to be involved at all levels of need, if it is safe to do so. This will be known as Family Networking or Family Group Decision Making.https://www.wakefieldfamiliestogether.co.uk/

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; they may want to protect the abuser; 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.

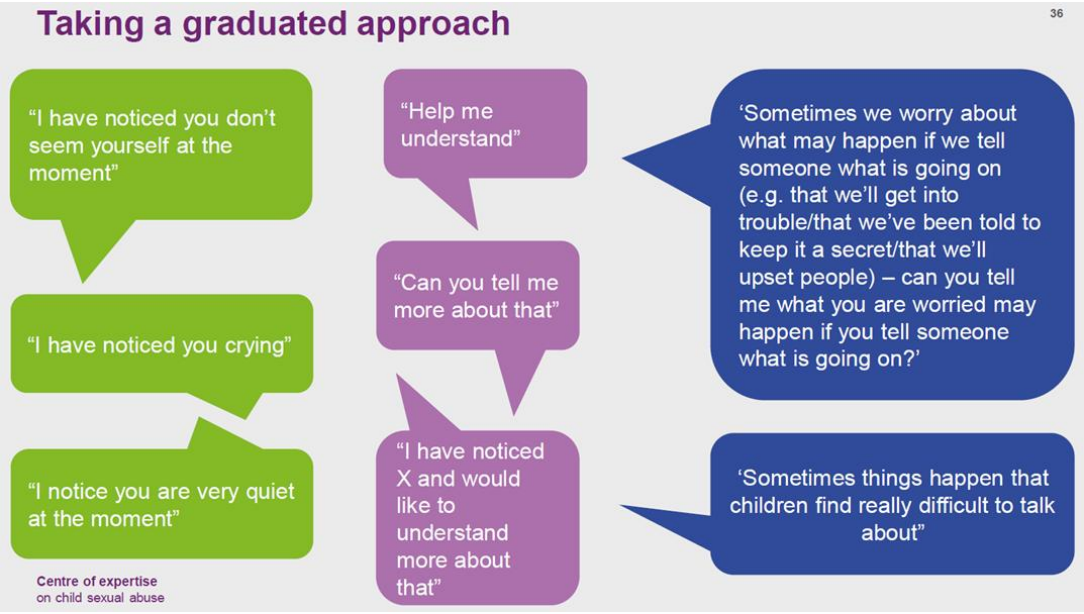
Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw disclosures later if they feel things have gotten out of their control. Staff should be aware that SEND students may face additional safeguarding challenges and any barriers to disclosure etc. should be removed. Effective communication and relationship building with children will help in these situations. If a student is reluctant to say what is wrong, offer reassurances, suggest other staff members to speak to and/or signpost to other external helplines e.g. childline.

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 – try to move away from others to a quiet space
- 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'
- 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 thinks about it.

- use open-ended statements to gain more information e.g. TED = "Tell me more, Explain to me, Describe to me….."
- Avoid taking photographs or videos of any injuries etc.
- 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. Advise them that all concerns will be shared with the safeguarding team and a member of this will be informed and wish to speak with them about next steps. The student may agree to go with you to see a member of the Safeguarding Team. and why. (to get them the help and support they need)
- 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 (CPOMs will not submit a concern without this category indicated)
- Seek support if they feel distressed – From DSL team / helplines in contacts' section
- Remember that SEND students may face additional challenges and we should aim to remove any barriers to enable disclosures – see below.



g) Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents, with consideration of including fathers as well as mothers. This must be handled sensitively therefore staff will not discuss safeguarding issues with parents until they have consulted with the DSL. In most cases the DSL will be in the most informed position to make contact with the parents in the event of a concern, suspicion or disclosure/ allegation.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from school link workers /Social Care MASH. Best practice for all agencies is to work alongside and openly with parents in any concerns about their children however consent is not required to refer to other agencies. However, when it is possible parents/carers should be informed as to the concerns that exist and the actions that the College is taking unless doing so puts the child at more risk. e.g., in cases of forced marriage.

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.

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 (where possible)
- 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 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 (staff must indicate if the child's voice is added before the system will allow them to submit a concern). A chronology can then be created within CPOMs to support in the next steps. The DSL team will then analyse this information.

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 and is held on CPOMs (historical paper-based files will be held securely only to be accessed by appropriately trained people). Staff will receive regular emails advising which children have a social worker. 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 on this system. These will be detailed and accurate and include a rationale for decision making if apt.

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 such as relevant link workers - Social Care MASH/Early Help Hubs in line with the Continuum of Need document and reflecting the Signs Of Safety approach: What are we worried about?, what's working well?, what needs to happen? (Including all subsections, e.g., complicating factors) and then scaling.

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

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 Team every term to evidence and support actions taken by staff in discharging their safeguarding arrangements. Checklists and supervision toolkits are available on safeguarding school's webpage. The safeguarding Team meets regularly to complete Team supervision and case review.

The file can be non-active in terms of monitoring i.e., a child is no longer CIC (section 24), 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. We endeavour to share risks and relevant safeguarding information sooner via a verbal discussion and will hold transition meetings for students in the summer term with other educational establishments to enable appropriate support to be in place for September (incoming and outgoing students).

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

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. In DSL absence, or if there is disagreement, anyone can make a referral. If in doubt if thresholds are met the link social worker can be contacted, however if this causes any delay we will refer directly. 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 school's webpage. The DSLs will always consult with MASH via telephone before making a referral and following this complete a paper MARF.. If the DSL is in disagreement with the call handler they will escalate, there and then, on the phone by asking to speak to a manager

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., 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. See Early Help section.

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. The referral may then proceed to MACPT.

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 led by the Lead Child Protection Practitioner. 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 Lead Child Protection Practitioner 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

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 / Child Exploitation Team CET / 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.

We understand that if police are interviewing any students, as they suspect them of a crime, that an appropriate adult must be present e.g. parent. If police come to school to speak to a pupil, for any reason, this will be arranged in advance and appropriate support for the pupil will be put in place. Police will need to have gained consent from a parent or guardian prior to this unless it poses a safeguarding risk to the child.

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

k) Confidentiality and sharing information (THIS SECTION IS CURRENTLY UNDER REVIEW – following the Child & Wellbeing Act introduction and will be updated when finalised by the Government.)

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 2024

- All children have a right to be protected form abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person failing to protect them.
- When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carers and explain who you intend to share information with and what information you will be sharing and why.
- You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.
- Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.
- When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g. the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
- Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.
- Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.

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-

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 (section 24) previously Looked after Children LAC & Children with a Social Worker

Children in care and previously looked after children start school with the disadvantage of their pre-care experiences and often have special educational needs. 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 has details of the child's social worker; carer, parent or guardian. 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 within the Wakefield Pupil Premium Plus policy guidelines are able to support the academic progress of CIC / PCIC through appropriate target setting in their termly 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
Wakefield Virtual School | Wakefield Traded Services

b) Children with a social worker

We recognise these children are highly likely to have suffered trauma. 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, HOY 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 due to their adverse childhood experiences ACES 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'. 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 & 9 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.

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)

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.
Providing remote education: guidance for schools - GOV.UK (www.gov.uk)

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

Wakefield Continuum of Need doc: (NB. under review locally)
Key Safeguarding Forms, Tools, Standards & Frameworks • Wakefield Safeguarding Children (wakefieldscp.org.uk)

West Yorkshire Procedures for specific issues.
Policies & Procedures (proceduresonline.com)

School's Social Care Link Worker (social worker) TBC 01977 722305

Local Hub
Email; southeast@wakefield.gov.uk
Phone; 01977 722305
Wakefield Families Together – Wakefield Families Together
Family Hubs – Wakefield Families Together
Youth Hubs – Wakefield Families Together

Jessica Roberts Youth Hub Team Manager (Team around the School – TAS)
Email; jessicaroberts@wakefield.gov.uk
01977 807271

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

CET Child Exploitation Team
01924 303570
cveteam@wakefield.gov.uk

West Yorkshire Police Intelligence Portal PIP
Report intelligence – not in place of usual safeguarding reporting procedures – Contact DSLs for logins.
01924 303570
Partnership Intelligence Portal | West Yorkshire Police

Education resources
A positive force in education | Pol-Ed - A positive force in education

Wakefield District Domestic Abuse Service WDDAS
0800 915 1561

https://cranstoun.org/help-and-advice/domestic-abuse/wakefield-dass/
https://wyhealthiertogether.nhs.uk/resources/information-on-local-healthcare-services/wakefield-district-domestic-abuse-service
Domestic Violence & Abuse · Emergency Injunction Service (ncdv.org.uk)

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

Local Authority Designated Officer (LADO) for allegations against staff
lado.referrals@wakefield.gov.uk
01977 727032 / 07711 797847

Prevent Contacts – referral form see templates on WSCP website.
Prevent – Wakefield Community Safety Team communitysafety@wakefield.gov.uk
https://www.wakefield.gov.uk/our-people-and-communities/protecting-our-communities/prevent-in-wakefield/

Virtual School for CiC
Wakefield Virtual School | Wakefield Education Services virtualschool@wakefield.gov.uk

Educational Welfare Office
01924 307451 ews@wakefield.gov.uk
educationcme@wakefield.gov.uk

Safeguarding Advisor for Education
Vicki Maybin
vmaybin@wakefield.gov.uk
07788743527
Safeguarding Information webpage for Wakefield Schools.
Wakefield Safeguarding Children Partnership | Wakefield Traded Services
Safeguarding Information webpage for Wakefield Schools.
Multi agency Training offer, templates, audit information, resources. local and national agencies and managing allegations info.
Schools & Colleges • Wakefield Safeguarding Children (wakefieldscp.org.uk)

Future in Mind
Rachel McGuigan
CAMHS Primary Practitioner
Telephone: 01977 735 901 Email: Rachel.McGuigan@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/substance support for young people
https://www.turning-point.co.uk/

Wakefield voluntary sector Young Lives Consortium
Home » Young Lives Consortium Wakefield Safeguarding Children (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 Young Carers
Young Carers - Wakefield Council

Spectrum Community Health CIC
RSE Lead - Andi Cope
01924 846631
Andi.Cope@spectrum-cic.nhs.uk

Child Sexual Abuse Support Services
https://www.csacentre.org.uk/get-support/

NSPCC Helpline – for advice
0808 800 5000
NSPCC dedicated helplines | NSPCC – FGM/ Gangs/ Radicalisation/ Talk Relationships

NSPCC Report Abuse in Education
0800 136 663

NSPCC Whistleblowing Helpline
0800 028 0285
Report Abuse in Education 0800 136 663 or help@nspcc.org.uk

School Nursing
01924 327540 (Referrals and Duty Team)
Named nurse: Jacqueline Dyson
Wakefield 0-19 Service - Harrogate and District NHS Foundation Trust (hdft.nhs.uk)

Compass Mental Health Support
Wakefield Children and Young People's emotional health and wellbeing service - Compass (compass-uk.org)

Education psychologist
01924 307403 email: eps@wakfield.gov.uk
https://www.tradedservices.wakefield.gov.uk/Services/3535

Professional Online Safety helpline
helpline@saferinternet.org.uk

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/

Counter Terrorism helpline
0800 789 321

Forced Marriage Unit
020 7008 0151 fmu@fco.gov.uk

Karma Nirvana – charity working to end honour based abuse in UK
https://karmanirvana.org.uk/

Reporting Hate Crime
Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of a group/person with a protected characteristic
https://www.westyorkshire.police.uk/report-it/hate-crime-reporting-form
Hate crime - Wakefield Council

Vico Homes (previously Wakefield District Housing WDH)
Welcome to Vico Homes | Vico Homes

Wakefield Youth Offending Team
Westgate, Wakefield WF1 1LT, 01924 3041

CPOMs training videos;
Home (site.com)

Appendix 1 – Use of Reasonable Force

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:
• committing a criminal offence
• injuring themselves or others
• causing damage to property
• engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Staff Response to any of the above situations

Minsthorpe Community College's Child Protection & Safeguarding Policy Section 19 - Physical Intervention and use of Reasonable Force reflects our overall approach.
This appendix offers practical advice for staff who encounter any of the situations listed above.

It is the responsibility of the member of staff to risk assess a situation with regards to the safety of others and their own safety before taking any actions.

You will never be criticised if you do not intervene.

This guidance applies to incidents on the College site, and not to incidents in the community. Staff are not expected to intervene offsite, except when supervising students participating in an offsite visit.

Suggested Response

1. Radio/call for assistance. Give your location.
2. Use your voice to:
   i. instruct the student(s) to stop and/or separate
   ii. move other students away from the scene
3. If you feel safe and confident to do so, use your physical presence to stop/separate the student(s).
4. As a last resort, and only if you feel safe and confident, use appropriate physical force to stop and/or separate the student(s).

After the Incident

If you have needed to use reasonable force, you must:

1. Inform the Principal(s).
2. The Principal will instruct the most appropriate staff member to contact home to update the child's parent/carer regarding the incident, and to arrange a follow-up meeting.
3. Complete Part 1 of the 'Use of Reasonable Force Report' and return to Admin TL.
4. The meeting lead will complete Part 2 of the 'Use of Reasonable Force Report' and return to Admin TL.
5. Admin TL will upload the completed form onto CPOMS.

Support for Staff Wellbeing

It is rare that staff face situations where reasonable force is needed. Such situations cause understandable distress to staff directly and indirectly involved. Staff wellbeing is always our priority.

Due consideration will be given to staff wellbeing in terms of requests for statements.

Immediately after the incident, a trusted colleague should check in with the staff member(s) and agree immediate support, such as, cover for a lesson/other duties and/or emotional support. This colleague will take an initial account of the incident.

At an agreed later time, a trusted colleague will meet the member(s) of staff for a full debrief. A full written statement will be taken and options for ongoing support will be explored. This may include signposting to the Employee Assistance Scheme or informal, in-house support.

Use of Reasonable Force Report	
Part 1	
Date of incident -	Start time of incident - End time of incident –
Location of incident –	
Name of student(s) & P&A -	
Relevant Needs of Child -	SEN Code -
Name(s) of witnesses to the incident -	Statements taken - Y/N
Name(s) of Staff involved in dealing with the incident -	
Team Teach Training received - Y/N	
What support was requested and when?	
What actions did you take? (description of Incident – including why the use of force was assessed as necessary in this instance)	
Police informed (when) -	Y/N (with reason) –
Incident Form completed for any injured party	Y/N
Part 2	
Review meeting (to be completed by the meeting lead)	Date and Additional Information
Meeting including attendees	
Agreed actions	
Immediate actions	
Parent/ Carer communication - Dates and Form of correspondence (eg – meeting/ email etc)	

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 reassignment and religion/belief.

Updates September 2026

Pg 4 – paragraph 3 'family' help.
Pg 5 – coronavirus. Paragraph 1 and removed a paragraph
Pg 6 – Updated 1st paragraph
Pg 6 – Terminology – Keeping Children Safe in Education (KCSIE)/ Early Help Family Help, updated information/ Removed – THE removed. Added – Lead Child Protection Practitioner / Updated Multi Agency Child Protection Team/ FIM – MHST – Mental Health Support Team.
Pg 8 – Section 2 – Keeping Children Safe in Education (2026) amended last sentence/ working together to Safeguard Children date 2026. Removed x 4 paragraphs
Pg 9 – amended reference to Children's Wellbeing and Families Act 2026/ Crime and Policing Act 2026/ Added bullet point – Allergy Policy.
Pg 13 – Key personnel – changes to title of Designated Teacher for CIC
Pg 15 – Removed 2018 re Children's Wellbeing and Families Act
Pg 17 – (f) removed date 2024 bullet point 3.
Pg 19 – section 4 – added reference to AI/ bullet point 16. Removed wording – Behaviour and Discipline Continuum – left reference to Appendix 1
Pg 26 – i) online safety – removed link to policy. Added wording 1st paragraph re-educating students
Pg 27 – 1st paragraph – amended wording/ 2nd paragraph – added last sentence/ bullet points 1/2/3 added information.
Pg 30 – f) Amended wording to paragraph 1-4
Pg 31 – Wakefield HSB Panel – amended wording 1st paragraph
Pg 34 – Added paragraph 3, 4, 5 6, 7
Pg 35 – Added paragraph 1 & 2
Pg 37 – Radicalisation – amended wording
Pg 41 – f) paragraph ¾ amended wording
Pg 43 – Amended paragraph 1/ g) amended wording
Pg 45 – Temporary Accommodation notification duty – added information
Pg 57 – Volunteers – amended wording
Pg 59 – Section 18 – paragraph 1 amended/ Section 19 – removed reference to Pg 9 and 10 Physical
Pg 60 – Section 20 – removed reference to SiMS and added Arbor/ Section 22 – added last two paragraphs
Pg 61 – Section 23 – abuse – added to last sentence
Pg 62 – Emotional Abuse/ Sexual Abuse – amended wording.

Pg 65 – Levels of Need – amended wording
Pg 66 – Family Help – was Targeted Early Help
Pg 67 – e) Family help (Teams Around the School)
Pg 68 – Added wording 2nd paragraph last sentence
Pg 70 – 2nd paragraph added and updated terminology
Pg 71 – i) 3rd paragraph amended wording
Pg 72 – 2nd paragraph added wording/ j) added reference MACPT Referral
Pg 73 1st and 2nd paragraph amended wording k) confidentiality and sharing – section under review
Pg 76 – Local contact details – updates to details added

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
September 2021	September 2025	Assistant Principal (Safeguarding and Wellbeing)
September 2026	September 2027	Assistant Principal (Safeguarding and Wellbeing)