

The Springfield Centre

Safeguarding & Child Protection Policy

October 2022

1	Summary	Safeguarding & Child Protection Policy		
2	Responsible person	Colin Douro – Head Teacher		
3	Accountable ELT member	Rebecca Hall, Simon McBride		
4	Applies to	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff		
5	Trustees and/or individuals who have overseen development of this policy	SLT & DSLs.		
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)			
8	Ratifying committee(s) and date of final approval			
9	Version number			
10	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	School Website <input type="checkbox"/> Y <input type="checkbox"/> N Staff Portal <input type="checkbox"/> Y <input type="checkbox"/> N
11	Related documents (if applicable)			
12	Disseminated to	<input type="checkbox"/> Board <input type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff		
13	Date of implementation (when shared)			
14	Date of next formal review	October 2023		
15	Consulted with Recognised Trade Unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		

Date	Version	Action	Summary of changes
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Overview

This Safeguarding & Child Protection Policy is available on our websites and is reviewed and approved by the Board annually.

Everyone working for The Springfield Centre shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school settings.

Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at our setting, behaviour may be challenging and we recognise that pupils may exhibit concerning behaviours that at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Part 1 of this policy is for all staff and Management Board

Part 2 is principally for use by Designated Safeguarding Staff, Management Board and senior leadership teams

1. Aims

The Springfield Centre aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- All staff are aware of their statutory responsibilities for safeguarding;
- Staff are properly trained in recognising and reporting safeguarding issues;
- The Management Board and staff take, as our priority, the responsibility to safeguard and promote the welfare of our pupils, to minimise risk, and to work together with other agencies to ensure rigorous arrangements are in place within our School to identify, assess and support those children and young people who are suffering harm and to keep them safe and secure whilst in our care.
- The responsibilities set out in this policy apply (as appropriate) to all members of The Springfield Centre community including pupils, staff, Board, visitors/contractors, volunteers, and trainees working within the school. It is fully incorporated into our whole school ethos and is underpinned throughout the teaching of the curriculum, within Personal, Social and Health Education (PSHE) and the safety of the physical environment provided for the pupils.

2. Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2022 \(Part Five\)](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#) we comply with this guidance and the procedures set out by our Local Safeguarding Children Partnership;
- This policy conforms to locally agreed inter-agency procedures and has been developed by Local Authority Services and Safeguarding Partners. It is available to all interested parties on the schools website. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education 2022.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- General Data Protection Act (2019) [Guide to the General Data Protection Regulation - GOV.UK](#)<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
- Data Protection Act <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted> Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- Statutory [Guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings ([GSWP](#)) ([Safer Recruitment Consortium May 2019](#))
- Wakefield Safeguarding Children Partnership Procedures <https://westyorkscb.proceduresonline.com/index.htm>
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016) <https://www.gov.uk/government/publications/children-missing-education>
- This policy also complies with our funding agreement and articles of association

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment;
- 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;
- **Child protection** is part of this definition and refers to activities undertaken to prevent children from suffering or being likely to suffer, significant harm;
- **Children** include everyone under the age of 18.

4. Equality statement

Some pupils have an increased risk of abuse, and additional barriers can exist for some pupils with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise pupils' diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face.

We give special consideration to pupils who:

- Have special educational needs or disabilities;
- Are young carers;
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- Have English as an additional language;
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation;
- Are asylum seekers, refugees or migrants.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by this school, volunteers, and Board. Our policy and procedures also apply to extended school and off-site activities.

All staff

- All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#) (KCSiE) and review this guidance at least annually.

All staff will be aware of the following:

- Our systems that support safeguarding, including Guidance for Safer Working Practice, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to pupils who go missing from education;
- The early support process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to children's services and for statutory assessments that may follow a referral, including the role they might be expected to play. (See Appendix 9);
- The procedure to follow if they have concerns about a child's welfare.
- Wherever possible, speak to the DSL, deputy DSL, or head teacher (in the absence of a DSL) first to agree on a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's services or the police if they believe a child is at immediate risk of significant harm;

- We work in partnership with other agencies in the best interests of the children. Requests for service to children's services should (wherever possible) be made by the designated safeguarding lead. Where a pupil already has a child protection social worker, we will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker;
- What to do if they identify a safeguarding issue or a pupil tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- School procedures for recording any causes for concern and passing information on to DSLs in accordance with School recording systems; The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation.

Appendix 1 provides definitions of abuse.

Appendix 2 provides guidance to staff on how to handle disclosures.

The designated safeguarding lead (DSL) and deputy designated staff:

- The DSL takes lead responsibility for child protection and wider safeguarding issues;
- During term time, the DSL and/or DDSL's will be available during school hours for staff to discuss any safeguarding concerns;
- Out of school hours the DSL can be contacted via email – see Key Safeguarding Contact Details, page 2;
- When the DSL is absent, the deputy DSLs will act as cover – see Key Safeguarding Contact Details, page 2;
- If the DSL and deputy DSLs are not available, the Head Teacher or other Senior Leader will act as cover (for example, during out-of-hours/out-of-term activities) – see Key Safeguarding Contact Details, page 2.

The DSL will be given the time, training, resources and support to:

- Respond to daily Operation Encompass notices when required;
- Provide advice and support to other staff on child welfare and child protection matters;
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- Contribute to the assessment of pupils;
- Refer suspected cases, as appropriate, to the relevant body (children's services, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified;
- The DSL will ensure that all staff involved in direct case work of vulnerable pupils, where there are child protection concerns/issues, have access to regular safeguarding supervision;
- The DSL will also keep the Head teacher informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate;
- We will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as multi-agency meetings;
- Provide reports as required for meetings. If we are unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting;
- Where a pupil in our School is subject to an inter-agency child protection plan or any multi-agency risk management plan, the designated safeguarding lead will contribute to the preparation, implementation and review of the plan as appropriate.

The full responsibilities of the DSL are set out in Annex C of Keeping Children Safe in Education (KCSiE) – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

The Management Board

- The Board will approve this policy at each review and hold the headteachers / CEO to account for its implementation.
- The Board will appoint a Link Board member to monitor the effectiveness of this policy in conjunction with the full Board.
- If an allegation of abuse is made against the head teacher or CEO, the chair of the Board will act as the ‘case manager’.
- The Board is responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off-site providers and provisions, that their safeguarding arrangements are secure and in keeping with Keeping Children Safe in Education (KCSiE). This school uses the following alternative or off-site providers and has written evidence of safeguarding arrangements.

The full responsibilities of the Board are set out in Part Two of KCSiE – The management of safeguarding. All Board members should read the complete KCSiE document in order to ensure that the school is fully compliant with their statutory safeguarding responsibilities

The Head Teacher

The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;
- Communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the designated safeguarding lead has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate;
- Ensuring the relevant staffing ratios are met, where applicable.

Please see appendix 9 for Summary of School Procedure to Follow Where There Are Concerns about a Child.

6. Confidentiality

- Confidentiality is an issue that needs to be understood by all those working with pupils, particularly in the context of safeguarding.
- Springfield recognises that the only purpose of confidentiality in this respect is to benefit the pupil. Staff, volunteers, and visitors to the School should never promise a pupil that they will not tell anyone about an allegation or disclosure. Staff must pass any cause for concern immediately to a designated safeguarding lead.
- Confidentiality is addressed throughout this policy with respect to record-keeping (section 6), dealing with disclosure (Appendix 2), allegations of abuse against staff (section 11), information sharing and working with parents (section 6).
- Confidentiality applies to all cases of safeguarding and in particular in the case of pregnant pupils. Safeguarding measures are adhered to in all cases, as are all aspects of GDPR. However, the safety and wellbeing of the young person is paramount and will be at the centre of all actions taken.

Record Keeping, Information sharing and GDPR

- Timely information sharing is essential for effective safeguarding. Our School will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing or electronically. Information will be kept confidential and stored securely. Records will include:
 1. A clear comprehensive summary of the concern;
 2. Details of how the concern was followed up and resolved;
 3. A note of any action taken, decisions reached and the outcome.
- The storing and processing of personal data is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. Our School will give clear advice to staff about their responsibilities under this legislation so that, when considering sharing confidential information, those principles should apply. The DPA and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

- Staff may have access to special category personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Working with parents and other agencies to protect children

Parents/carers should be aware that our School will take appropriate action to safeguard the welfare of its pupils. In cases where the School has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect, or other forms of harm, staff have no alternative but to follow the local authority children's services and contact the relevant safeguarding team to discuss their concerns.

In keeping with Keeping Children Safe in Education (KCSiE) and Children Missing in Education: statutory guidance for local authorities. We will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the designated safeguarding lead. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the pupil.

Parents/carers are informed about our safeguarding policy through School procedures, websites, newsletters etc.

Multi-agency work

We will cooperate with local authority services in accordance with the requirements of the Children Act and allow access to pupil and child protection records for them to conduct section 17 or section 47 assessments.

In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7. Our role in the prevention of abuse

Springfield plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment, discrimination and prejudice linked to fundamental values.

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

The curriculum

The School understands the importance of delivering an effective safeguarding curriculum which includes:

1. Healthy and respectful relationships.
2. Boundaries and consent.
3. Stereotyping, prejudice, and equality.
4. Body confidence and self-esteem, wellbeing and resilience.
5. How to recognise an abusive relationship, including coercive and controlling behaviour.
6. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support.
7. What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online safety

Springfield is committed to meeting the requirement to keep pupils safe when using technology. We believe the whole School community can benefit from the opportunities provided by the internet and other technologies used in everyday life. The School's Online Safety Policy supports this by identifying the risks and the steps we are taking to avoid them. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;

Contact: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes;

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images) and online bullying; and

Commerce: risks such as online gambling, inappropriate advertising, phishing, and/or financial scams.

Our School's expectations for responsible and appropriate conduct are set out in the Online Safety Policy and Acceptable Use Policies (AUP), which we expect all staff and pupils to follow.

Other areas of work

School policies that address issues of power and potential harm, e.g., Anti- Bullying, Equal Opportunities, Positive Handling, Behaviour, will be linked to ensure a whole school approach.

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the School which ensures that children are treated with respect and dignity, feel safe, and are listened to.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and can occur between pupils outside the school or college. All staff, but especially the designated safeguarding lead and deputy designated safeguarding lead, will consider the context within which such incidents and behaviours occur. This is known as Contextual Safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and welfare.

8. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- In cases where pupils have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual risk assessment will be devised, implemented, and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention.
- Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, cultural expectations and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Springfield will determine how best to build Schooled relationships with children and young people which facilitate communication.

In cases where pupils have experienced abuse/abused others, the designated safeguarding lead should ensure that appropriate support is offered. An individual risk assessment will be devised, implemented, and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention.

Early Support

If we identify additional unmet needs for a pupil that does not require intervention by social workers, then in the first instance it may be beneficial to speak to the **casework consultant linked to the relevant local authority early help and community hub**. They can advise whether family support may be required, this may help us to understand what support we can offer if we complete an Early Support Assessment (ESA). The Early Support Assessment should be a tool in its own right and not a referral mechanism.

For pupils whose needs and circumstances make them more vulnerable, a coordinated multi-disciplinary approach is usually best, based on an **Early Support Assessment**, with a Lead Practitioner to work closely with the child and family to ensure they receive the right support.

When we complete an Early Support Assessment:

- The information required to evidence that more targeted or statutory services are needed will be better informed by a good quality assessment having been carried out;
- If it is not clear who is best placed to provide the support, an early support assessment (ESA) will be requested before accepting a referral;
- If additional support is required from the Early Support Service, then a referral will be accepted without an early support assessment (ESA) to prevent delay in offering support (Appendix 10);
- Monitoring of referrals made without assessments will be routinely reported to the local authority safeguarding body to promote improvement in assessment practice within all partner agencies;
- If the referral is relating to a family where there is an existing multi-agency support, an early support assessment (ESA) should have already been completed and should be included with the referral

Children in Specific Circumstances

We recognise that all children can be at risk of abuse however we acknowledge that some groups are more vulnerable, this can include:

- the experience of abuse within their family.
- young people in care.
- children who go missing.
- children with additional needs (SEN and/or disabilities) .
- children who identify as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.
- children living with domestic violence or drug/alcohol abusing parents.
- Springfield recognises that while all pupils have a right to be safe, some pupils *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- Springfield follows the relevant local authority online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of Keeping Children Safe in Education (KCSiE).

Female Genital Mutilation (FGM) the Mandatory Reporting Duty

- The Department for Education's Keeping Children Safe in Education 2021 explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs".

- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** will immediately (in consultation with the designated safeguarding lead) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine pupils.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** will speak to the designated safeguarding lead and follow our local safeguarding procedures.
- **Any member of staff** who suspects a pupil is *at risk* of FGM will speak to the DSL and follow our local safeguarding children's partnership procedures.

Honour- based abuse (including forced marriage)

Our School recognises that Honour-based abuse (HBA) encompasses incidents of crimes that have been committed to protect or defend the honour of the family and/or the community. Abuse committed in this context often involves a wider network of family or community pressure and can involve multiple perpetrators. If staff in our schools have a concern regarding a pupil that might be at risk of HBA or who has suffered from HBA they will immediately speak to the designated safeguarding lead who will follow the schools safeguarding procedures. For every crime committed there are also numerous incidents of bullying, emotional and psychological abuse. Some victims have very restricted movements and are under constant supervision having little contact with the outside world.

Crimes committed may include:

- false imprisonment or kidnap
- domestic Servitude
- ABH or GBH
- threats to kill
- harassment and stalking
- sexual assault
- rape
- female genital mutilation
- forced to commit suicide
- forced Marriage
- murder

Further information and resources can be found in Appendix 11.

Preventing Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. For further information on this subject please refer to page 135 of Keeping Children Safe in Education (2021).

Responding to concerns about radicalisation

- If staff are concerned about a change in the behaviour of an individual or see something that concerns them **(this could be a colleague too)** they will seek advice appropriately with the designated safeguarding lead who will contact The Prevent Hub—01924 306645 or 01924 306776 (Wakefield) or 01924 483747 (Kirklees) for further advice (appendix 6).
- We will assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting pupils in the area and a specific understanding of how to identify individual pupils who may be at risk of radicalisation and what to do to support them. The Prevent hub will advise us and identify local referral pathways.

- Effective early support relies on all our staff to be vigilant and aware of the nature of the risk for pupils and what support may be available. Our School will ensure that as far as possible all front-line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).
- For more information about Prevent, see Appendix 6.

Child on child abuse: Sexual violence and sexual harassment between children in the School

We recognise that pupils can abuse their peers and that child on child abuse can manifest in many ways, including physical abuse, prejudice-based and discriminatory bullying, on-line bullying, youth produced imagery (sexting), abuse in intimate personal relationships between peers, criminal and sexual exploitation, upskirting, initiation and inappropriate harmful sexualised behaviours, and that it could happen here. It is very clear that this abuse should always be treated seriously, and never just as banter, having a laugh or part of growing up. The School have a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated in this school and will be challenged. The School recognises that even if there are no reports in our settings it does not mean it is not happening, therefore the School will promote an ongoing culture of vigilance to create a safe environment for children. **Any concerns around child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy and reported to the designated safeguarding lead or deputy as soon as possible.** It should be noted that upskirting became a criminal offence in April 2019 and any such incidents, in line with this policy, should be treated as such. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. The designated safeguarding lead is responsible for responding to such concerns in keeping with local authority protocols. The designated safeguarding lead is responsible for providing support to any victims, and the perpetrators.

- Where pupils have exhibited inappropriate/harmful sexualised behaviour and/ exhibited inappropriate harmful sexualised behaviours towards others, **the WMBC Harmful Sexual Response Checklist and The Hackett Harmful Sexual Behaviour Framework** will be used, and contact made with social care direct, police, or early support if appropriate (Appendix 5). The School may choose to manage the incident or concern internally if appropriate depending on the nature and the child/children involved through the behaviour policy and pastoral support. In all cases the decisions (and reasons for decisions) will be recorded.
- The School will ensure that **all** victims are reassured that they will be taken seriously regardless of how long it has taken them to come forward and that they will be supported and kept safe. All staff will be trained to manage reports of harmful Sexual Behaviour.

In the event of a disclosure or report school will:

- Listen carefully, reflecting back using the child's language;
- Reassure the child that this will be taken seriously;
- Ask open-ended questions;
- Not promise confidentiality;
- Inform the designated lead or deputy as soon as practically possible if either the DSL or DDSL is not involved in the initial report;
- A written record of the facts will be made;
- School will consider whether electronic devices will need to be confiscated at this point;

- The school will consider the wishes of the victim and how they would like to proceed, giving the victim as much control as possible in line with school safeguarding arrangements.

The School will ensure that the needs of pupils who abuse others will be considered separately from the needs of their victims and give immediate consideration as to how best to support and protect the victim and the alleged perpetrator(s). A co-ordinated multi-agency approach will take place through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice, police (where appropriate), children's social work service, and health which will be kept under review.

Additional guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Mental Health

We will ensure that we have clear systems and processes in place for identifying children in need of extra mental health support, this will include working with external agencies. All staff should be aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. Springfield is aware of how these children's experiences can impact their mental health, behaviour, and education.

If staff have mental health concerns about a child that is also a safeguarding concern immediate action will be taken, following the child protection procedure, and speaking to the designated safeguarding lead or a deputy.

Additional guidance: [Mental health and behaviour in schools - GOV.UK](#)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation: (CCE):

Both child sexual exploitation and criminal exploitation are forms of Abuse. They occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantages (such as increased status) of the perpetrator or facilitator in exchange for something the victim needs or wants and/or will be for the financial advantage or increased status of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups of males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*

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

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should pass the information onto the designated member of staff for child protection (DSL).

The designated safeguarding lead will complete the CSE/CCE checklist tool for partners, (Appendix 4) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool will be kept in the child's child protection records for future reference.

If the child /young person already has an allocated social worker, the designated safeguarding lead will contact them (or their team manager) to discuss any concerns about sexual exploitation.

School staff will work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

Indicators to look out for are:

- Appear with unexplained gifts, money, or new possessions;
- Associate with other children involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse of drugs and alcohol;
- Go missing for periods of time or regularly come home late;
- Regularly miss school or education or do not take part in education.

Specific indicators that may be present in CSE are children who:

- Have older boyfriends;
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Young people who are victims of CCE include those who are:

- Trafficked within the UK with the intention of being used to commit criminal acts that benefit the trade of drugs and criminal gangs;
- Coerced into the supply, transporting, and dealing of class A drugs. They may be doing this within their local area, however, they are often crossing one or more police force or local authority boundaries;
- Coerced into carrying drugs, weapons, and money to assist in the trade and movement of drugs.

CCE often occurs without the child's immediate recognition, and with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, and physical strength. Violence, coercion, and intimidation are common, involvement of exploitive relationships being characterised in the main by the child/young person's availability of choice resulting from their social/economic and/or emotional vulnerability. The experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same, however, we are aware that girls are at risk of criminal exploitation too. We also recognise that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Serious Violence

- Staff recognise when children may be at risk from/or involved with a serious violent crime by recognising the indicators such as:
 1. Increased absence from school;
 2. A change in friendship or relationships with older individuals or groups;
 3. A decline in performance;
 4. Signs of self-harm or a significant change in wellbeing;
 5. Signs of assault or unexplained injuries;
 6. Unexplained gifts or new possessions.
- The School recognises the risk factors which increase the likelihood of involvement in serious violence such as:
 1. Being male;
 2. Having been frequently absent or permanently excluded from school;
 3. Having experienced child maltreatment;
 4. Having been involved in offending, such as theft or robbery.

[County lines: criminal exploitation of children and vulnerable](#)

[Preventing youth violence and gang involvement - GOV.UK](#)

Private Fostering

- Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts (whether of full blood, half-blood, or by marriage). Great grandparents, great aunts, great uncles, and cousins are not regarded as close relatives.

- The law requires us to notify Social Care Direct if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the pupil and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration, or emotional issues such as keeping contact with biological family, maintaining cultural identity.
- If we become aware of a child in a private fostering arrangement within the local authority, we will notify the relevant child safeguarding service. See Appendix 11.

Children looked after and previously looked after Children and children with a social worker

- All our staff recognise that children looked after and previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers and children with a social worker are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. Our school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the local authorities Virtual School Head Teacher in respect of all pupils at the school who are subject of 'looked after' status or have a social worker. See appendix 11 for contact details.
- Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievements of registered pupils who are looked after. Designated teachers have responsibility for promoting the educational achievements of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside of England and Wales. (Children and Social work Act 2017). The designated teacher will have appropriate training and the relevant qualifications, and experience.

Children potentially at greater risk of harm

Our School recognises that while all pupils have a right to be safe and well, some groups of children are potentially at greater risk of harm and more vulnerable to abuse e.g those with a disability or special educational needs, those living with domestic abuse or drug/alcohol abusing parents.

Children who are lesbian, gay, bi, or trans (LGBTQ+)

- The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In Springfield, we, therefore, endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff or a Schooled adult.

Children who need a social worker (child in need and child protection plans)

Children may need a social worker due to safeguarding or welfare needs; we recognise that children may need help due to absence, neglect, and complex family circumstances. Springfield will work in partnership with the local authority where children have been allocated a social worker. The DSL will hold this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where we have children on roll who need a social worker, this will inform decisions about safeguarding (responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (we will consider the provision of pastoral support and/or academic support, alongside action by statutory services).

Children with Special educational needs, disabilities, or physical health issues

The School recognises that children with (SEN) and disabilities can face additional safeguarding challenges these can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury related to the child's disability without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

To address these additional challenges, we will consider extra pastoral support for children with SEND.

9. Responding to Domestic Abuse

The School understands that the cross-government definition of domestic abuse and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

- The abuse can encompass but is not limited to psychological, physical, sexual, financial, emotional harm;
- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance, and escape, and regulating their everyday behaviour;
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation, and intimidation, or other abuse that is used to harm, punish, or frighten their victim if this school does identify children for whom domestic abuse may be a concern, they will apply the usual referral process and child protection procedures and pass this information to the designated safeguarding lead (DSL). The DSL can then refer cases to relevant local authority teams. Where DV Notifications are received they will be added to a pupil's chronology and child protection record to ensure that appropriate support can be provided where necessary;
- For contact details, please see appendix 11.

10. Attendance and Children Missing Education

- The School understands that poor attendance can be an indicator of concern for pupils with welfare and safeguarding concerns, and thus ensures that information is shared between pupil, attendance lead and the DSL. Likewise, Springfield understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus, we will follow our local authorities' guidance 'First Day Calling' procedures.
- Pupils who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Our staff members will follow the local authorities' guidance for schools where pupils abscond during the school day. The School procedures are available for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future (Appendix 7);
- If we have further concerns about a child's truancy, we will follow the West Yorkshire Police Truancy Policy;

The School appreciates that each local authority has a statutory duty to ensure that all pupils of compulsory school age receive a suitable and appropriate education. We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016). There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

See Appendix 11 for contact details for children missing in education.

[Children missing education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- The School is aware that they must inform the local authority school exclusion team when using phased reintegration plans for pupils and follow the reduced timetable guidance.
- When we are considering suspending or excluding a vulnerable pupil or a pupil who is either subject to a S47 Child Protection plan, or there have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) assessment prior to making the decision to suspend or exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the assessment must be completed before convening a meeting with the Board.

Elective home education is often referred to as 'education otherwise' in Section 7 of the Education Act 1996 which states: "It shall be the duty of the parent of every child of compulsory school age to cause her or him to receive efficient full-time education suitable to her/his age, aptitude and ability (and to any special educational needs she/he may have) either by attendance at school or otherwise". This means that parents/carers have a legal responsibility to ensure that their child is educated but this does not have to be in school. Springfield will follow the Department for Education (DFE) guidance should a parent decide to educate their children/child at home.

<https://www.gov.uk/government/publications/elective-home-education>

- Child Employment - Properly structured and regulated work can help develop and prepare young people for a full-time working life. A young person working part-time between the age of 13 and 16 years old, must request that the employer applies to the local authority for a permit. There is no charge for a work permit. Employers have the ultimate responsibility to ensure that children of compulsory school age are registered with the Local Authority and have a work permit. Parents can also face prosecution if they allow their child to work illegally. Please note that it is against the law to employ children under the age of 13. As a School we will work in partnership with the local authority's Education Welfare Service in relation to child employment.
- See Appendix 11 for contact details.

11. A Safer Culture

The Board have agreed and ratified the following policies which must be read in conjunction with this policy and be provided to all staff as part of their induction procedures:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour);
- Procedures for managing children who are missing education;
- Safeguarding and child protection policy (including online safety);
- Individual provision behaviour policy;
- Safer Working Practices Policy.

Low Level Concerns About Staff

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harms threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children;
- Having favourites;
- Taking photographs of children on a personal device;
- Engaging in one-to-one activities where they can't easily be seen;
- Using inappropriate language;
- Low-level concerns can include inappropriate conduct inside and outside of work.

All staff will share any low-level concerns they have using the reporting procedures set out in our child protection and safeguarding policy. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, School, and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

Reporting and responding to low-level concerns is covered in this section and Appendix 12.

Where there are concerns about a member of staff, School employees will report concerns to the Head Teacher. Any concerns about the Head Teacher will be reported to the Chair of the Board.

Our School will comply with the guidance for Safer working practices for those working with children and young people in education settings.

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open and transparent way;
- Work with other colleagues where possible in situations open to question;
- Discuss and/or take advice from the senior leadership team over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply the same professional standards regardless of gender, sexuality, or disability;
- Comply and are aware of the confidentiality policy;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Risk Assessments

- Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the School's work. Where relevant, risk assessments are carried out for individual pupils and supported by action plans identifying how potential risks would be managed. The Evolve system is used for risk assessing trips outside of each provision.
- Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Exploitation.

Safer Recruitment

A more detailed version of Safer Recruitment can be found in the School Safer Recruitment Policy.

- Section 175 of the Education Act 2002 requires Springfield to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.
- Regulations made under Section 157 of that Act state that we must make arrangements to safeguard and promote the welfare of pupils.
- The School will create a culture that safeguards and promotes the welfare of children in each provision. As part of this culture, we **will** adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering in this regulated establishment.

- The safer recruitment of individuals to work in each provision not only includes directly employed staff (or volunteers), also includes contractors, self-employed, agency, and third-party staff groups. We will set out our safeguarding and safer recruitment requirements in the contract clearly between the organisation(s) and provision.
- Safer Recruitment is a vital factor in keeping children safe within the education environment. Our school, when selecting our Safer Recruitment provider, will clarify the accreditation / re accreditation period. We will always ensure a re accreditation period for Safeguarding training.
- We will also follow legislation governing those persons in ‘regulated activity’ (see below) or within ‘regulated establishments’ and the requirements to carry out criminal records and barred list checks.

The main legislation in this respect is contained within the:

- Children’s Act 2006;
- Safeguarding and Vulnerable Groups Act 2006;
- Protection of Freedoms Act 2012 ([Protection of Freedoms Act 2012 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2012/15/contents));
- Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>);
- Police Act 1997, the Police Act 1997 (Criminal Records) Regulations 2002, as amended, the Police Act 1997 (Criminal Records) No 2 Regulations 2009, as amended: (<https://www.legislation.gov.uk/ukpga/1997/50/contents>);
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended;
- Sexual Offences Act 2003 (<https://www.legislation.gov.uk/ukpga/2003/42/contents>);
- Keeping Children Safe in Education 2021;
- Working Together to Safeguard Children 2018.

Any subsequent amendments will also apply as relevant.

Requirements relating to the appointment, discipline, capability, suspension and dismissal of staff, use of supply staff/workers, checks and information to be held on the provision single central register (SCR), as well as information on teacher capability to be provided in references are specified within the School Staffing (England) Regulations 2009, as amended in 2012, 2013 and 2014.

Purpose of Springfield’s Safer Recruitment Policy

- Springfield will take into account the legislation highlighted above, when we employ staff or engage volunteers, contractors, self-employed, agency and third-party staff groups to work with children adopt a consistent and rigorous approach in their recruitment and selection processes with the aim of ensuring that those recruited are suitable.

The purpose of safer recruitment is ultimately to:

- **Deter** Springfield has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information will aim to deter potential abusers.
- **Identify and Reject** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information will assist in finding out who is suitable for the role and who is not.
- **Prevent and Reject** There are no guarantees that even the most robust safer recruitment process will prevent an inappropriate appointment. However, this does not mean it is too late to act. Ensuring that comprehensive induction processes are in place, together with appropriate policies and procedures, raising

awareness through staff training and developing and maintaining a safe culture within the School will all help to prevent abuse or identify potential abusers.

The intention of our Safer Recruitment policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent, and reject unsuitable people from gaining access to pupils within the School. Our School policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice

Letters of Assurance

- An appropriate 'letter of assurance' will be on headed paper, personally addressed, dated, signed and provided by the relevant authorised person on behalf of the individual concerned, for example by the agency on behalf of an agency worker.
- Further details are available in the School Visitor/Contractor Policy.

Table 1

<p>The following information is requested and confirmed in writing by the following parties;</p> <ul style="list-style-type: none"> ● Agency worker (all staff groups); ● Contractors; ● Third Party Organisations (e.g. Council/ NHS/ WDH etc)
<ul style="list-style-type: none"> ● Written confirmation all Pre-employment checks (role dependent) have been satisfactorily carried out
<ul style="list-style-type: none"> ● At least one recruiter on the recruitment panel to be Safer Recruitment trained (refreshed every 3 years)
<ul style="list-style-type: none"> ● Applications forms with complete employment history
<ul style="list-style-type: none"> ● 2 x verified references inc. question disciplinary, substantiated allegations towards children and capability
<ul style="list-style-type: none"> ● DBS (+Barred list) where appropriate
<ul style="list-style-type: none"> ● Prohibition from Teaching
<ul style="list-style-type: none"> ● S128 checks (role dependent)
<ul style="list-style-type: none"> ● Qualifications (role dependant)
<ul style="list-style-type: none"> ● Right to Work in the UK
<ul style="list-style-type: none"> ● Appropriate checks for overseas employees

<ul style="list-style-type: none"> ● Disclosure under Childcare Disqualification Regulations 2018 and Childcare Act 2006
<ul style="list-style-type: none"> ● References (Safer Recruitment)
<ul style="list-style-type: none"> ● Medical clearance
<ul style="list-style-type: none"> ● Any disclosed information/Risk assessments shared with the provision
<ul style="list-style-type: none"> ● Safeguarding awareness training

Managing Allegations

Local Authority Designated Officer (LADO)

The LADO must be informed within 1 working day (or the next working day) when an allegation is made; prior to any further investigation taking place (**Appendix 8**). Improved outcomes for children are aided by close collaboration between single and multi-agency partners, through timely quality conversations. A more detailed version of Managing Allegations can be found in the School Managing Allegations Policy.

Springfield follows the guidance on managing allegations and low-level concerns in Appendix 8 and 12

We will refer to the LADO when:

It is alleged that a person who works with children (paid or unpaid capacity) has:

- Behaved in a way that has or may have harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved toward a child in a way that indicates he or she would pose a risk of harm.
- An allegation has been made against a person in relation to their work with adult service users, which causes concern about the welfare of an adult service user's children or the person also has another role working with children.

All allegations relating to the harm of a child or young person by those who work with them will be taken seriously by Springfield.

Reasons for an allegation

An allegation is made against a person in relation to a matter that may indicate that the person may not be suitable to work with children. This can be connected with his/her employment or voluntary activity, or in relation to a person's private life where:

- Concerns arise about a person's behaviour about his/her own children;
- Concerns arise about the behaviour of a partner, member of the family or other household member;
- Other information suggests they may pose a risk to any person that may demonstrate a transferable risk within their role with children.

The LADO will ensure that all allegations and enquires are managed proportionately and appropriately; sharing information to ensure that children are safeguarded within multi agency settings.

Training, knowledge, and skills

- All staff members will be aware of systems within our School that support safeguarding, and these will be explained to them as part of our staff induction. This includes: the School's Safeguarding and Child Protection policy; the school's safer working practice document and the School's whistleblowing procedures.
- Designated safeguarding leads will have 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.

Designated safeguarding leads will attend the following training:

1. Roles & Responsibilities of the designated safeguarding lead (DSL);
 2. Multi-agency Working Together to Safeguard Children and Young People;
 3. A Positive contribution to case conferences and core groups.
- They will also attend DSL refresher training every two years. Additionally, the DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting pupils from the risk of radicalisation.
 - The School will ensure all staff, including temporary and volunteers, receive induction and training appropriate to their roles and responsibilities, especially staff new to the School. All staff will complete basic awareness refresher training at least every three years and regular safeguarding and child protection updates via email, e-bulletins, and staff meetings as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Staff can access training through the local authority offer and School CPD (Continuing Professional Development).
 - The head teacher will attend appropriate safeguarding training at least every three years.
 - The Board will complete appropriate safeguarding and child protection (including online) training at induction and update this **annually**
 - Board, including the nominated Link Board will attend specific training for their role, updated at least every three years.

Providing support to staff

Designated safeguarding leads should:

- Ensure that staff are supported during the referral process;
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support;

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

See appendix 11 for training information.

Any training accessed through third party/independent providers must reflect local authority safeguarding protocols and this training should be recorded by the School. It is the responsibility of the Head Teacher to quality assure any training that is delivered to staff in each provision.

12. Child Protection Records

Child protection and safeguarding records will be held securely, with access being restricted to the designated safeguarding lead and their deputies, head teacher and in cases of Early Support, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see section 6.

The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the provision);
- All completed child protection cause for concern records;
- Any child protection information received from the child's previous educational establishment;
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services;
- Professional consultations;
- Letters and emails sent and received relating to child protection matters;
- Referral forms sent to social care direct, other external agencies or education-based services;
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate;
- Formal plans for, or linked to, the child e.g. Child Protection Plans, Early Support risk assessments etc;
- A copy of any support plan for the pupil concerned;
- When a pupil leaves the School's provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term;
- When there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self-harming or harmful sexualised behaviour), this information will be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The designated safeguarding lead will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme. When a child leaves school before statutory school leaving age, the child protection file will be transferred to the new school or college. There is no need for Springfield to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- When a vulnerable young person is moving to a further education (FE) establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases when it is deemed appropriate, relevant child protection information will be shared with the next provision. The original records will be retained and archived by the School. Due consideration will be given to the sharing of any additional information requested by the receiving establishment;
- When the destination school is not known (*the original records should be retained by the School*);
- When the child has not attended the nominated school (*the original records should be retained by the School*);
- There is any on-going legal action (*the original file should be retained by the provision and a copy sent*);
- Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to will be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer will be retained for audit purposes;
- If a pupil moves from our School, child protection records will be forwarded onto the named designated safeguarding lead at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover between designated staff or a verbal conversation takes place over the telephone if a face to face handover is not possible. A signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering provision;
- When sending by post, pupils' records will be sent "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail;
- For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely;
- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records;
- When a designated safeguarding lead member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder;
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files;
- All designated safeguarding leads receiving current (live) files or closed files will keep all contents enclosed and not remove any material;

- All receipts confirming file transfer will be kept in accordance with the recommended School retention periods. For further information refer to the archiving section.

Archiving

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. Child protection records should be retained until the child's 26th birthday, after which point the file will be destroyed confidentially/deleted from our school electronic system. The decision of how and where to store child protection files must be made by our School via our School Board. Due to the sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all child protection files are archived in accordance with the timescales referenced above. The designated safeguarding lead is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are reviewed accordingly for each pupil.

Child and parent access to child protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018), a pupil or their nominated representative has several legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Any pupil who has a child protection file has a right to request access to it. However, neither the pupil nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person;
- Could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child;
- Is likely to prejudice an on-going criminal investigation;
- Information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority;

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Local Authority;

The establishment's report to the child protection conference should be shared with the child, if old enough, and parent at least two days before the conference.

Safe destruction of the pupil record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records that have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information that is confidential to our School or the Local Authority. Information should be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the School should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Appendix 1

Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also Keeping Children Safe in Education Part one and Annex B

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf)

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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. See appendix 11 for information about toolkit(s) with the aim of supporting anyone working with children, young people, parents, and families to identify, assess and reduce child neglect.

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 caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (not designed to be used as a checklist)

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention-seeking behaviour
- Untreated illnesses/injuries

- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example, growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

Examples which may indicate physical abuse (not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand, or nail marks, black eyes
- Bite marks
- Round burn marks, burns, and scalds
- Lacerations
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for sports activities
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example Anorexia Nervosa and Bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for sports activities or swimming
- Bruises, scratches in genital area

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 children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also 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

Examples which may indicate emotional abuse (not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics, and twitches
- Self-harming, drug, or solvent abuse
- Fear of parents being contacted
- Running away / going missing
- Compulsive stealing
- Masturbation, appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment

Research and experience indicate that the following responses from parents may suggest a cause for concern:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with Special Educational Needs and Disabilities

When working with children with disabilities School staff will need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep Board, inappropriate splinting.
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger, or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people to do this state who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected
- Do not tell the child that what s/he experienced is dirty, naughty, or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations

NB It is not School staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk

Immediately afterwards

All disclosures of abuse will be responded to in keeping with the professional roles and responsibilities outlined in Fig 1 summary of School procedure to follow where there are concerns about a child

Appendix 3

Specific, Measurable, Attainable, Realistic, Timely (SMART) Plan

Example: Overview of Pupil Support/SMART Plan

Child Protection Pupil Support Plan Information	Name of Pupil:		
Current Care/living arrangements			
Support needs identified			
Support/Intervention			
Type of support/intervention	Provider	Start Date	End Date
Agencies Involved			
Name of professional	Agency	Email	Telephone

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Appendix 4

Child Exploitation Partnership Assessment and Decision-Making Tool

What is this tool? - The tool is to help you assess whether a child may be at risk of sexual or criminal exploitation (CSE/CCE)

Who should you use this tool with? - The tool can be used by any professional working with a child up to their 18th birthday

When to use the tool - This tool is to help you make an initial assessment relating to a child’s vulnerability to, and/or risk of exploitation, and what actions are required; it is not intended to be a referral form. When you have completed the tool, please refer to the section **‘What Next’** to inform a conversation with your manager/safeguarding lead regarding how to proceed. If on completion you contact the Children’s Social Care (CSC) Duty and Advice Team, an electronic copy of the completed tool will be required to inform discussion

Using the tool - In order to identify children at risk of, vulnerable to, or experiencing sexual and/or criminal exploitation, please consider **all** of the risk and vulnerability indicators and indicate your level of concern as **No, Low, Medium, or High**. The table of indicators below is only a guide to inform your assessment it is not exhaustive, and you may have other concerns; please highlight these in the other information box. Additionally, the factors against each indicator are also not exhaustive and are simply prompts for consideration. Highlighting one high risk concern, or several low, may indicate a serious risk of harm/child exploitation, alternatively this might be an indication of other concerns which require addressing

You should be aware that:

- Where there are concerns which relate to sexual exploitation and the **child is aged under 13**, a child contact must be made with the Children’s Social Care direct
- Where there are concerns of criminal or sexual exploitation and the child has **send** a child contact must be made with the Children’s Social Care Direct
- It is important that you provide narrative at the end of the table to support and evidence your concerns
- It is important that you provide information relating to others who may pose a risk of harm to the child/young person
- When completing this tool, it is essential to highlight if concerns raised and/or the information provided are **current or historic**. If either are historic but relevant, it is necessary to reference how they relate to the current assessment of risk and vulnerability
- When completing the tool, it is crucial that the child or young person’s use of **social media** is considered throughout

Child, Parent and Professional details

Child's name		DOB		Age	
Address		Contact number		Gender	
Postcode		Religion		Ethnicity	
Child participated in the assessment	Yes		Comments		
	No				
Name of Primary Carer		Contact number			
Address and postcode <small>(If different from the child's)</small>		Relationship to child			
Carer contributed to the assessment	Yes		Comments		
	No				
Person completing the assessment		Agency/team			
Contact details		Signed			

Consent to share with CSC provided *(where applicable)	Yes		Comments	
	No			

Assessment of Risk and Vulnerability

1) Friends and Family				2) Accommodation			
<p>v Reduced contact with family /friends which is of concern v New friends who are not known to parents/carers v Unexplained change in attitude from the child v Relationship (s) breakdown v Suspected abuse in family (emotional, neglect, physical or sexual) v A lack of warmth/understanding/attachment and/or School from parent/carer v Carers do not implement age appropriate boundaries (including use around social media) v Failure to report missing episodes v Abusive/bullying friendships v Friends/family are involved in gang activity/known to the criminal justice system/Neighbourhood Police/ASB teams</p>				<p>v Child or young person and or their family reside in unsuitable/unstable/temporary/overcrowded accommodation v Concerns about location (neighbourhood, ASB, gang activity) v Concerns about isolation/safety v Is unhappy with accommodation (although it meet physical need) v Often stays elsewhere v Is homeless and or sofa surfing v Resides independently in unsupported accommodation v Accommodation is being accessed/used by adults/peers of concern or who pose a risk to the young</p>			
No	Low	Medium	High	No	Low	Medium	High
3) Education, Training, Employment (ETE)				4) Emotional Wellbeing			
<p>v Is not engaged in ETE, and/or is not motivated to be. v Excluded and/or does not have an education offer v Whereabouts often unknown v Frequently late/leaves early/leaves site, incidents of absence without permission v Change in attitude to learning/employment v Regular breakdown of school/training placements due to perceived behavioural issues v Increasingly disruptive, hostile or physically aggressive v Friendships/peer groups either within or outside the ETE setting are with others at risk of criminal and/or sexual exploitation v Is socially isolated in the ETE setting, and /or experiences bullying, abuse/violence/harassment</p>				<p>v Fatigue v Poor self-image v Low mood v Self-harm - Cutting v Overdosing v Eating disorder v Suicide attempts v Concerning perceived 'risk taking' (substance misuse, sexual risk taking, offending)</p> <p>v Low self-esteem/self-confidence v Bullying/threatening behaviour v Aggression/violent outbursts v Concerning substance misuse v Expressions around invincibility or not caring about what happens to them</p> <p>v Fear and scare of reprisal or violence from young people or adults</p>			
No	Low	Medium	High	No	Low	Medium	High

5) Experience of Abuse and Violence				6) Missing From Home or Care			
<p>v Known (previous or current) violence and/or abuse from within the family, and/or from peers, associates, intimate partners v Physical injuries v Disclosure/evidence of physical/sexual assault v Evidence of coercion/control v Living in a gang associated neighbourhood v Use of sexualised language and/or violence v Risk taking behaviours (sexual and /or offending) v Low self-esteem/self-confidence/self-harm v Bullying/threatening behaviour, aggression, violent outbursts v Limited or no recognition of abusive/exploitative behaviour or understanding of abusive/exploitative behaviour but unable to apply this to their own situation</p>				<p>v Stays out late or overnight without permission/explanation v Whereabouts unknown and child/young person secretive about where and who they spend time with v Repeated episodes of running away/going missing/away from home/accommodation (Including short periods) v Reported missing with other children/young people assessed to be at risk from criminal/sexual exploitation v Known to spend time when away/missing with peers/adults assessed to be of concern v Returns looking well cared for/not hungry/with new belongings v Found/known to have been outside of their local of area and/or in locations of concern v No known means self-support/travel whilst missing/away v When missing/found, known to be with others involved with group/gang activity/offending behaviour/at risk of exploitation</p>			
No	Low	Medium	High	No	Low	Medium	High
7) Associations and Locations				8) Substance Misuse			
<p>v Extensive use of phone/secret use/calls and contact with unknown others v Has use of more than one mobile phone v Spends time at addresses and places not known to parent/carer v Goes or is taken to places they or their family have no connections with</p> <p>v Evidence of associations/relationships with others believed/known to be involved in sexual grooming/exploitation v Friendships/associations with others at risk of criminal or sexual exploitation v Gang association through relatives/peers/neighbourhood/intimate relationships v Information suggests that they are at risk of/involved in County Lines (grooming/exploitation, drug dealing, moving money/goods and/or organised crime) v Use of social media/mobile phone to share sexualised images v Has arranged to meet up with unknown others via social media contact v Use of social media/mobile phones for sharing gang related material/activities</p>				<p>v Evidence of regular/heavy or dependant substance (including alcohol) use v Professional/parent/carer concern relating to use v Concern regarding how substance misuse is being accessed/funded/supplied</p> <p>v Is believed to owe money be in debited to others related to substance misuse v Has previously been cautioned/arrested/charged for, possession of drugs, dealing drugs</p>			

No	Low	Medium	High	No	Low	Medium	High

9) Coercion and Control				10) Rewards			
<p>v Limited/reduced/no significant contact with family/friends, significant adults and/or services v Appears to be 'controlled'/negatively influenced by others v Concerns about significant relationships and domestic abuse/violence/control v Is known to be associating with adults and/or peers of concern and does want to alter this v Abduction/forced imprisonment v Gang association/involvement v Sharing of intimate pictures/information online when asked to by an adult/peer/unknown person v Secrecy regarding relationships v Presents as being scared/controlled v Picked up/dropped off from appointments by person's unknown v Phone calls they have to respond to and/or leads to them be 'needing' to be elsewhere v Professional concern relating to Modern day slavery/child trafficking</p>				<p>v Concern about unaccounted for monies and/or goods, (new clothes, jewellery mobile phone, mobile phone top –ups etc) v Concern regarding the funding of misuse of drugs/alcohol/use of tobacco, cigarettes, entry into clubs, trips away from home, through unknown sources v Has use of more than one mobile phone v Secrecy about ability to 'get around'/'be places' without known mode of transport /funds v Concerns about how the child/young person funds other items (fast food, taxi fares, etc.)</p>			
No	Low	Medium	High	No	Low	Medium	High
11) Sexual Relationships				12) Risk to Others			
<p>v Young person is sexually active but not practising safe sex/is not accessing/willing to access, sexual health services v Disclosure from young person regarding feeling pressured to have sex or to perform sexual acts in 'exchange' for status/protection, possessions, substances or affection v Evidence of having (previously or currently) a sexually transmitted disease v Concerns about untreated STi's v Miscarriage(s)/termination(s)/Pregnancy v Physical symptoms suggestive of sexual assault v Is in a sexual relationship with an adult/or there is a wide age gap</p> <p>v Is under 13 and sexually active v Concerns about ability to understand due to intoxication/substance misuse</p>				<p>v Displays violence/bullying and threatening behaviour and/or angry outbursts v Encourages or coerces others to engage in 'risky' activities and/or situations v Introduces others to 'risky' people/places, via friendships, associations, venues v Bullying</p> <p>v Sexualised bullying, including via the internet/social media sites v Offending behaviour v Gang association through relatives, peers or intimate relationships</p> <p>v Has been cautioned/arrested/charged for weapon offence(s)/gang activity/related violence v Sells/distributes/shares drugs v Displays harmful sexual behaviours</p>			
No	Low	Medium	High	No	Low	Medium	High

13) Engagement with Services				14) Wider Child and Family Factors			
<p>v Reduced level of engagement or no meaningful engagement v Secretive about friendships/associations/behaviours v Sporadic contact, and/or missed appointments with limited explanation</p> <p>v Professional concern re ability to engage with child/young person v Often otherwise distracted when attends/engages v Presents as nervous and/or keen to be elsewhere</p>				<p>Family factors – v Known abuse/neglect in the family. v Parental/family substance misuse v Parental mental health v Partner domestic abuse violence/coercion and control v Child to parent abuse v Adult sex work v Deprivation v Social isolation v Parental experiences of exploitation</p> <p>Child factors - v Learning disabilities/difficulties, (including not diagnosed) v Financially unsupported</p> <p>v Unaccompanied migrant/refugee/asylum seeker</p> <p>v Recent bereavement or loss v Unsure about sexual orientation or unable to disclose sexual orientation</p> <p>v Young carer v Unmet need (social, emotional, physical)</p>			
No	Low	Medium	High	No	Low	Medium	High

Additional Information

<ul style="list-style-type: none"> Identified Protective Factors
<ul style="list-style-type: none"> Other Relevant Information (such as places and people of concern)

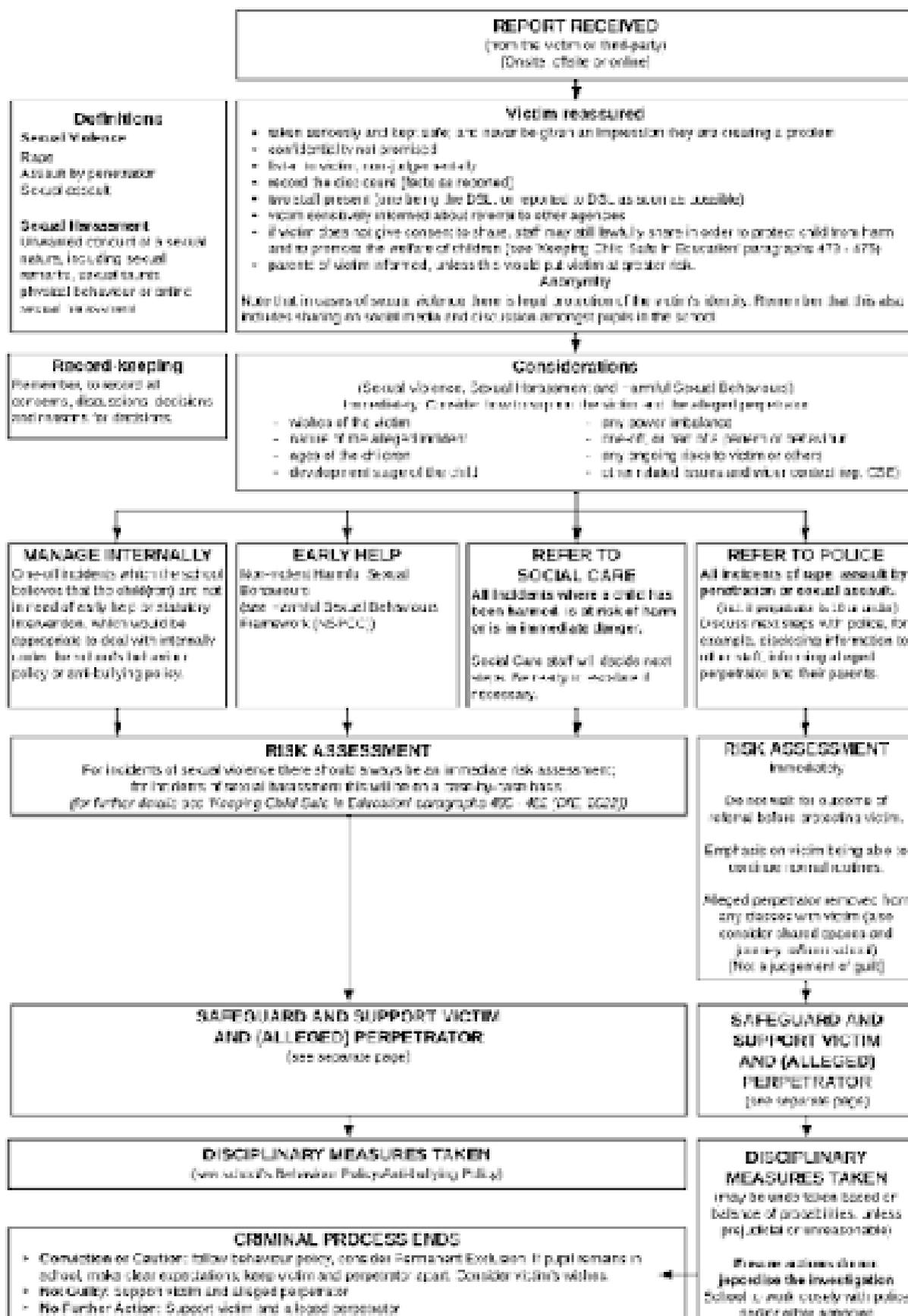
Views of the child or young person			
Views of parent /carer			
Overall level of assessed Risk and Vulnerability			
(Please provide details of relevant information to support your indicated levels of concern)			
No	Low	Medium	High
Whilst there may be concerns for the welfare of the child which may require service provision, there are no current concerns relating to exploitation	The information and assessment raise some concerns relating to the child's risk and vulnerability, but there are positive protective factors in the child/young person's life	Overall, the information and assessment indicate that the child is vulnerable to/at risk from exploitation. However, there are no immediate or urgent safeguarding concerns	The overall assessment indicates that the child is highly vulnerable to, at risk from exploitation or that they are currently experiencing exploitation. (They may not recognise this)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

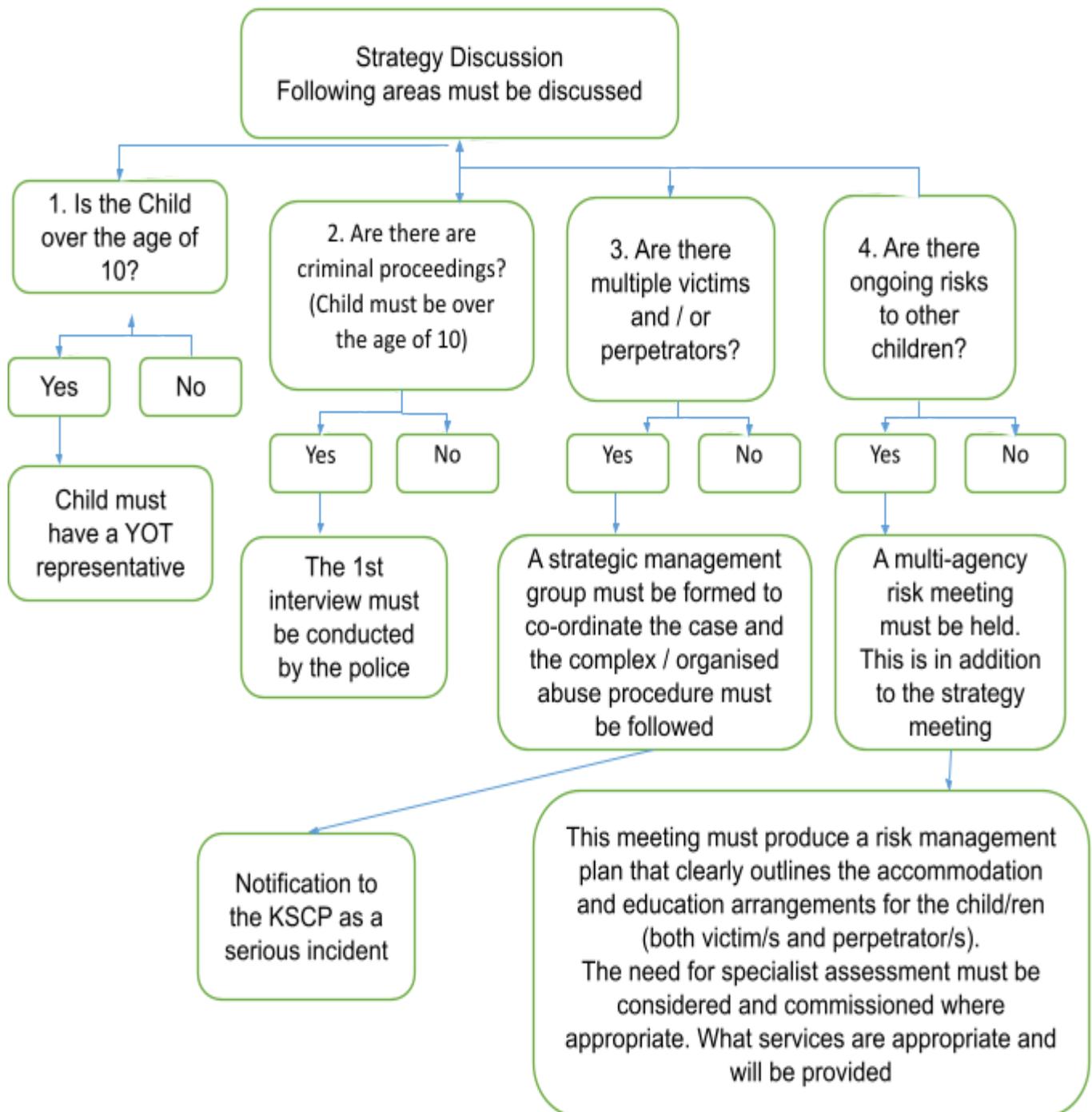
What Next

- Where the assessed level of risk and vulnerability is **Medium or high**, contact Children's Safeguarding Services to discuss and agree next steps
- Keep a copy of this tool in your agency records and use it to inform any identified vulnerability, risk or need, and for planning intervention/support the child and their family may require
- Where the overall assessed level of concern is **Low** and the child does not have an allocated social worker, review your assessment on a regular basis, (at a minimum on a quarterly basis) and if there is an increased level of concern, complete a new tool. Where this leads to an overall assessment of **Medium or High**; contact Children's Social Care Duty and Advice Team to discuss your increased concern
- Where the child/young person already has an allocated social worker, you must contact them to share this tool
- If sharing a completed tool with Children's Social Care, an electronic version of this tool will be required

Appendix 5

Child-on-child Sexual Violence and Sexual Harrassment DFE Flow Chart





Assessment guidance

- Need for separate social workers for victim and perpetrator, even if in the same household

All Assessments should include:

- Details of the incident/s (including impact on victim/s, context of abusive behaviours, age of victim/s, nature of relationship between the children / young people involved)
- Child and young person's development, family and social circumstances
- Whether the "perpetrator" child / young person acknowledges the alleged behaviour
- Whether there are grounds to suspect that the "perpetrator" child / young person has been abused or there are adults involved in the development of the harmful sexual behaviour
- Details of previous incident/s
- Assessment of child's need and the need for any specialist assessments (including capacity / learning disability)
- Safety of other young people including a Risk management plan for school and one for home
- Accommodation and Education arrangements
- What services need to be provided

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

● Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

● Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

● Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

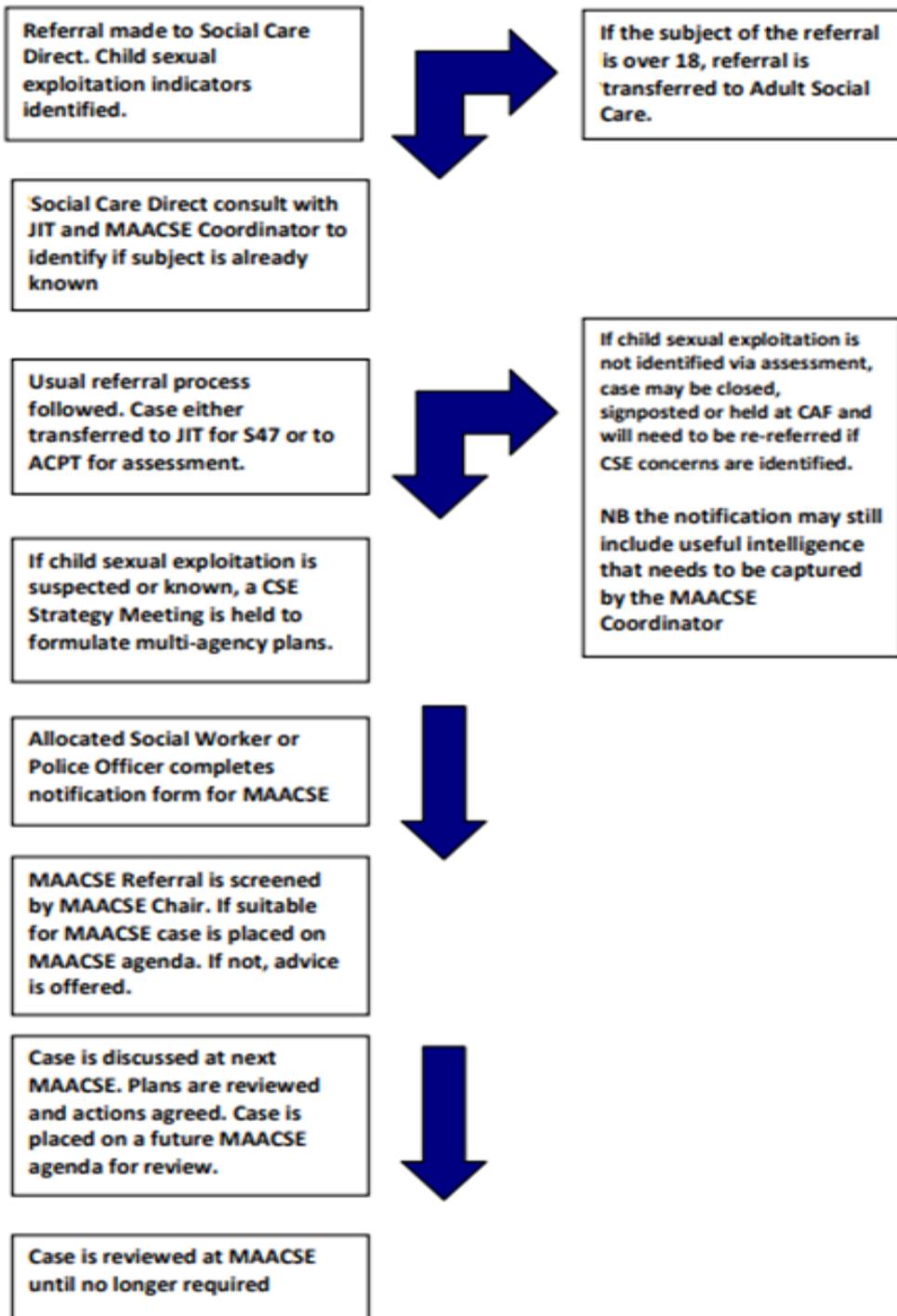
Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

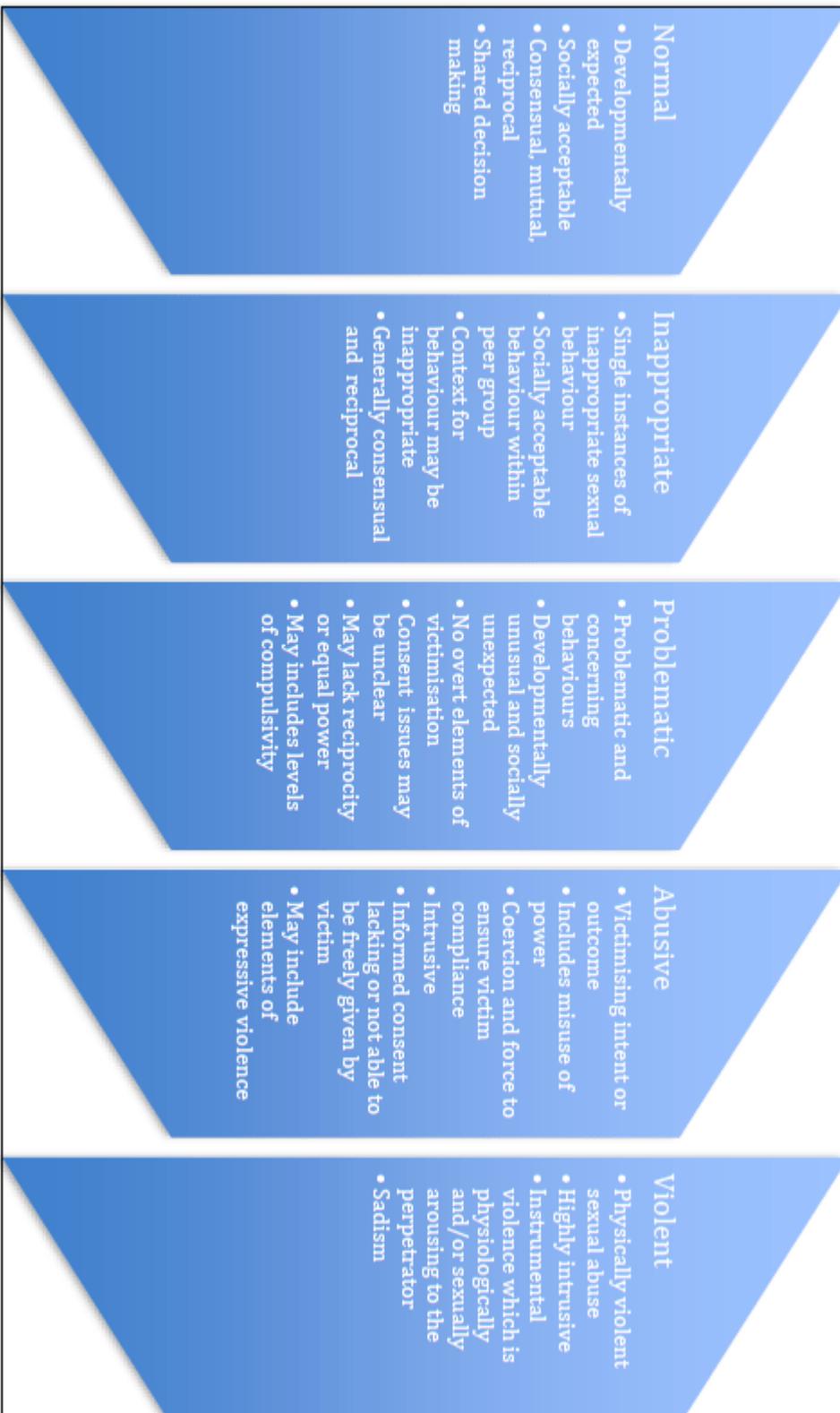
Red behaviours indicate a need for immediate intervention and action.

Wakefield Harmful Sexual Behaviour Response

MAACSE Operational Flow-Chart



A continuum of children and young people's sexual behaviours (Hackett 2010)



Appendix 6

Wakefield Prevent Flow chart

PREVENT FLOW CHART

Notice

Member of staff/public identifies a concern e.g. change of appearance, change of perspective or opinion



Check

Check your concern with your Safeguarding Lead/ other family member/ friend/ professional organisation to see if they share your concerns and if other information comes to light

Discuss your concerns – sharing all information e.g. what was said, who said it, behaviour of the person etc.

If an immediate concern – call 999 and report



Share

If there is no immediate risk speak to your Prevent lead, Prevent Coordinator or Prevent Engagement Officer
(Contact details can be found in the referral guidance)

OR

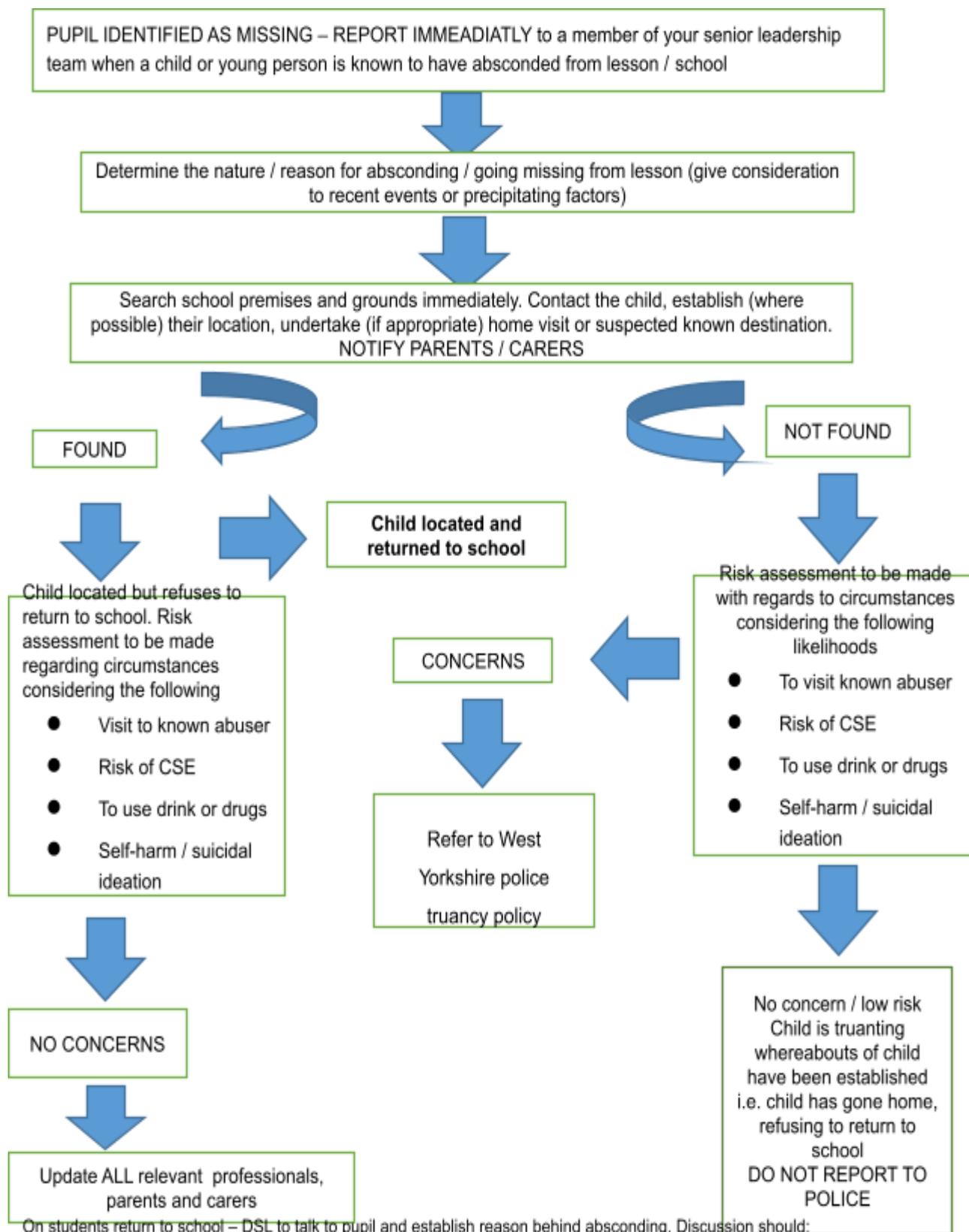
Fill out the referral form with as much relevant information as you have e.g. attendance at school, your thoughts on changes in the individual (either visible or outlook), what sites are they accessing etc.

This referral needs to be sent to
wakefieldpreventreferrals@westyorkshire.pnn.police.uk and copy in
communitysafety@wakefield.gov.uk

Appendix 7

Missing from School Response Checklist

Referral pathway for reporting pupils missing / absconded during the school day.

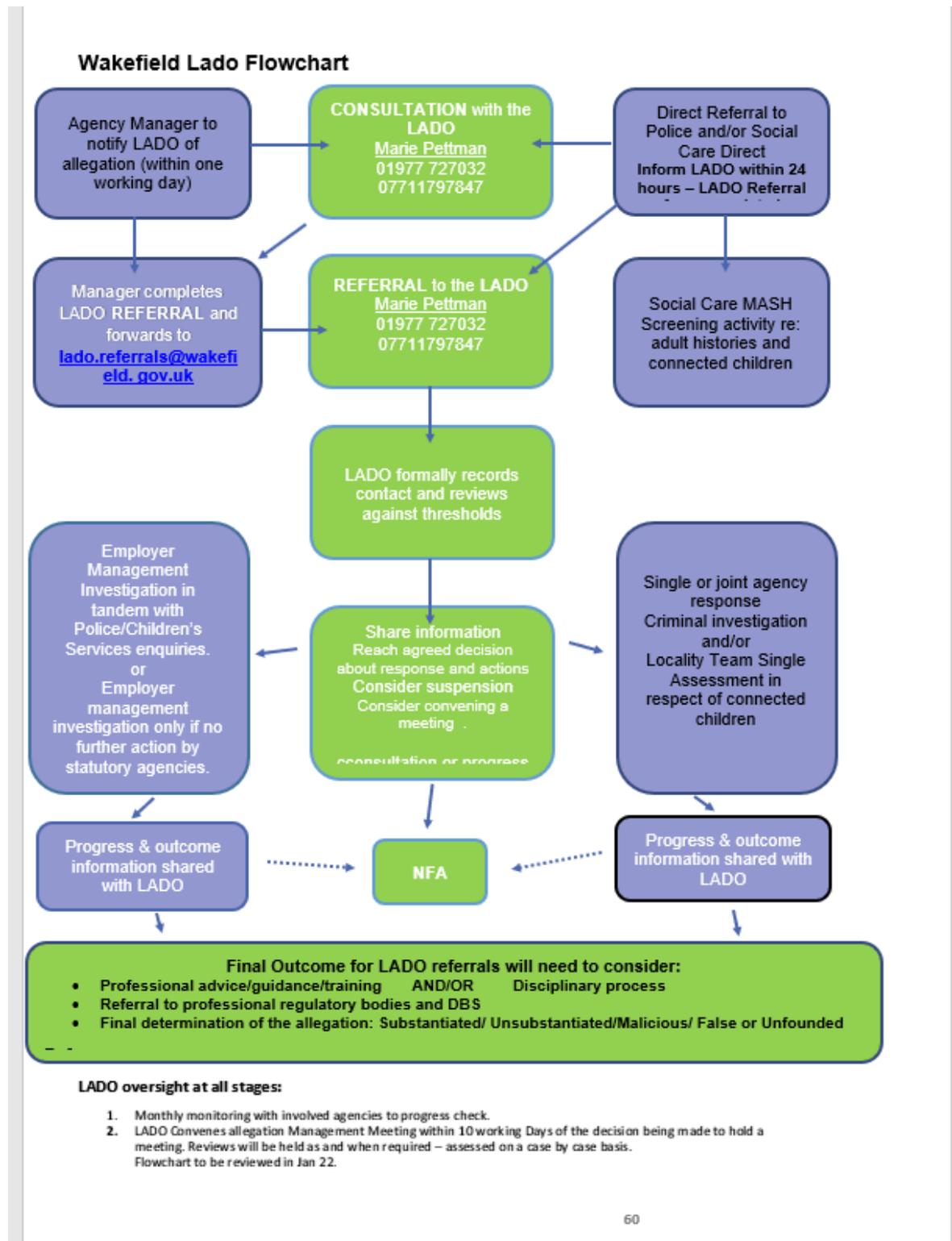


On students return to school – DSL to talk to pupil and establish reason behind absconding. Discussion should:

- Ascertain child's views and perceptions
- Explore reason for absconding (push / pull factors)
- Allow DSL to undertake an assessment of presenting risk
- Ensure that appropriate interventions / referrals / support is actioned to address identified risk and minimise

Appendix 8

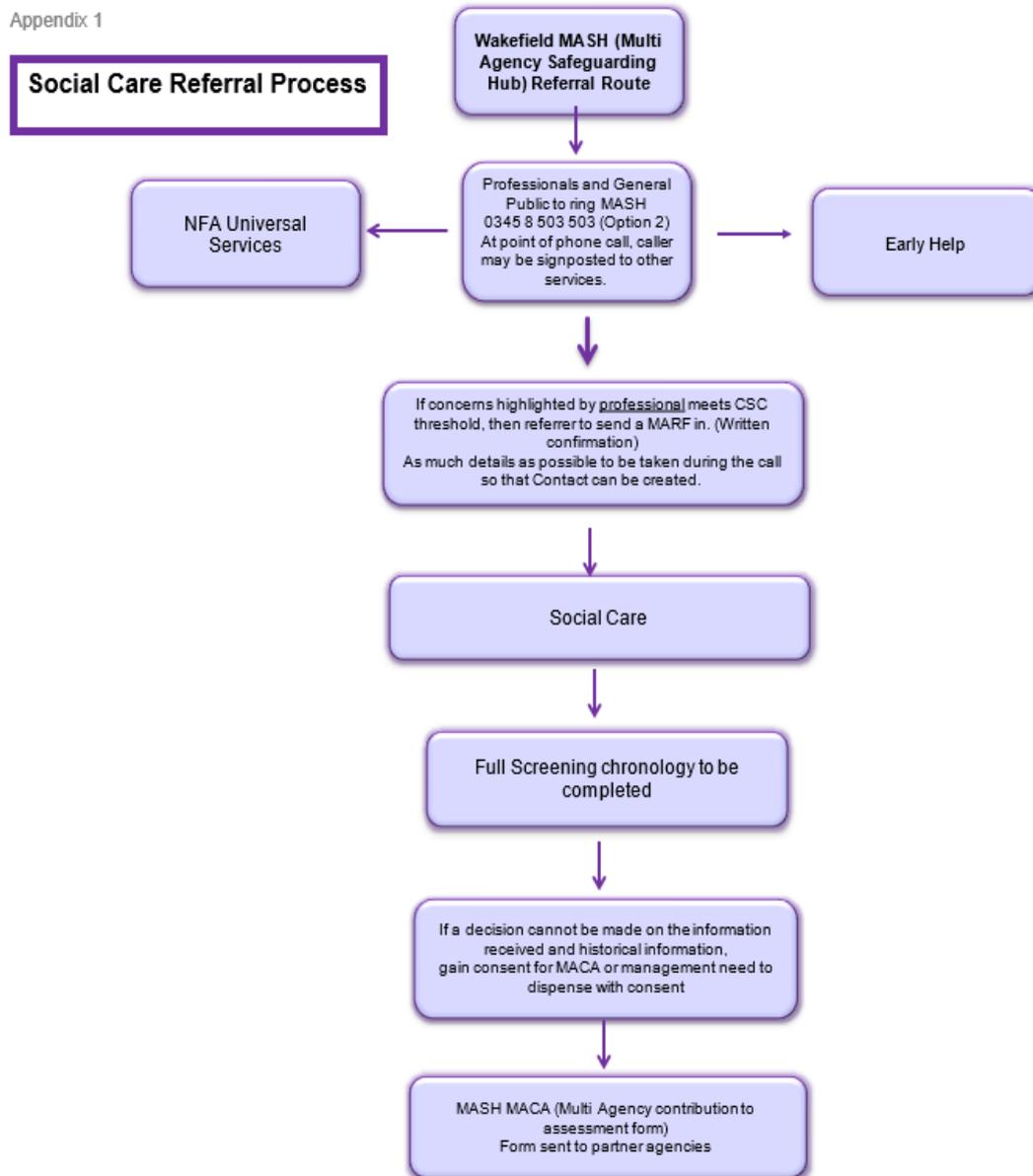
Summary of Lado Flowchart for Wakefield

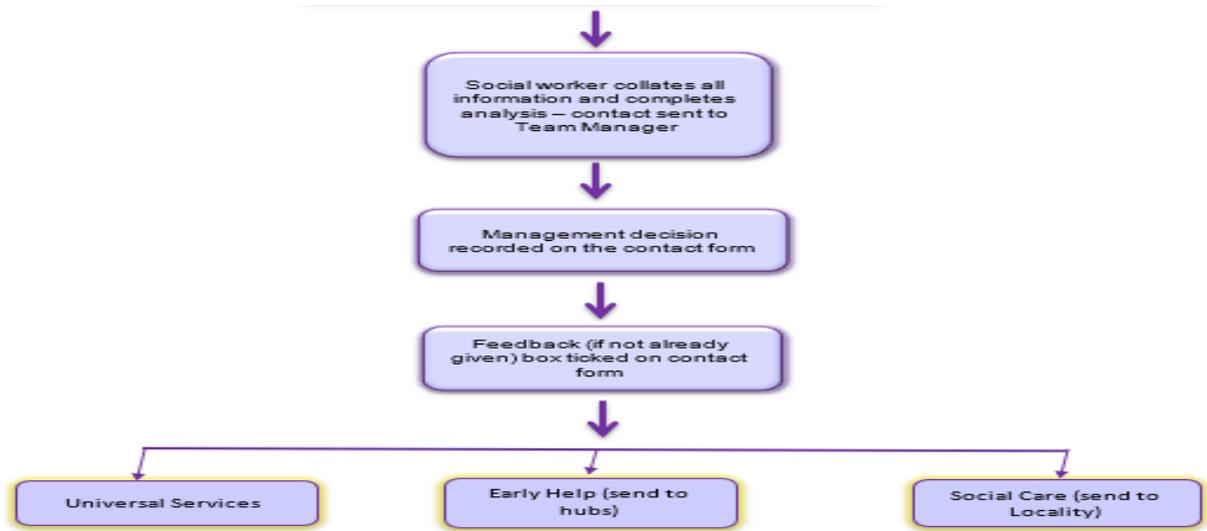


Appendix 9

School Procedure to Follow Where There Are Concerns about a Child for Wakefield

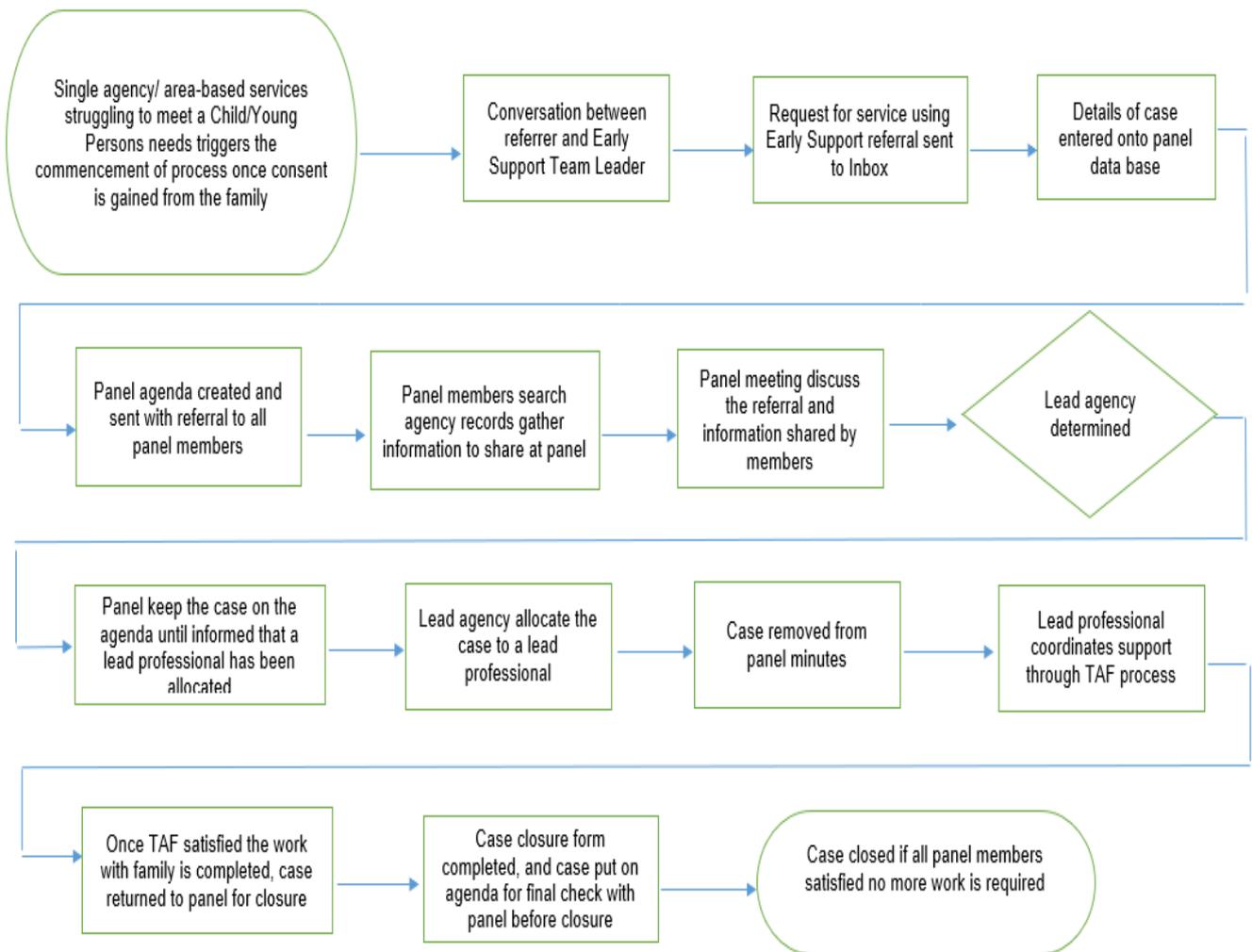
Appendix 1





Appendix 10

Early Support Multi Agency Panel Process



Appendix 11

Further contact information

Organisation	Contact Information
Child employment Wakefield	ews@wakefield.gov.uk
Wakefield CME	educationcme@wakefield.gov.uk
Wakefield CSE checklist tool	Wakefield Safeguarding Children Partnership tel:01924307712
Social Care Direct - Wakefield	Wakefield One Burton Street, Wakefield WF1 2EB tel:03458503503 social_care_direct@wakefield.gov.uk
Virtual School - Wakefield	virtualschool@wakefield.gov.uk
Responding to domestic abuse (Operation Encompass School notification) - Wakefield – Tracy Corbett	domesticabuse@wakefield.gov.uk 07769284644
Wakefield training and support	Multi-Agency Training Wakefield Safeguarding Children Partnership County Hall Bond Street Wakefield WF1 2QW <ul style="list-style-type: none"> • wscpevents@wakefield.gov.uk • 01924 307712
Wakefield Prevent	wakefieldpreventreferrals@westyorkshire.pnn.police.uk Council Prevent Team 01924 306645 or CTU 07789 753634 or 07590 357469
Police Child Safeguarding Unit CVE Police Team	Wakefield.sguchild@westyorkshire.pnn.police.uk cveteam@wakefield.gov.uk
Local Authority Designated Officer (LADO)	lado.referrals@wakefield.gov.uk 01977 727032
Safeguarding Advisor for Education	Vicki Maybin vmaybin@wakefield.gov.uk 07788743527
CAMHS Single Point of Access (SPA)	01977 735865

