



# Ackworth School

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## SAFEGUARDING & CHILD PROTECTION POLICY

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JULY 2022



# Ackworth School

## Safeguarding and Child Protection Policy

### Table of Contents

**This policy has been reviewed by the Compliance and Policy Sub-Committee and approved by the School Committee**

No.	Section	Page No.
1	Aims & Ethos	3
2	Safeguarding and Child Protection Policy Statement	3
3	Creating a Culture of Safeguarding	5
4	Early Years Foundation Setting	7
5	Whole School	8
6	Boarding	9
7	Autism Resource	10
8	Key Contacts	10
9	Covid-19	11
10	Monitoring & Review	11
11	Targets	12
12	Safer Recruitment	13
13	Identifying Abuse	14
14	Early Help	14
15	Child in Need (CIN) & Child Protection (CP)	15
16	Looked After Children (LAC)	16
17	Risks – Factors & Forms of Abuse of Children	16
18	What is Child Abuse	16
19	Abuse	16
20	Physical Abuse	16
21	Emotional Abuse	17
22	Sexual Abuse and the Law	17
23	Neglect	18
24	Who are the Abusers?	19
25	Child on Child Abuse	19
26	Voyeurism	20
27	Sexual Violence and Sexual Harassment	21
28	Nudes and Semi-nudes – (sexting/youth produced sexual imagery)	22
29	Children with Harmful Sexual Behaviour	23
30	Multiple Harms	23
31	Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	24
32	Child Criminal Exploitation (CCE)/County Lines	24
33	Domestic Abuse	25
34	Homelessness	25
35	Private Fostering	26
36	Dealing with Issues relating to Parental Responsibility	26
37	Fabricated Illness	26



# Ackworth School

38	Honour Based Abuse (HBA)	26
39	Forced Marriage	27
40	Female Genital Mutilation (FGM)	27
41	Mental Health	28
42	Adverse Childhood Experiences (ACES)	28
43	Prevent and Channel	28
44	Preventing Radicalisation	28
45	Online Safety	29
46	Online Sexual Harassment	29
47	Child Missing from Education	30
48	Signs of Abuse	31
49	Physical Abuse	31
50	Emotional Abuse	31
51	Sexual Abuse	31
52	Neglect	32
53	The Role of the School Committee & Designated Safeguarding Lead	32
54	Designated Safeguarding Lead Responsibilities	32
55	The Designated Safeguarding Lead will ...	33
56	Procedures	34
57	Whole School Approach to Safeguarding	34
58	When a Disclosure of Alleged Abuse is made against another pupil or adult who is not a member of staff in School	35
59	When a Disclosure of Alleged Abuse is made against a member of staff. Allegations that may meet the harm threshold and also low-level concerns	36
60	Initial Assessment	41
61	The Three Possible Outcomes of the Initial Assessment	41
62	Whistle-Blowing	42
63	Referring Concerns to MASH	43
64	Multi-Agency Referral Form (MARF)	43
65	Record Keeping	43
66	Working with External Agencies – Attending Meetings, Providing Reports	44
67	Supporting Children	44
68	Advice for Staff Dealing with Pupils	44
69	Training and Support	45
70	Supporting Staff	46
71	Equal Opportunities	46
App. A	Annex B Additional Information to help staff to understand how to safeguard children against specific forms of abuse & safeguarding issues	47
App. B	External Contacts	50
App. C	Actions when there are concerns about a child (flow-chart from KCSIE Sept 2022)	53
App. D	Links to other School policies and procedures	54
App. E	Safeguarding Concern Form (to be used in conjunction with CPOMS)	55



# Ackworth School

## Safeguarding and Child Protection Policy

**This Policy informs practice in the Senior School, Coram House and Nursery, including the Early Years Foundation Stage and is available for parents on the school website. This policy also relates to vulnerable adults who need to be safeguarded from harm.**

### 1. Aims & Ethos

"We aim to create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others."

Ackworth School (the School) has a Child Centred and Co-ordinated Approach to Safeguarding seated within the wider safeguarding system Working Together to Safeguard Children. Staff at the School will maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interests of the child.

The Designated Safeguarding Lead (DSL) at the School is Nancy Newlands-Melvin. Further contact details of staff who are qualified as Deputy Designated Safeguarding Leads can be found on pages 8 & 9.

### 2. Safeguarding and Child Protection Policy Statement

The School and its Governing body (School Committee) are committed to safeguarding and promoting the welfare of children and believe that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation, have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy ("this Policy") forms a fundamental part of our approach to providing excellent pastoral care for all pupils, including young people who may be over the age of 18 years. The procedures contained in this policy apply to all staff, volunteers and members of School Committee and are consistent with those of the Wakefield Safeguarding Children Partnership/West Yorkshire Procedures.

Key documents with which this Policy is in accordance:

- The Education Acts
- Education (Independent Schools Standards) (England) Regulations 2010 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedom Act 2012



# Ackworth School

- The Children Act 2004
- What to do if you are worried a Child is being Abused 2015 (replaces 2006 version)
- Working Together to Safeguard Children 2018 (A guide to inter-agency working to safeguard and promote the welfare of children.) [Replaces 2015 version]
- Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges September 2022 (replaces 2021 September version)
- The Voyeurism (Offences) Act 2019 – effective 12 April 2019
- Information Sharing 2015 (replaces 2008 version)
- DBS Referral Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook April 2015 – the regulatory requirements (and as amended)
- National Minimum Standards for Boarding Schools April 2015
- Teacher misconduct: the prohibition of teachers April 2018 (Teaching Regulation Agency) (TRA)
- The Teaching Standards 2012
- Use of reasonable Force in Schools 2013
- Information Commissioner’s Office Data Sharing Code of Practice May 2011
- Multi Agency Practice Guidelines: Female Genital Mutilation (2014).
- Equality Act 2010
- Sexual violence and sexual harassment between children in schools and colleges 2018 updated to include advice from Sexual violence and sexual harassment between children in schools and colleges September 2021
- NSPCC How Safe are our Children Report 2020 <https://learning.nspcc.org.uk/media/2287/how-safe-are-our-children-2020.pdf>  
Section 4 Page 31 Disqualification under the Childcare Act 2006
- Counter Terrorism and Security Act 2015
- Prevent 2015

The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Wakefield Safeguarding Children Partnership (WSCP) guidance.

This Policy is addressed to all members of staff and volunteers at the School (temporary or permanent) and members of School Committee. Adherence to this Policy is mandatory for **all** staff, peripatetic teachers, volunteers and members of School Committee, and its use is not subject to discretion. This Policy applies



# Ackworth School

whenever staff or volunteers are working with pupils including where this is away from the School, for example at another institution, on school visits and trips, as well as on sporting and cultural activities.

This Policy is available on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.

Pupils are made aware of the contents of this Policy through their programme of PSHE and work in Active Tutorial Time. Teaching about safety and relationships as part of PSHE contributes to the safeguarding of pupils. This reflects the now mandatory Relationship Education, Relationship Sex Education and Health Education. It helps them to recognise when they and others are at risk and equips them with the skills, strategies, and language which they need to take appropriate action. In addition, detailed guidance in the online version of Pupil Organiser (such as Bullying, Coping, School Counsellor/Mental Health and Wellbeing Practitioner, Child Protection, and the updated Computer Acceptable Use Policy, Online Safety) is reiterated by staff regularly, in form periods and at other appropriate times.

### **3. Creating a Culture of Safeguarding**

In order to fulfil these aims the Head will take the necessary steps to ensure that:

The School recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures, covering areas such as Anti-Bullying, Behaviour, ICT Acceptable Use which has been amended with reference to the new school use of technology with iPads for all staff and pupils, Online Safety, Prevent (which no longer requires a separate policy (Wakefield Children's Safeguarding Board Audit 2019) and Missing Pupils.

'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well-being of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Both the Mental and Physical Health of children are at risk in terms of safeguarding; staff in school need to be aware and should consider when mental health issues might become a safeguarding issue.

The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work



# Ackworth School

with pupils, their families, Social Services Departments, the Police and other relevant agencies to ensure the risk of harm to children is minimised.

The School is committed to working in partnership with parents, Social Services Departments, Child & Adolescent Mental Health Services (CAMHS), Police and diverse communities, continuously to develop and improve the safeguarding culture within our School.

The School has clear systems and processes to identify these needs, and to consider when they become a safeguarding concern. Teachers can access further advice and guidance at: <https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

School will follow the Relationships Education (all primary pupils), Relationships and Sex Education (for all secondary pupils) compulsory from September 2020. Relationships education, relationships and sex education (RSE) and health education are delivered primarily through PSHE.

Having these safeguards in place not only protects and promotes the welfare of children but it also enhances the confidence of our staff, volunteers, parents/carers and the general public.

The School has systems to:

- Prevent unsuitable people working with pupils.
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe.
- Promote safe practice and challenge poor practice and unsafe practice.
- Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk of a disclosure of alleged abuse (by providing guidance in the Staff Handbook and Staff Code of Conduct on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication).
- In light of the recent and ongoing pandemic of Covid 19 2020 staff have also received updated guidance to account for the increase in online/ distance learning. This requires parental permission for any 1:1 tuition which may be required with parental presence online. (See updated addendum for March 2020). These measures will remain in place to safeguard both staff and pupils in the case of any ongoing online/ distance learning.

The School encourages the pupils in its care to raise any concerns that they may have and ensures that these are taken seriously. Any victims who raise concerns will be reassured that they are taken seriously and that they will be supported and kept safe and are never made to feel like they are creating a problem for reporting any form of abuse and/or neglect. The School also encourages pupils to contribute their own



# Ackworth School

ideas, according to their age and understanding, about how their safety and welfare could be further improved.

While the primary requirement is to notify the Designated Officer (LADO) /Children's Services, the School will also notify the Clerk of School Committee of any safeguarding issues in the following circumstances:

- The issue involves a disclosure of alleged abuse against a member of staff, a volunteer or the Head.
- The issue relates to concerns about the education provided to the pupil.
- The issue involves referral to external agencies.
- The issue could result in a claim against the School or affect the School's reputation.

The School will seek legal advice in any other case where guidance or advice is felt to be needed.

The School must work with other agencies to investigate when someone who has worked at the school has 'behaved or may have behaved in a way which indicates they may not be suitable to work with children'. This could apply if a member of staff was involved in a Domestic Abuse incident that didn't involve children – however the trigger could happen in school.

The School has a culture of learning from safeguarding incidents and alleged incidents, including actions required to make locations safer.

All staff are required to adhere to the ICT Acceptable Use Policy, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

The use of mobile phones and cameras must keep to the School's Computer Acceptable Use Policy. Cameras are used for educational purposes only. On a child's admission to the School, parents must write to the Head of Ackworth School if they do not wish their child to be photographed for educational purposes and school website material. Where students need to evidence work for educational purposes, permission is sought from a senior member of staff and the parents.

## **4. Early Years Foundation Setting**

This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS'). The Designated Safeguarding Lead with lead responsibility for safeguarding within the EYFS setting is Sally Slater, Head of Coram House.





# Ackworth School

Only school cameras and school iPad/tablets are to be used in EYFS and these are not to be removed from School. These school devices are locked away overnight. Staff must not use their own mobile phones or other cameras to take photographs within the EYFS setting. All staff in the EYFS are required to adhere to the ICT Acceptable Use Policy, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern) and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (Statutory Framework for the EYFS (2014) Section 3.6).

## **5. Whole School**

In order to fulfil these aims the Head will take the necessary steps to ensure that:

All staff and volunteers receive training in safeguarding children as part of their induction. Supply staff and other visiting staff will be given the School's 'Guidelines for Visitors' Leaflet updated September 2020 along with an 'Information for Staff' booklet.

School has an approach which recognises that concerns tend to grow and may be apparent before someone makes a disclosure of alleged abuse (we have robust recording systems regarding concerns about staff). Consideration will be given when concerns are raised as to whether the disclosure of alleged abuse does or does not meet the harms threshold.

School is aware that disclosures of alleged abuse may relate to behaviour that may have happened outside school and that this might make an individual unsuitable to work with children; this is transferable risk. If in doubt school would consult with the LADO.

All staff, volunteers and the Head receive updated safeguarding training on a schedule in accordance with advice from the WSCP.

The School operates Safer Recruitment procedures which are in accordance with the Independent School Standards Regulations. This includes ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteer to work with children and young people in accordance with the guidance and regulations set out at paragraphs 1.1.2. These checks include: two references from previous employers, which are verified; identity check; right to work in the UK; DBS and Barred List checks; a standard pro-



# Ackworth School

forma application; specific job descriptions; interviews with Head and/and any Deputies Head/Bursar as appropriate. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained and a Barred List Check will have been undertaken.

The School obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site (for example, in a separate institution).

The School carries out the mandated checks on the suitability of all people who serve on our School Committee in accordance with the guidance and regulations set out above.

Where the School ceases to use the services of any person - staff (including agency staff), peripatetic teacher, volunteer or any other person - because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS: PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795) promptly, and in any event within 28 days in accordance with its legal duty. With reference to teaching staff, where a dismissal does not reach the threshold for DBS referral, a separate consideration will be given to a referral to the TRA.

School will ensure processes relating to supply staff are in place and that any disclosure of alleged abuse is dealt with properly. Agencies will be advised of our processes for managing disclosures of alleged abuse. This will require immediate liaison with the Local Authority Designated Officer (LADO) and a fact-finding exercise to determine a suitable outcome. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the Head and committee when working in school. School would work closely with the agency to ensure they are fully involved and co-operate in any enquiries from the LADO, police and or children's social services.

All School staff are alert to signs of abuse and neglect and all staff know to whom they should report concerns or suspicions of abuse or neglect. Staff are also aware of other safeguarding issues which can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non- consensual sharing of nudes and semi nudes images/ or videos are signs of risk.

All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role. All staff are trained each year by the DSL and regular updates shared.



# Ackworth School

## 6. Boarding

Within the Boarding context, relationships may develop. The School forbids sexual acts between pupils. The School aims to keep such incidents confidential from other pupils, but will always refer concerns to Children's Services for advice.

Child on child abuse – where there is suspicion of abuse between pupils, the School recognises the importance of rapid investigation (notwithstanding its duty to refer concerns without delay to the Multi Agency Safeguarding Hub (MASH) for advice) and protection of all parties involved. This may include separation and additional supervision. The possibility of child on child abuse is minimised by: an open atmosphere of mutual trust among the boarding community; experienced boarding staff; good staffing provision and supervision; access to the School Mental Health & Wellbeing Practitioner and Independent Listener.

The school has, and implements effectively, appropriate policies for the care of the boarders who are unwell and ensures that the physical and mental health and emotional wellbeing of boarders is promoted.

This Policy is compatible with and meets all applicable requirements of the WSCP. The School ensures that it has positive communication with the WSCP to ensure compliance with any changes in local protocol and access to relevant support. Their contact details are set out in Appendix A of this document.

## 7. Autism Resource

The School has a specialist resource for young people with Autism. Within this resource there are two staff who are trained as Designated Safeguarding Leads.

Pupils within the Autism Resource are recognised as having increased vulnerability; as part of the daily support for these young people, the staff are trained and vigilant in their observation of any potential risk which exists.

The pupils in the Autism Resource are particularly vulnerable because of how autism affects their perception of the world and those within it.

The Head of Autism Resource shares all safeguarding concerns with the DSL as part of a daily routine.



# Ackworth School

## 8. Key Contacts

The Deputy Head, Designated Safeguarding Lead (DSL) being the individual from the SLT with responsibility for child protection matters at the School is **Nancy Newlands-Melvin**.

At Coram House, **Sally Slater** (also a member of SLT) has this responsibility.

The School's Designated Safeguarding Lead is:

- **Nancy Newlands-Melvin** Senior Deputy Head 01977 233619 or email [nancy.newlands@ackworthschool.com](mailto:nancy.newlands@ackworthschool.com)

The Designated Safeguarding Lead in Coram House is:

- **Sally Slater** (Head of Coram House including EYFS) 01977 233651 or email [sally.slater@ackworthschool.com](mailto:sally.slater@ackworthschool.com)
- The Deputy Designated Safeguarding Lead to contact in their absences are:  
Hannah Ellis (Operational DSL) 01977 233600 or email [safeguarding@ackworthschool.com](mailto:safeguarding@ackworthschool.com)
- **Anton Maree** (Head) 01977 233601 or email [head@ackworthschool.com](mailto:head@ackworthschool.com)
- **Lynne Ward** (Head of Autism Resource) 01977233630 or email [lynne.ward@ackworthschool.com](mailto:lynne.ward@ackworthschool.com)
- **Laura Smith** (Pastoral Leader Autism Resource) [laura.smith@ackworthschool.com](mailto:laura.smith@ackworthschool.com)
- **Sophie Schoukroun** (Deputy Head of Coram House) 01977 233650 or email [Sophie.schoukroun@ackworthschool.com](mailto:Sophie.schoukroun@ackworthschool.com)
- **Heather Gordon** (Pastoral and Academic Leader 2<sup>nd</sup> & 3<sup>rd</sup> Form) 01977 233600 [Heather.gordon@ackworthschool.com](mailto:Heather.gordon@ackworthschool.com)
- **Daniel Jones** (Head of 6<sup>th</sup> Form) 01977 233600 [Daniel.jones@ackworthschool.com](mailto:Daniel.jones@ackworthschool.com)
- **Nicola Gilbert** (Head of Boarding) email [Nicola.gilbert@ackworthschool.com](mailto:Nicola.gilbert@ackworthschool.com)
- **Jeffrey Swales** (Deputy Head) 01977 233603 or email [depheadcurr@ackworthschool.com](mailto:depheadcurr@ackworthschool.com)
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## 9. The member of Committee responsible for Safeguarding and Child Protection is:

- **Stewart Huntington** 01977 233606 or email [stewart.huntington@ackworthschool.com](mailto:stewart.huntington@ackworthschool.com)



# Ackworth School

This responsibility includes regular checks of the single central record, regular contact with the LADO, regular contact with the DSL, to ensure an overview of safeguarding within school and regular reports to School Committee.

## 10. Monitoring & Review

The working of this Policy will be monitored by the Designated Safeguarding Lead in the School who will report as required to the Head.

The School Committee will undertake an annual review of the School's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that the School is continuing to provide the very highest standard of safeguarding possible.

Any deficiencies or weaknesses identified in this Policy or in any of the School's child protection arrangements will be remedied without delay.

The school's records on child protection are kept securely in the Designated Safeguarding Lead Deputy Head office, and are separated from routine pupil records. Access is restricted to the DSL, Deputy Head (Digital Strategy) and the Head.

## 11. Targets

We believe that our School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. With that in mind the aims of this policy are:

- To support every child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to and that they will be supported and kept safe.
- That victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Victims will never be made to feel ashamed for making a report.
- To raise awareness in all staff, both teaching and non-teaching, of responsibilities in identifying and reporting cases and possible cases of abuse to the Designated Safeguarding Lead or the Clerk to School Committee, as appropriate.



# Ackworth School

- To maintain a system of effective communications and record keeping which will include the use of CPOMS as an electronic system of recording from September 2021
- To promote a structured procedure within the School for members of the community to follow in cases of suspected abuse.
- To maintain a system of monitoring of those thought to be at risk of harm, and to ensure that we, the School, contribute to assessments of need and support packages for those children.
- To promote links with other agencies such as Children's Social Care and the Police with a view to developing a productive and effective partnership.
- To ensure that all adults within our School who have substantial access to children have been checked as to their suitability.
- To ensure that any member of another organisation, if responsible for the School's pupils at any time, has had the appropriate checks.
- To develop further a network of support for staff and pupils including enhanced provision of time with our Mental Health and Well Being Practitioner from September 2021

## 12. Safer Recruitment

The School will operate safe recruitment procedures as outlined in the guidance *Keeping Children Safe in Education (KCSIE) 2022*, and in accordance with the Recruitment Policy. It will check all staff, School Committee members, volunteers and others such as contractors who may come into regular contact with pupils to ensure their suitability. This includes verifying identity, best practice is checking the name on their birth certificate, qualifications, Enhanced Disclosure and Barring Service (DBS) history (with barred list check for those in regulated activity), the right to work in the UK, references, employment history, medical fitness and overseas checks for those appointed from overseas. The School carries out an online search as part of its due diligence on shortlisted candidates when recruiting. This search is conducted by someone other than the recruitment panel in accordance with KCSIE 2022, safer recruitment best practice, GDPR guidance and the Equality Act 2010. Applicants' CVs are only acceptable alongside an application form.

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

The Single Central Record (SCR) is maintained in accordance with Keeping Children Safe in Education 2022 and is kept in electronic form. The SCR will be checked regularly by the DSL and Head.

The School will also ensure that at least one member of each interview panel has completed the Safer Recruitment course – Anton Maree, Nancy Newlands-Melvin,



# Ackworth School

Jeffrey Swales, Susan Allan, Joanne Colley and Sally Slater have all successfully completed this course. More detail is set out in our Recruitment Policy.

The School will report to the Disclosure and Barring Service (formerly the Independent Safeguarding Authority), as soon as possible, any person (whether employed, contracted, a volunteer or student and whether they have been removed, resigned or left or otherwise) who has harmed or poses a risk of harm to a child or there is reason to believe they have committed an offence.

## 13. Identifying Abuse

Staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. Children may not be ready to make a report, or may not know how to tell someone they are being abused, exploited or neglected. Staff should be professionally curious, listen actively and be aware of the early signs of abuse, exploitation and neglect. Children who have experienced sexual violence display a very wide range of responses to their experiences, including in some cases, clear signs of trauma, physical and emotional responses or no overt signs at all. Staff should speak to the DSL in light of any concerns. A child protection concern may come to the attention of School staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion.

Any suspicion, disclosure of alleged abuse or incident of abuse must be reported to the Designated Safeguarding Lead immediately. If the disclosure of alleged abuse involves a member of staff, this must be reported immediately to the Head.

It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Children's Social Services.

## 14. Early Help

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

Effective early help relies upon local agencies working together to: identify children and families who would benefit from early help; undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.



# Ackworth School

All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead and sharing information with other professionals to support early identification and assessment. If early help is appropriate, the Designated Safeguarding Lead (and any Deputies) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all Staff, members of Committee and Volunteers should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organized crime groups. This may be a sign of Child Sexual Exploitation (CSE) or Child Criminal Exploitation (CCE).
- is frequently missing/goes missing from care or home;
- is at risk of modern slavery, trafficking or exploitation CSE or CCE;
- is at risk of being radicalized or exploited;
- is a privately fostered child;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

School will follow the guidance Private Fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

To assist and accurately make an initial assessment of the potential need for Early Help school will use the Signs of Safety to record needs and identify outcomes which would improve the safety and well-being of the child. The DSL Nancy Newlands-Melvin is trained in Signs of Safety.

## **15. Child In Need (CIN) & Child Protection (CP)**





# Ackworth School

**Children who have a social worker may be particularly vulnerable; we are aware of the research and findings from the Children in Need review ‘Improving the educational outcomes of children in need of help and protection’.** <http://www.education.gov.uk/contactus> or <https://whatworks-csc.org.uk>.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Any pupil in School who is a CIN will be identified on CPOMS and all other siblings who may also be at risk are linked through the CPOMS database. Regular review meetings are held with Children’s Services and any other professionals who are working to safeguard the child, this will include professionals from Children’s Services, health services and any specific external agencies who have been allocated, based on need.

## **16. Looked after Children (LAC)**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child’s looked after status and care arrangements including contact. The designated teacher for Looked After Children (DSL Deputy Head) and those that need to know will be informed of the child’s legal status, contact arrangements with birth parents and level of authority delegated to the carer. The Designated Safeguarding Lead will have details of the child’s social worker, name of the virtual school head and will attend meetings as and when necessary. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan). These plans will be updated each term.

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

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

<http://care4us.co.uk/?idno=1024>

## **17. Risks – Factors and Forms of Abuse of Children**

### **18. What is Child Abuse? Definitions and indicators**

The definitions in this policy are drawn from Keeping Children Safe in Education (2022).



# Ackworth School

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.

## **19. 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.

## **20. Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical



# Ackworth School

harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## **21. Emotional abuse**

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

## **22. Sexual abuse and the Law**

- A child under the age of 13 can never consent to any sexual activity. Any such activity is therefore against the law.
- The age of consent is 16.
- It is a criminal offence for anyone who is 16 or older to have any kind of sexual contact with someone aged 13, 14 or 15.
- It is also a criminal offence for both girls and boys aged 13, 14 and 15 to have consensual sex with anyone else aged 13, 14 or 15.
- This applies whether they are the initiating partner or the consenting partner. This criminal offence where both are aged 13, 14 or 15 applies solely to penetration of the mouth, vagina or anus with the penis and to touching of the penis, vagina or anus with the mouth.
- People in this age group (13, 14 or 15) participating in other consensual sexual acts are not committing criminal offences.
- Sexual intercourse without consent constitutes rape as does intentionally penetrating the anus or mouth of another person with his penis if the other person does not consent; assault by penetration occurs if an object is used.
- Creating and sharing sexual photos and videos of children under 18 is illegal.
- Under the terms of the Sexual Offences Act (2003), all staff are strictly forbidden from entering into an intimate relationship, with any student at this school, even those over the age of 18.

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 rape, sexual assault and assault by penetration, or non-penetrative acts such as



# Ackworth School

masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual harassment is “unwanted contact of a sexual nature which may occur both online and offline.” It may include sexual comments and jokes, taunting, physical behaviour such as deliberately brushing against someone, displaying photos or drawings, and online sexual harassment which may include the sharing of sexual material on social media, and threats. Sexual harassment may create an atmosphere that can normalise behaviours, and provide an environment that could lead to sexual violence.

Staff are expected to challenge inappropriate behaviours between peers; staff must not downplay or dismiss sexual harassment as ‘just banter’, ‘having a laugh’, part of growing up’, or ‘boys being boys’, as this can lead to normalising abuse and acceptance of unacceptable behaviours.

Sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of policies and procedures for dealing with it.

“Consent” involves an individual having the freedom and capacity to choose. This encompasses the freedom to consent to a particular type of sexual contact but not to others.

Sexual abuse and harassment is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **23. Neglect**

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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



# Ackworth School

## 24. Who are the abusers?

Abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.

## 25. Child on Child Abuse

School recognises the gendered nature of child on child abuse, but will treat all child on child abuse as unacceptable and of a serious nature. In all cases where child on child abuse is reported, this will be taken seriously and investigated further.

All staff should be aware that safeguarding issues can manifest themselves children can abuse other children (often referred to as child on child abuse), This can happen both inside and outside of School and online. Staff should be aware of teenage relationship abuse. Staff should consider any power imbalance between children. This abuse frequently has a gendered nature, girls are more likely to be victims and boys perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

Staff should recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in the School it does not mean it is not happening, it may be the case that it is just not being reported. If staff have **any** concerns regarding child on child abuse they should report these via the safeguarding procedure and discuss with the designated safeguarding team.

**A child on child concern will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm which may warrant referral to an external agency.**

In the event of physical or emotional abuse of one child by another, or by a group of children, the matter is always taken seriously and dealt with accordingly, through the procedures in this policy and through the Anti-Bullying Policy, which clarifies how victims will be supported. As each investigation is undertaken, School will, through these processes, be able to identify whether child protection issues exist. School recognises that this kind of abuse may not be between peers but children of quite different ages.

In any cases where child on child abuse is alleged, staff will follow the School safeguarding procedures and refer such incidents through CPOMS to the DSL. These will be investigated and, where appropriate, advice will be sought from the MASH team. If child on child abuse is substantiated, School will seek to risk assess for each pupil any potential for further abuse. This may involve consideration of tutor groups, teaching groups and areas of the school where pupils are allowed. School sanctions



# Ackworth School

such as suspension or permanent exclusion could be part of this process. Parents will also be involved.

For both the victim and the perpetrator, support will be an important part of this process. School will seek to reduce risk for each individual.

All staff should be aware that safeguarding issues can often manifest themselves via child on child abuse. This is most likely to include, but is not limited to:

- bullying (including cyber bullying) prejudice and discrimination
- abuse in intimate personal relationships between peers (teenage relationship abuse)
- physical and emotional abuse
- sexual violence and sexual harassment which may include an online element which facilitate, threaten and/ or encourages sexual violence
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery).
- Up-skirting
- initiation/hazing type violence and rituals; prejudiced behaviour and teenage relationship abuse.

Staff should always be clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

If it emerges that a sibling, who may not be a pupil, is harming a child then the School, in the first instance, will inform the children's parents of its concerns. If the problem persists and the pupil continues to be the victim of abuse, then the School will refer its concerns to MASH for further advice and support.

In all matters of suspected abuse, either victimisation or perpetration, the School will refer its concerns to Children’s Social Care Direct via the MASH team immediately, with the expectation that all children involved, whether perpetrator or victim, are treated as being ‘at risk’.

## **26. Voyeurism**

DSL staff need to be aware of two new offences in the Sexual Offences Act 2003 criminalising certain acts of voyeurism commonly known as up-skirting. This includes the operating of equipment or recording of an image under another person’s clothing (without that person’s consent or reasonable belief in their consent) with the intention of viewing, or enabling another person to view, their genitals or buttocks (whether exposed or covered with underwear) in circumstances where the genitals, buttocks or



# Ackworth School

underwear would not otherwise be visible, where the purpose is to obtain sexual gratification or to cause humiliation, distress or harm. The victim may be male or female. This is covered by The Voyeurism (Offences) Act which came into force on 12<sup>th</sup> April 2019.

In all cases of such action this falls into Part 5 of KCSIE 2022 where reports are made to police and children's social care.

The School will follow Searching Screening and Confiscation at School (2018) where up-skirting is reasonably suspected. Staff may search, examine data or files on the device and must deliver the device to police without deleting relevant images.

## **27. Sexual Violence and Sexual Harassment**

In the event of a disclosure of alleged abuse involving potential sexual violence, sexual harassment or child on child abuse, we will:

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment such as sexual comments, remarks, jokes and online sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; school will recognise this behaviour could form part of a broader pattern of abuse;
- deal appropriately by seeking advice if we are made aware of consensual and non-consensual sharing of nudes and semi nudes images or videos. The response will be influenced by the age of the children as noted previously;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts;
- understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. The Designated Safeguarding Lead and her team will consider the context of any abuse (contextual safeguarding). The School works hard to challenge such behaviours through its curriculum and extra-curricular activities and to promote mutual respect. Unwanted touching and associated behaviours are not tolerated;
- We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
  - the potential for children with SEND being disproportionately impacted by behaviours all kinds of abuse, including behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.



# Ackworth School

- Children who are lesbian, gay, bi, or trans (LGBTQ+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.
- The School is a place where everyone feels safe, included and respected. LGBTQ+ voices are heard in the curriculum and when school policies are made. Teachers and tutors provide a listening ear and show understanding if pupils are having a hard time. We signpost LGBTQ+ pupils to local and national support groups. We deal seriously with any bullying or negative language being used in school. School is also aware that girls may also be more at risk but that the risk exists for all children.
- At the School all staff, boarding and day pupils are actively made aware of laws surrounding the age of consent and also sexual abuse.

Any concerns which are raised will be reported immediately to the Designated Safeguarding Lead. The DSL will speak to the pupils concerned and involve parents and where appropriate, external agencies. Through this process, School will work to establish whether any actions can be substantiated as sexual harassment, sexual violence or child on child abuse.

A separate log of such incidents, whether substantiated or unsubstantiated, is kept as part of our safeguarding records.

In cases where there are disclosures of alleged abuse of either sexual violence or sexual harassment between students, the guidance:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and Part 5 of the KCSIE September 2022 will be followed by the Designated Safeguarding Lead (and any Deputies) to determine the appropriate course of action be it:

- Risk Assessment.
- Internal management.
- Early Help.
- Referral to children's social care.
- Reporting to the police – if the child is less than 10 years of age (the age of criminal responsibility), where a report would be warranted for an older child, the matter will still be reported to the police, who would be expected to adopt a welfare rather than criminal response.
- Updated National Police Chief's Guidance on when to call the police to ensure calls are appropriate and timely <https://www.npcc.police.uk/documents>
- Following this guidance, the DSL will be expected to consider aggravating factors and in certain instances the wishes of the victim.





# Ackworth School

- 19 Yellow files are placed in offices around school to allow access to the flow charts to help staff where judgements are required relating to the reported incidents.
- Safeguarding and supporting the victim.
- Safeguarding and supporting the alleged perpetrator.

## **28. Nudes and Semi Nudes – (Sexting/Youth Produced Sexual Imagery)**

This relates to the sending or receiving of sexually explicit text, taking of indecent images, permitting such images to be taken or distributing or publishing such images – for example on social media. It is important to note that if the person taking the image or having the image taken is under 18 an offence is committed by both parties. Indecent images may include not only naked images, topless images of girls, but also images in underwear and sex acts.

Consensual image sharing especially between older children of the same age, may require a different response. It might not be abusive but children still need to know it is illegal – whilst non-consensual is illegal and abusive.

School will follow the below guidance to determine the appropriate course of action;

All Staff;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647389/Overview\\_of\\_Sexting\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf) and  
<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

Designated Safeguarding Lead;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf) and  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **29. Children with Harmful Sexual Behaviour**

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a Designated Safeguarding Lead as soon as possible. We will consider the Brook Traffic Light tool when making judgements. <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>. Within boarding if any such disclosures of alleged abuse were made, School would produce a risk assessment and make appropriate modifications to rooms and facilities.



# Ackworth School

## **30. Multiple Harms**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding and is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Children may be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, and serious youth violence, (i.e. harm outside the home); we need enhanced awareness of the threats of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). therefore, this expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

## **31. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

These are a form of abuse. School are aware that these are forms of abuse which occur when an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child someone under threat age of 18 into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/ or for the financial advantage or increased status of the. Perpetrator or facilitator and/or through violence or the threat of violence.

This is a serious crime and is never the victim's fault even if there is some form of exchange.

The Designated Safeguarding Lead will follow local CSE procedures in WSCP including MAACSE panel.

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

## **32. Child Criminal Exploitation (CCE) / County Lines**

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

Children who are victims of CCE are often not recognised as such as they often commit crimes themselves; their vulnerability as victims is not always recognised. It is important for School to be aware of this risk.



# Ackworth School

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

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

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

<https://www.gov.uk/government/publications/preventingyouthviolenceandganginvolvementanditscriminalexploitationofchildrenandvulnerableadults:countylin.esguidance>

### **33. Domestic Abuse**

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents

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

- Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional. 1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime.

Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

We will be mindful of how this affects children and that our staff may themselves be victims. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

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



# Ackworth School

School will be contacted by an officer from Operation Encompass when children have been subjected to, responsible for or involved in witnessing incidents of domestic violence or abuse within 24 hours of the incident being reported to police services. School has a responsibility to take the call and respond within 24 hours.

**Operation Encompass Officer ring 01924 302376**

## **34. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead will follow local WSCP's procedure; <http://www.wakefield.gov.uk/health-care-and-advice/adults-and-older-people-services/homelessness/provision-of-accommodation-to-homeless-16-and-17-year-old-young-people>.

## **35. Private Fostering**

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

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

## **36. Dealing with issues relating to Parental Responsibility**

The Designated Safeguarding Lead will follow local WSCP's procedure; <https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

## **37. Fabricated Illness** - Fabricated or induced illness (FII) is a rare form of child abuse. It

occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Advice on identifying children who are affected by fabricated illness and how they can be helped is available at:

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

## **38. Honour-based Abuse (HBA)**



# Ackworth School

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

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

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **39. Forced Marriage**

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

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

## **40. Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present, this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. It should be noted that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already



# Ackworth School

taken place, can be found on pages 11-12 of the Government Publication “*Multi-Agency Practice Guidelines: Female Genital Mutilation*”. Whilst all staff should speak to the Designated Safeguarding Lead with regard to any concerns about FGM, there is a specific legal duty on teachers. In accordance with WSCP procedures and the Serious Crime Act 2015, any concerns that a girl aged under 18 may be at risk of FGM or has already undergone the procedure must be reported to police. The Mandatory reporting duty commenced in October 2015.

Those failing to report such cases to the police will face disciplinary sanctions unless the teacher has good reason not to. Unless there is a good reason not to, the teacher should still consider and discuss the case with the Designated Safeguarding Lead and involve CSC as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow normal safeguarding procedures.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

#### **41. Mental Health**

Staff need to be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Any such concerns should be reported immediately.

#### **42. Adverse Childhood Experiences (ACES)**

Where children have suffered abuse or neglect or other potentially adverse childhood experiences (ACES) staff need to be aware there may be a lasting impact throughout childhood, adolescence and adulthood and need to appreciate how these can impact on mental health, behaviour and education.

#### **43. Prevent and Channel**

#### **44. Preventing Radicalisation**

This is part of our wider safeguarding duty. The school will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect



# Ackworth School

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

In order to support Prevent, all staff receive Prevent training on the Prevent Agenda each September. All new staff are asked to complete the online Prevent training through Educare.

Due to Covid-19 training has been delivered remotely to include Prevent in September 2020 and September 2021.

Pupils will be taught about the Prevent Agenda and British Values via PSHE lessons.

The Prevent Lead at the School is Nancy Newlands-Melvin who is also trained to lead training in Prevent and school recognises it is a legal requirement to have an awareness of the Prevent Agenda and Channel. The school had a Prevent Risk Assessment and separate Prevent policy. The Prevent Policy is no longer required to be separate. Nancy Newlands-Melvin and the Coram SLT have undertaken Prevent awareness training with our local Prevent Officer PC Gary Blezard. The school has also ensured that suitable filtering is in place to ensure children are safe from terrorist and extremist material when accessing the internet in schools.

## **45. Online Safety**

Pupils are allowed to use their own mobile devices at break and lunch time. This has been agreed as our policy in consultation with parents. Our firewall (Smoothwall) monitors any attempt to access inappropriate content on school devices and personal devices using the School Wi-Fi, and pupils are made aware of this. Personal devices using 3, 4 or 5G cannot be monitored on the School premises.

Most of our children will use mobile devices and computers at some time. They are important tools for communication and education as well as for recreation and socialising. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (online bullying), to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings, radicalisation or sexual predation.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk: content: being exposed to illegal, inappropriate or harmful material contact: being subjected to harmful online interaction with other users conduct: personal online behaviour that increases the likelihood of, or causes, harm.



# Ackworth School

## 46. Online Sexual Harassment

Schools have a responsibility to create an atmosphere of shared understanding and consent throughout the school community.

Online sexualized behaviour is categorised into four areas

- Consensual and Non-consensual sharing of intimate images and videos
- Exploitation and coercion and threats
- Sexualised bullying
- Unwanted sexualisation

Each of these will be dealt with as advised by Childnet in Step Up, Speak Up March 2019:

<https://www.childnet.com/resources/step-up-speak-up>

<https://www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools-and-professionals>

The School's Staff Code of Conduct and ICT Acceptable Use Policy explain the responsibilities of staff in relation to keeping children safe in school.

The School will do all it reasonably can to limit children's exposure to the above risks when using our own IT systems, by having in place appropriate filters and monitoring systems which are designed to protect children from online abuse without "over blocking" or imposing unreasonable restrictions as to what children can be taught through online education.

Pupils also receive guidance on safe use of the web (including anti-bullying) through the ICT and PSHE curriculum, extended form periods and in morning readings. Online-bullying by children, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying policy and procedures.

Chat rooms and social networking sites are sources of risk of inappropriate and harmful behaviour in the digital arena. Some children will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs parent seminars to help parents understand the possible risks.

For more information on Online safety see:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.educateagainsthate.com](http://www.educateagainsthate.com)





[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

## 47. Child Missing from Education

A child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect and can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. School is aware of the increased risk with Children Missing in Education of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

The school follows the WSCP procedures with regard to “Children Missing from Education”, so parents have a responsibility to inform the school of reasons for absence. If a pupil is withdrawn from the school, they must notify us immediately of the name of the new school at which the pupil is registered and the date on which they are due to start. Should any pupil leave school without parents giving us these details the school has a duty to inform the local authority.

All pupils will be placed and removed from admission and attendance registers as required by law. We will collect, where possible, more than one emergency contact number for each pupil. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures.

## 48. Signs of Abuse

The following may help staff be aware of possible signs of abuse but *these do not necessarily mean that the child has been abused*:

### 49. Physical Abuse

- Unexplained injuries/burns.
- Untreated injuries.
- Bruises/abrasion around the face.
- Bi-lateral injuries e.g. two bruised eyes.
- Bite marks.
- Bruising abrasions to lips, cheeks, outer ear.

### 50. Emotional Abuse

- Excessive overreaction to mistakes.
- Continual self-deprecation.
- Excessive rocking, thumb sucking, hair twisting.



# Ackworth School

- Extreme compliance/aggression.
- Drug, alcohol or substance misuse.
- Significant peer relationship difficulties.

## **51. Sexual Abuse**

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour.
- Self-harm.
- Pregnancy.
- Sexually transmitted diseases.
- Sudden changes in behaviour or school performance.
- Fear of undressing for Games/PE lessons.
- Depression/withdrawal.
- Drug, alcohol or substance abuse.

## **52. Neglect**

- Constant hunger, tiredness and/or poor personal hygiene.
- Untreated medical problems.
- Destructive tendencies.
- Social isolation.
- Poor self-esteem and/or relationship with peers.
- Excessive rocking, hair twisting, thumb sucking.

## **53. The Role of the School Committee and the Designated Safeguarding Lead**

The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture. The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety) and is a member of the Senior Leadership Team (SLT). Deputies are trained to the same standard and whilst activities can be delegated to the deputies, the lead responsibility is not.

The School's appointed a Designated Safeguarding Lead is Nancy Newlands-Melvin and Sally Slater is DSL for Coram House (including EYFS). The Designated Safeguarding Leads are members of the School's SLT with the necessary status and authority to take responsibility for child protection matters.

In the absence of the Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead should be contacted. Details of staff trained as DSL are on Pages 8-9. These staff have all undertaken the Designated Safeguarding Lead training and subsequent refresher courses when required (on a two-yearly cycle) delivered through the WSCP, including child protection and inter-agency working, in accordance with



# Ackworth School

KCSIE. The member of School Committee responsible for Safeguarding and Child Protection is Stewart Huntington.

## 54. Designated Safeguarding Lead Responsibilities

- Ensure that effective communications and liaison with Children's Social Care and other agencies take place as appropriate in the event of staff having child protection concerns about a pupil.
- Ensure that when children leave the school their child protection file is transferred to the new school or college within five days. This will be transferred separately from the main pupil file, ensuring secure transit. Confirmation of receipt will be requested.
- Ensure that the Head, all staff, members of School Committee and others have regular two-yearly training on safeguarding including child abuse and its main indicators, online child protection and that they are aware of their own child protection responsibilities and those of the School, and are equipped with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in school are effective. Any volunteers, or temporary staff, will be made aware of child protection arrangements and will also undergo appropriate training. Training will be provided on Prevent awareness. In addition to the formal training set out above, all staff are also given at least annual updates in the form of email/staff meetings/newsletters. All new documentation and training PowerPoints are on the Staff Intranet and in staff Teams.
- Ensure that all new members of staff, new School Committee members and others, including volunteers, are trained as soon as possible after joining the School.
- Ensure that the Designated Safeguarding Lead and all those named on Page 8 & 9, including the School Committee member responsible for child protection, are properly trained and re-trained on a two-yearly cycle.
- Review annually the Safeguarding & Child Protection Policy and the efficiency with which related duties have been discharged.
- Ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) within one month of the person leaving the School. It is a legal duty to refer to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. The School Committee has noted that failure to make a report constitutes an offence which may also result in the School being removed from the register of independent schools.
- Ensure all staff and members of the committee have received a copy of the Safeguarding and Child Protection Policy and Part 1 of the KCSIE 2022, including Annex B. All staff working directly with children will sign to say they



# Ackworth School

have received, read and understood Part 1 of the KCSIE 2022, including Annex B and the Child Protection and Safeguarding Policy. Annex A and Annex B are used with non-teaching staff.

- Regularly check the Single Central Record (SCR)
- Ensure there is an appropriate adult present when a pupil is being interviewed by police and in certain circumstances.

## **55. The Designated Safeguarding Lead will:**

- Arrange to provide Induction Safeguarding Training as laid down by the WSCP to all members of staff and governors (School Committee members), as well as training any volunteers or temporary members of staff, to include the School Safeguarding Policy, the behaviour policy, the guidance in the Staff Handbook and Staff Code of Conduct about Staff behaviour in relation to pupils, online safety and acceptable use of ICT policies, the pupil behaviour policy, the safeguarding response to children who go missing from education, the identity and function of the Designated Safeguarding Leads, and providing a copy of Part 1 of KCSIE 2022 and Annex B, with the condensed version of Part 1 (Annex A) plus Annex B being provided for those staff who do not work directly with children. The Booklet 'What to do if you're worried a child is being abused' 2015 and Part One of the KCSIE September 2022 including Annex B is available on the safeguarding notice board. Information on Prevent and HBA/FGM is also included on the safeguarding notice board.
- Arrange to provide regular Safeguarding Training as laid down by the WSCP to all members of staff and volunteers. This will be at least every year with regular updates as and when required. A record is kept of all those who have received Safeguarding Training. This training will include advice on protecting children from radicalisation as well as online safety. It will raise increased awareness of sexual violence, sexual harassment, child on child abuse and potential mental health issues in young people.
- Support, advise and liaise with staff in their safeguarding work.
- Ensure staff have an increased awareness of the specific needs of children in need, those with special educational needs and young carers.
- Ensure that any pupil who is subject to a Child Protection Plan who is absent without explanation for two days is referred to their key Social Care Team.
- Liaise with, when appropriate (e.g. if the disclosure of alleged abuse is against the Head), the Clerk of School and/or the member of School Committee member responsible (see procedures below).

## **56. Procedures**

All members of staff, volunteers and members of School Committee must know:

- That safeguarding is the responsibility of everyone.



# Ackworth School

- The signs and symptoms of abuse.
- How to respond to a pupil who discloses abuse.
- What to do if they are concerned about a child.
- That anybody can make a referral to Social Services/Safeguarding Children Board.
- The School's child protection procedures (including the reading of Keeping Children Safe in Education Part 1 and Annex B (Annex A and Annex B for those not working directly with children) [September 2022]) and to follow them.

## **57. Whole school approach to Safeguarding**

- Committee and school leadership should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant processes and policies should operate with the best interests of the child at their heart.
- School should ensure the wishes and feelings of the child are taken into account. Systems are in place and well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be taken seriously and knowing they can safely express their views and give feedback.

## **58. When a disclosure of alleged abuse is made against another pupil or adult who is not a member of staff in school**

A member of staff aware of or suspecting abuse which does not involve a member of staff:

- Must listen carefully to the child, be supportive and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Must respond in a calm and non-judgemental way, asking questions which are open-ended e.g. is there anything else you want to tell me?
- Must not ask leading questions, that is, a question which suggests its own answer. Use words: 'Tell', 'Explain', 'Describe', never 'Why'. If at all possible, the questions asked should be recorded.
- Must **reassure** the child, but never give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken.
- Wherever possible, there should be a conversation with the Designated Safeguarding Lead and any Deputies who will help decide what to do next. Options include: managing any support for the child internally via the School's own pastoral support processes; an early help assessment; a referral to for



# Ackworth School

statutory service, for example as the child might be in need, is in need or suffering or likely to suffer harm.

- If in exceptional circumstances, the Designated Safeguarding Lead (and any Deputies) is not available, this should not delay appropriate action being taken. Speak to a member of the SLT and/or take advice from local children's social care, MASH. Share any action with the Designated Safeguarding Lead as soon as possible.
- Must keep a sufficient written record of the conversation. This should be done immediately. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. Include any observations on noticeable non-verbal behaviour and actual words used by the child. The record should be signed by the person making it and should use names, not initials.
- The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome.
- Must **report** and hand the **record** immediately to the Designated Safeguarding Lead for Senior School, or Head of Coram House, as appropriate.
- From September 2021 this record will be made on CPOMS and initially a hard copy will also be kept as a safeguard until the new system is embedded.
- All notes which may be hand written at the time, will be scanned and added to CPOMS.
- Should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

## **59. When a disclosure of alleged abuse is made against a member of staff**

We recognise the possibility that adults working or volunteering in the School may harm children. This includes members of the Committee, volunteers, supply teachers and agency staff.

Any concerns about the conduct of other adults in the School should be taken to the Head without delay; any concerns about the Head should go to the Chair of the Committee. Contact details are in section 2 of this document. Concerns may come from various sources, e.g. a suspicion; complaint; or disclosure made by the child, parent or other adult within or outside the organisation; or as the result of vetting checks undertaken.

All staff (which always includes supply staff and contractors for safeguarding purposes) and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual



# Ackworth School

children or parents to be conducted in view of other adults. Particular care should be taken by those teaching on a one-to-one basis, by those involved in the personal care of children, and by those such as musicians and physical education staff who may come into physical contact in the course of educational demonstrations with pupils.

All staff and volunteers should have read and understand the School's staff behaviour and conduct policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and reinforced at regular intervals. Particular note should be taken of the fact that communications between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny. Should a member of staff be required to use reasonable physical restraint on any occasion, this must be reported immediately to the Head or in their absence a member of the designated safeguarding team (DST): a written record is maintained of such instances by the Head.

KCSIE September 2022 sets out two levels of allegation/concern:

1. Allegations that may meet the harms threshold.

It is an allegation if the person has:

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

2. Allegations/concerns that do not meet the harms threshold (referred to as 'low-level concerns'.

The term 'low-level concern' does not mean that it is insignificant, it means that it does not meet the criteria in 1. above.

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



# Ackworth School

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

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

- being overfriendly with children;
- having favourites;
- taking photographs of children on their personal mobile phone or other device;
- engaging with a child in a one-on-one basis in a secluded area or behind a closed door; or,
- humiliating pupils.

We believe that concerns should not be ignored or discounted; we seek to

- encourage an open and transparent culture;
- enable us to identify concerning, problematic or inappropriate behaviour early;
- minimise the risk of abuse; and
- ensure that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

## **REPORTING ALLEGATIONS – ALLEGATIONS THAT MEET THE THRESHOLD**

If a pupil makes an allegation against a member of staff other than the Head, or information is received which suggests that a member of staff may be unsuitable to work with children, the member of staff receiving the allegation or being made aware of the information, will immediately inform the Head without informing the member of staff who is the subject of the allegation. Any children involved will be given the necessary welfare support.

Any person receiving an allegation must not ask leading questions nor guarantee confidentiality to the person making the allegation and must make a written record of what is said by the person making the allegation either contemporaneously or as soon as possible afterwards.. However, any person may make a referral to the local authority and/or police in such cases. The matter should not be discussed with others.

The Head on all such occasions has to decide whether the concern is an allegation or a low-level concern. The term low-level concern does not mean that it is





# Ackworth School

insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO). With an allegation, the Head will discuss the content of the allegation with the LADO and if a crime is alleged with the police at the earliest opportunity and within one working day of receiving the allegation.

If the concern is about the Head, then this must be referred to the Chair of the Committee who will immediately (and within one working day) consult the LADO and, if a crime is alleged, with the police without notifying the Head first. In the absence of the Chair of Governors, the matter should be referred directly to the LADO, again without notifying the Head first.

The School will follow the local authority guidance for managing allegations against staff and will proceed only when given permission by the local authority and/or police to do so.

Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO and if appropriate the School's HR and Legal Consultants in making this decision.

In the event of an allegation against the Head, the decision to suspend will be made by the Chair of the Committee in consultation with the LADO and if appropriate the School's HR and Legal Consultants in making this decision.

The School will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the School and that notification of any concerns is made to the DBS, in accordance with the legal requirement on the School to do so, with consideration being given to referral to the TRA, and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The School will ensure that all staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the staff behaviour code of conduct. As part of the



# Ackworth School

Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

The School will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 (or any pupil classified as a vulnerable adult) are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust). Sexual relationships between a member of staff and any pupil aged 18 and over constitute gross professional misconduct and will result in disciplinary proceedings.

Should the School employ supply staff from an agency, the School will inform the agency of its process for managing allegations: the School and not the agency is responsible for reporting allegations to the local authority and/or police.

## **REPORTING ALLEGATIONS – LOW-LEVEL CONCERNS BELOW THE THRESHOLD**

Low-level concerns about a member of staff should be reported to the DSL (Nancy Newlands-Melvin). Where a low-level concern is raised about the Head, it should be shared with the Chair of the Committee.

Staff should self-refer if they find themselves in a situation that could be misinterpreted, which might appear compromising to others, and/or on reflection they believe they have behaved in a such a way that they consider falls below the expected professional standards.

If the concern has been raised by a third party, the DSL /Head will collect as much evidence as possible by speaking

- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.
- 

If the low-level concern is about a person employed by a supply agency or a contractor, this concern should be shared with the Head and recorded in accordance with the School's staff code of conduct policy which contains guidance on low-level concerns. Their employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Information collected will help the Head categorise the type of behaviour and determine what further action needs to be taken.

Low-level concerns will be recorded in writing, including:



# Ackworth School

- name of the individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken
- rationale for decisions and action taken

If the person sharing the concern wishes to remain anonymous this should be respected as far as reasonably possible.

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Records will be kept at least until the individual leave the employment of the School.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation (level 1), then the matter will be referred to the LADO. The records' review may identify wider cultural issues within the School that enabled the behaviour to occur. This may lead to revision of policies and processes or extra training would be delivered to minimise the risk of it happening again.

Concerns may be raised with staff through a direct disclosure, by a pupil or indirectly through their work or via friends. A member of staff may overhear a concern. A parent may approach the School directly, or may contact social services or the police. An anonymous report will be acted on, but this fact will be kept in mind when considering the context of the disclosed alleged abuse.

If a direct disclosure of alleged abuse against a member of staff is made to another member of staff, the member of staff should listen, and make note of what is being said and then report this immediately to the Head.

## **60. Initial Assessment**

When making the initial assessment, the context in which the alleged incident occurred may provide important information. This includes:

- The conduct of the member of staff (e.g. previous concerns, past disciplinary action, exemplary professional behaviour)
- The conduct of the pupil (e.g. record of behaviour and any previous disclosures of alleged abuse made)
- Any special circumstances (e.g. family problems or special needs)
- The perspective of the person making the disclosure of alleged abuse.



# Ackworth School

A trivial allegation does not have to result in a child protection referral, but the danger is that what may appear trivial to staff may be significant to the pupil and may still constitute an assault or abuse.

Staff should, however, take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Further guidance for staff is given in the Staff Handbook and Staff Code of Conduct ('Dealing with Pupils'). If a member of staff living in school boarding accommodation is suspended in circumstances of a child protection nature, the School will provide alternative accommodation, away from pupils.

## **61. The three possible outcomes of the initial assessment:**

1. Where it is clear that the pupil has suffered, is suffering or is likely to suffer significant harm or has alleged that a criminal offence has been committed, including abuse by one or more pupils against another, a referral will be made to the local agency MASH and the police may carry out a criminal investigation.
2. The allegation, whilst not in 1. above (as does not meet threshold) and is therefore a low-level concern, which represents inappropriate or poor practice by a member of staff which needs to be dealt with by the School's disciplinary procedures. This would be placed on a member of staff's file.
3. The immediate circumstances show that it is not possible for the allegation to be true.

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved.

## **62. Whistle Blowing**

The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. The whole school approach to safeguarding will promote an open and transparent culture in which all concerns about all adults working in or on behalf of school are dealt with promptly and appropriately.

School will create a culture in which all concerns are shared responsibly and where concerning, problematic or inappropriate behaviour is identified early, minimising the risk of abuse, ensuring that adults are clear about professional boundaries and that they act within these boundaries and in accordance with the ethos and values of the school.

Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.



# Ackworth School

If staff members have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Clerk of School Committee.

If it becomes necessary to consult outside the School, the staff or volunteer should first liaise with the Clerk of School Committee.

Any child protection concern relating to the conduct of a member of staff or other person working or volunteering for the school will be thoroughly investigated under the School's whistle-blowing procedures as stated in our Whistle-Blowing Policy 2021 but only when the local authority and or any external agencies involved (e.g. the police) have authorised the school to do so.

Where there are disclosures of alleged criminal activity, the statutory authorities will always be informed and any internal investigation will be approved by them before it proceeds. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where circumstances justify it.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8.00am to 8.00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **63. Referring Concerns to MASH**

Within 24 hours of receipt of information about abuse or suspected abuse, the DSL must report the matter to the Children's Services – MASH, which will investigate the issue and advise on the action the School must take. It is important to note that anyone can make a referral to Children's Social Care Services. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. However, if staff members are unsure, they should always speak to the Designated Safeguarding Lead.

## **64. Multi-Agency Referral Form (MARF)**

The Designated Safeguarding Lead will then send a written record by completing a Multi-Agency Referral Form (MARF) of the referral to the Assessment Team by the end of the working day the referral is made. If there are concerns about a child, but there is no need to make an immediate referral (this will be on the advice of the Assessment Team), written records will still be kept (and placed in the Child Protection File).

## **65. Record Keeping**



# Ackworth School

Well-kept records are essential to good child protection practice. The School will record its concerns and be ready to share them with other agencies as appropriate. All of the School's records are kept in a manner which ensures compliance with the Data Protection Act 1998 and with KCSIE 2022. As required by the KCSIE all concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing.

Written records of all Child Protection concerns will be kept confidentially and securely on the Child Protection File, separate from pupil records. Access to these files is restricted to the Head and the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads in Senior School; access in Coram House is restricted to the Head, Head of Coram House, Deputy Head of Coram House and the Designated Safeguarding Lead. There will be a note on CPOMS if any further records, such as hard copy files exist relating to Child Protection. The records are stored securely, separate from a pupil's academic and other school files. These files must be ring bound not loose leaf with an accurate chronology of events.

From September 2021 CPOMS will be an electronic version of the records.

In keeping with KCSIE 2022, when children leave the school, the DSL will ensure their child protection file is transferred securely to the new school as soon as possible, and within five days for an in-year transfer, or within the first five days of the start of a new term. Confirmation of receipt is obtained. When receiving information for new pupils, the school ensures that the DSL and Head of Learning Support are aware as required

## **66. Working with External Agencies – Attending meetings, providing reports**

The Designated Safeguarding Lead will also ensure that Heads of Houses, Pastoral and Academic Leaders will attend Child Protection Conferences, core groups, or other multi-agency planning meetings if they are called, and will contribute to assessments and provide a report, which will have been shared with parents where possible before the initial conference and any subsequent meetings.

The Designated Safeguarding Lead will advise Children's Services - MASH of any disclosure of alleged abuse or suspicion of abuse against a pupil.

Given that the School is registered with Ofsted because it has children under the age of three, the Designated Safeguarding Lead must inform Ofsted of any disclosure of alleged abuse or serious harm of any person living, working or looking after children on the premises (whether that disclosure of alleged abuse relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these disclosures



# Ackworth School

of alleged abuse. Ofsted must be informed as soon as reasonably practicable but at the latest within 14 days.

The flowchart *Actions when a child has suffered or is likely to suffer harm* from KCSIE (2022) illustrates the action that should be taken when there are concerns about a child (**Appendix C**).

## 67. Supporting Children

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of worth. Children should be reassured and understand that as a member of staff you are listening and are here to help. School will try to help, but staff **MUST NOT** make promises, especially in regard to confidentiality.

Staff should also ensure any report of sexual violence or harassment is treated with zero tolerance and that this behaviour is never acceptable. If there is a disclosure of alleged abuse of this kind involving pupils in school, consideration will be given immediately to safeguarding the victim, alleged perpetrator or any other children directly involved.

## 68. Advice for Staff Dealing with Pupils

Staff act *in loco parentis* and should therefore aim to act as a reasonable parent would. Staff should be approachable and friendly but there is a line which teacher should not cross. Staff should be consistent, open and honest.

When speaking to pupils on a one to one basis staff should try to avoid rooms with closed doors (and windows in doors should always be kept clear). Depending on the circumstances it may be good practice to have another member of staff present or nearby. There should always be another member of staff within calling distance.

In general, physical contact with pupils should be avoided (the precise details of when it might be appropriate can be found in the Staff Handbook and Staff Code of Conduct). When a pupil is making a disclosure, physical contact must be avoided.

## 69. Training and Support

The Designated Safeguarding Lead, the Head, the Named Member of School Committee and School Nurse will receive regular training appropriate to their role. This will include counselling support especially after particularly difficult or distressing cases. In addition, we will ensure all staff, volunteers and members of School Committee are also given regular and appropriate training.



# Ackworth School

**Professional Confidentiality:** Confidentiality is essential when dealing with child protection issues. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties with the consent of the subject of that information. In some circumstances, obtaining consent may not be possible nor in the best interests of the child and the law permits the disclosure of confidential information necessary to safeguard children.

We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. Our School will support all pupils by:

- Encouraging self-esteem and self-assertiveness, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with all other support services and those agencies involved in safeguarding children.
- Notifying the Assessment Team as soon as there is a significant concern.
- Providing continuing support to a pupil, about whom there have been concerns, who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.
- Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration. To ensure that all our pupils receive equal protection, we will give special consideration to these groups.

## **70. Supporting Staff**

We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate. Counselling support is also available.

## **71. Equal Opportunities**

In meeting its safeguarding obligations, the School will be mindful of the obligations under the Equality Act 2010, which covers discrimination against a pupil or prospective pupil on grounds of sex, race, caste, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. All staff, volunteers and members of





# Ackworth School

School Committee with responsibilities under this Policy must take into account the Equal Opportunities Policy when discharging their duties.



## Appendix A

### Annex B KCSIE 2022

**Additional information to help staff to understand how to safeguard children against specific forms of abuse and safeguarding issues. Further examples are contained within this document.**

#### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important that we give practical advice to the pupils on how to keep themselves safe, in addition to parental advice. It is important that this practical advice focuses on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

#### **Children and the court system**

Within School there may be many children who are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/708114/ywp-5-11-eng.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708114/ywp-5-11-eng.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/708093/ywp-12-17-eng.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708093/ywp-12-17-eng.pdf)

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.



# Ackworth School

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. <https://helpwithchildarrangements.service.justice.gov.uk/>

## **Children with family members in prison**

We may have children in the School who have parents or family members who have either been in prison or who are in prison. It is important to recognise that this can have a lasting effect on their emotional wellbeing. In School we would look to support these children and refer for additional advice and support to external agencies where appropriate.

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **Cybercrime**

We are aware of the increasing risks to young people through their use of the internet. We take steps to safeguard all pupils in School by educating them through PSHE and ICT to be aware of internet safety and the possibility of cybercrime. This is also addressed through Active Tutorial lessons.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National



# Ackworth School

Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.GOV.UK](https://www.ncsc.gov.uk)



# Ackworth School

## Appendix B

### External Contacts

The telephone numbers of the Wakefield & District Social Services Department are as follows:

#### **Children's Social Care Integrated Front Door and Multi Agency Safeguarding Hub (MASH)** (24 hours 7 days) Tel. 0345 850 3503

Fax: 01924 303455 Minicom: 01924 303450

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

Wakefield Safeguarding Children Partnership (WSCP) 01977 722047

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

Early Help Hub Children's First Hub

Mid Wakefield (Normanton Rural) Tel. 01924307878

North East (Castleford, Pontefract, Knottingley) Tel. 01977 724350

South East (Featherstone, Hemsworth) Tel. 01977 722305

Wakefield West (Ossett, Horbury) Tel. 01924 303272

#### **Child Safeguarding Unit**

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

#### **CSE Police Team**

Tel. 01924 878125

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

#### **Ofsted**

0300 123 1231

#### **Designated Officer (LADO)**

Wakefield District Social Services Department – Mark Goddard (interim LADO)

Wakefield Safeguarding Children Partnership

Civic Centre

Ferrybridge Road

Castleford

WF10 4JH

Tel. 01977 727032

Email: [lado.referrals@wakefield.gov.uk](mailto:lado.referrals@wakefield.gov.uk)

#### **NSPCC Primary Schools Service**

Michelle Poucher – Area Coordinator

Tel. 07834 498354

Email: [mpoucher@nspcc.org.uk](mailto:mpoucher@nspcc.org.uk)



# Ackworth School

## **NSPCC Whistleblowing Helpline**

Tel: 0800 0280285

## **Safeguarding Advisor for Wakefield**

Vicki Maybin

Tel. 07788743527

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

## **Prevent – Counter Terrorism Unit Officer**

PC Gary Blezard

Email: [communities.prevent@wakefield.gcsx.gov.uk](mailto:communities.prevent@wakefield.gcsx.gov.uk)

Tel: 01924 306645 / 01924 305352 or 07468 700810 / 07825 281312

## **Confidential Counter-Terrorist Hotline**

Tel. 0800 789 321

## **Disclosure and Barring Service (DBS)**

Tel. 01325 953795

## **Child Missing Education Officer**

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Melvin Flower / Gosia Sullivan CME Officer Tel 01924 307451

## **Virtual Head for LAC**

Gary Stuart

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

## **The Forced Marriage Unit**

Telephone: +44 (0) 20 7008 0151

Email: [fmufco.gov.uk](mailto:fmufco.gov.uk)

## **CAMHS Single Point of Access**

01977 465865

## **National Association People Abused in Childhood NAPAC**

Tel: 0808 801 0331

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

## **Professional Online Safety Helpline**

Tel: 0844 3814772

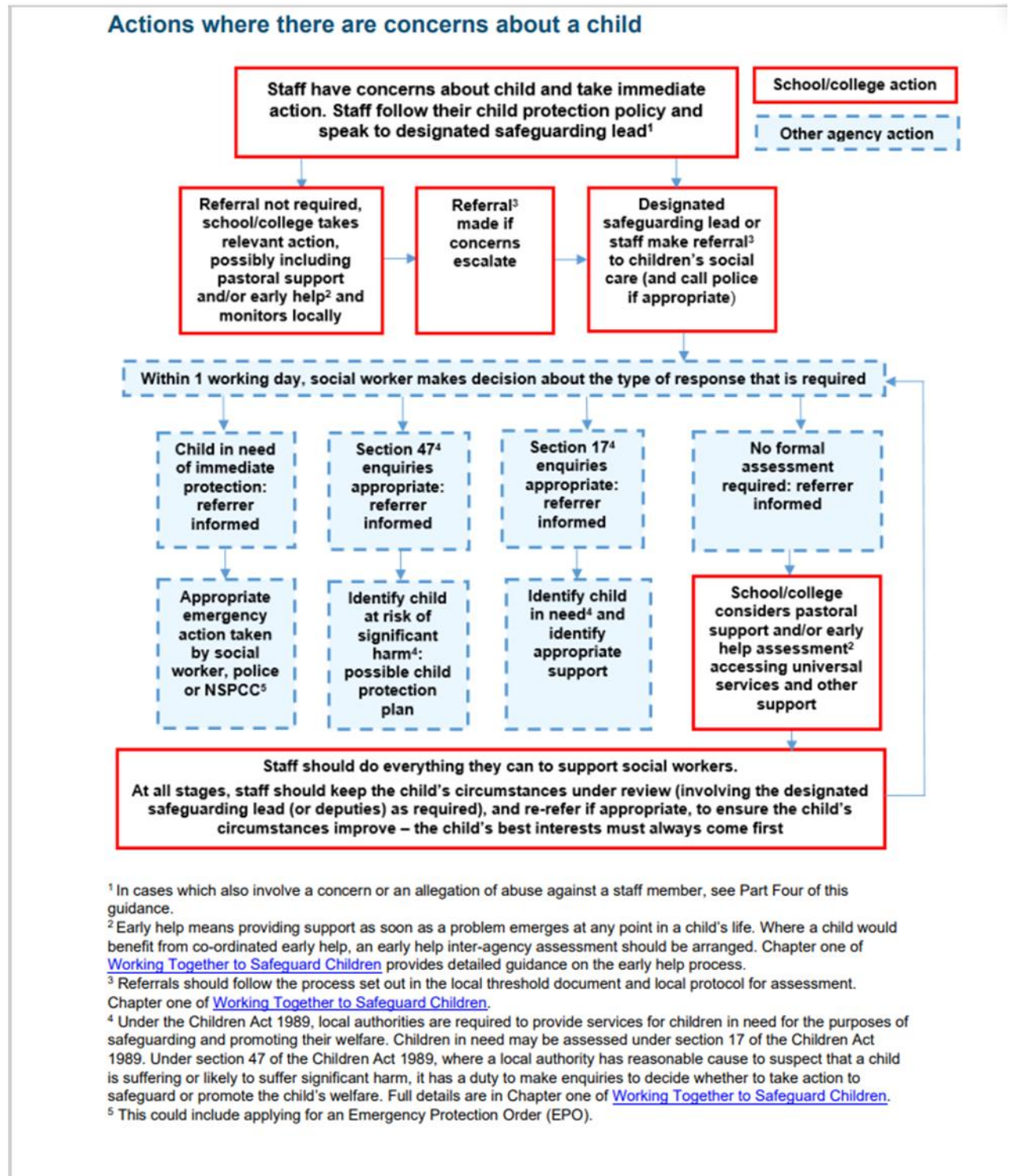
The following telephone numbers and websites may be useful for pupils:



# Ackworth School

ChildLine	0800 1111
West Yorkshire Police	101 (non-emergency)
NSPCC	0800 800 500
The Samaritans	0845 790 9090
Beat Bullying	0208771337 (9.00am-6.00pm)
Beat (eating disorders)	0845 634 7650 (National Youthline)
Turning Point	020 7481 7600
Young Minds	020 7089 5050
KOOTH	<a href="http://www.kooth.com">www.kooth.com</a>

## Appendix C (from Keeping Children Safe in Education September 2022)







# Ackworth School

## Appendix D

### Links to other School Policies and Procedures

This policy should be read in conjunction with the following School policies, Staff Handbook and Staff Code of Conduct.

Policies, Staff Code of Conduct and Staff Handbook can be found on the School network are available on request from the Bursar's office.

- Anti-Bullying (Policy)
- Behaviour (Staff Handbook)
- Code of Conduct for Staff and Staff Handbook
- Complaints: Parents & Pupils (Policy)
- Computer Acceptable Use (Policy)
- Data Protection (both for Staff and for Pupils and Parents) (Policy)
- Disclosure and Barring Service (DBS) (Policy)
- 'Guidance for Visitors' Leaflet
- Missing Pupils (Policy)
- Safeguarding Concern Form
- Safer Recruitment Policy
- Visitors (Staff Handbook)
- Visiting Speaker (Policy)
- Whistleblowing (Policy)



# Ackworth School

## Appendix E

### Safeguarding Concern Form to be used in conjunction with CPOMS from Sept. 2021



**ACKWORTH SCHOOL**  
**Safeguarding Concern Form**  
Senior School / Coram House / Nursery (please circle)



Please complete this form in as much detail as possible and return it to Nancy Newlands-Melvin for further action

<input type="checkbox"/>	
ORIGINATOR NAME	JOB TITLE
PUPIL NAME	FORM
Note the reason(s) for recording the incident:	
Record the following factually: Who? What (if recording a verbal disclosure by a child, use their words)? Where? When (date & time of incident)? Any witnesses?	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (factual)	
SIGNATURE	DATE & TIME (of writing the record)

Check to make sure your report is clear now and will also be clear to someone else reading it in the future  
PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION  
(Designated person to complete Part 2 overleaf)



# Ackworth School

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# Ackworth School



## ACKWORTH SCHOOL Safeguarding Concern Form Senior School / Coram House / Nursery (please circle)



### Part 2 (for use by Designated Safeguarding Lead)

Time & Date information received by DSL and from whom.	
Any advice sought by DSL (date, time, name, role, organisation & advice given)	
Action taken (referral to children's services/monitoring advice given to appropriate staff/CAF etc.) if decision not to refer, justify reason.  Note time, date, names, who information shared with and when etc.	
Parents informed? Yes/No and reasons	
<b>Outcome</b> Record names of individuals/agencies who have given you information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found? (eg, student file, serious incident book)	
Signed	
Printed Name	
Date	