



**Wingfield Academy**

# **Safeguarding Children in Education Incorporating Child Protection Policy**

*(DfE: Keeping Children Safe in Education September 2020)*

*(DfE: Working Together to Safeguard Children 2020)*

**Reviewed By:** Lindsay Wootton Ashforth Designated Safeguarding Lead

**Reviewed:** October 2020

**Review Date:** October 2021

**Governor Ratification Date:** November 2020

**Wider Safeguarding Team:** Maureen Connelly/Catherine Yule

## **Preface:**

### **Staff Induction / Introduction to Safeguarding:**

At Wingfield Academy, we recognise that we are in a unique position to be able to identify concerns early and so play a particularly important role with regards to safeguarding. We strive to perform our statutory duty to safeguard and promote the welfare of our students and take this responsibility very seriously.

If you have any concerns about a student, you must share this information as soon as possible with the Designated Safeguarding Lead (DSL) Lindsay Wootton Ashforth, or one of the other designated Safeguarding Team members (Maureen Connelly, Catherine Yule) Do not think that your worry is insignificant, e.g. if it is about hygiene, appearance or behaviour – we would rather you pass it on and know about something that appears small, than to miss a worrying situation. All staff should feel confident to identify a student who may benefit from early intervention

If you think the matter is very serious and may be related to child protection, e.g. physical, emotional, sexual abuse or neglect, you must find one of the designated members of the Safeguarding Team and discuss your concerns with them. If you are unable to locate them, ask a member of Reception Staff to find them and ask them to speak with you immediately about a confidential and urgent matter. (Where there is a risk of immediate serious harm, contact Social Care and/or the Police directly on 999.) Check on any outcome or progress of your concern if that has not been reported back to you after an appropriate amount of time.

An allegation concerning any member of staff or volunteer should be reported immediately to the Head Teacher, Phillip Davis. If it is an allegation about the Head Teacher, you should pass on this information to the Chair of the Advisory Board. Alternatively, you can contact the Local Authority Designated Officer (LADO) on 01709 823914 or via MASH on Rotherham: 01709 336080

### **Policy Introduction:**

Wingfield Academy staff fully accepts its responsibilities in relation to child protection and the safeguarding of children in education as part of wider safeguarding systems and recognises that because of the day to day contact with students, Academy staff are well placed to observe the outward signs of abuse. We work tirelessly to maintain a safe environment in which children can learn and develop: Our approach is child-centred and takes in to account the best interests of the child and includes recognising the risks, identifying students who may benefit from early help or intervention, as well as assessing the risks and issues within the wider community when considering the wellbeing and safety of our students. It is important that our students receive the right help at the right time, to address risks and prevent issues escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

We follow the procedures set out in local safeguarding arrangements and take account of guidance issued by the **Teaching Regulation Agency (TRA)**. The policy is available on our website and is available on request from the Academy Office. The policy gives clear direction to staff, governors, visitors and volunteers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all Wingfield students. The policy is provided to all staff at induction and on review, alongside the **Staff Code of Conduct**. In addition, all staff are provided with **Part One and Annex A of the statutory guidance 'Keeping Children Safe in Education' DFE (effective September 2020) to be revised September 2021**.

## Objectives:

- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with students
- Identification of emerging problems and provision of early help support for students
- Enable the students to have the best outcomes and prevent impairment of their health and development
- Raise awareness of child protection issues and equip students with the skills needed to keep them safe.
- Develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse
- Support students who have been abused in accordance with his/her agreed Child Protection Plan and working in partnership with multi-agency professionals.
- Maintain a safe environment in which students can learn and develop including screening and awareness raising of visitors to the Academy regarding Safeguarding
- Maintain an environment where students feel secure, are encouraged to talk, and are listened to
- Ensure students know that there are adults in the Academy who they can approach if they are worried
- Include opportunities in the PHSE curriculum for students to develop the skills they need to recognise and stay safe from abuse, through outside accredited agency events, such as a short theatre production and during assembly time
- Constant review of provision of support, with consideration given to escalating to Social Care if the situation is not improving

## Responsibilities:

Safeguarding and promoting the welfare of students is **everyone's responsibility**, i.e. everyone who comes into contact with students and their families and carers has a role to play in safeguarding. To this end, all staff members, advisors, volunteers and regular visitors will receive appropriate and updated safeguarding and child protection training at least annually.

- The policy applies to all staff, advisors and volunteers and any regular visitors to the Academy.
- Staff should report any behaviour by colleagues that raises concern regardless of source and should acknowledge their individual responsibilities to bring matters of concern to the attention of the DSL – Lindsay Wootton-Ashforth / Head Teacher or any relevant external agencies. (Refer to **Whistleblowing Policy**. This is particularly important where the welfare of students may be at risk.)
- Annually, staff will read a Safeguarding, including the Child Protection training bundle of information and acknowledge understanding of the documentation therein.

## The Advisory Board / Head Teacher:

- The Head Teacher will ensure that the policy is followed by all staff
- All Academy Advisory Board will have an Enhanced DBS
- Ensure that the Academy contributes to inter agency working in line with **'Keeping Children Safe in Education, (September 2020)** Local Authority advice and safeguarding arrangements The Governing Body will maintain an overview of the implementation of the policy

- Ensure that the Academy has due regard to the **PREVENT Duty Guidance 2015, in which Section C of the Counter-Terrorism and Security Act 2015 Section 26** aims to prevent students from being drawn in to extremism and terrorism
- Ensure due regard to the mandatory reporting duty for teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years old. (This statutory duty came in to force in 2015 as part of the **Female Genital Mutilation Act 2003**)
- The Governing Body ensure students are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- The Governing Body will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in **Part One of the DfE Keeping Children Safe in Education 2020**
- Will ensure that at least one member of the Governing Body and the Head Teacher have completed appropriate safer recruitment training and that at all times safer recruitment practices are followed in accordance with the requirements of **'Keeping Children Safe in Education, DfE 2020.'**
- Ensure a Single Central Record is maintained of all safer recruitment checks carried out in line with statutory requirements:  
An identity check / A barred list check / An enhanced DBS check and certificate / A prohibition from teaching check / A Section 128 check / Professional qualifications check / Establishing a person's right to work in the UK and further checks on people who have lived or worked outside the UK
- The Nominated Advisor for Child Protection in this Academy is:  
Susan Gladwin who will:  
Receive regular updates on Safeguarding and Child Protection issues  
Support the Safeguarding and Child Protection Team in the role of "critical friend"  
Where parents request Governor involvement, the Nominated Governor will:  
Take an independent role but in line with Safeguarding procedures; seek advice from the Children's Social Care Access Team  
Will ensure records are maintained and stored securely in liaison with the Designated Officers in the Academy.
- **Allegations against Staff:** Wingfield Academy will ensure that any allegation of abuse made against a member of staff is dealt with quickly, fairly and in a consistent manner that protects the child and supports the subject of the allegation. The Academy has a duty of care towards their employees and will act to manage and minimise the stress to those about whom allegations are made. The Head Teacher, in the first instance, will immediately discuss an allegation made against a member of staff, with the Designated Officer. Where the Head Teacher is the subject of an allegation, the Chair of Governors will discuss the allegation with the Designated Officer. (LADO) Individuals will be advised to contact their Trade Union or a colleague for support. The Academy will endeavour to resolve all allegations of abuse that 80% of cases will be resolved in one month, 90% within three months and all but the most exceptional cases, within 12 months. The Academy will make every effort to ensure that confidentiality is maintained while an investigation is ongoing or the person is charged with an offence. When determining the outcome of allegation investigations, the following terms will be used:
  - Substantiated
  - Malicious
  - False
  - Unsubstantiated
  - Unfounded

### **Designated Teacher for Safeguarding (DSL): Lindsay Wootton Ashforth**

- The Designated Safeguarding Lead has the role specified within their job description
- The DSL will be aware of local arrangements and specialist units that investigate child abuse

- Responsibility for ensuring all Safeguarding and Child Protection Academy protocols and practices are communicated and monitored within the Academy and disseminated to the Head Teacher and the Governing Body where necessary.
- Will provide a regular, updated Safeguarding Report to the Governing Body half termly.
- The DSL and other staff will keep a regular communication with the student and their parents/ carers
- The DSL has ultimate lead responsibility for safeguarding and child protection, though the Academy has a Deputy Designated Lead (Maureen Connelly) who is trained to the same standard as the DSL and a Core Team ( Catherine Yule)
- Ensure up to date and ongoing information regarding issues relating to safeguarding or child protection is recorded appropriately (CPOMS – Child Protection On Line Monitoring System)
- The DSL (or other designated associate safeguarding staff,) will maintain written records and child protection files, ensuring that they are kept confidential and stored securely
- Attend (or designated associate staff) relevant meetings and submit necessary reports and provide feedback regarding vulnerable students
- Ensure designated / nominated staff are fully apprised of protocols and practices for safeguarding and child protection and that all necessary training has been given
- Provide training (or other designated associate safeguarding staff) at least annually, and when the situation or need arises
- Updated training every two years is mandatory; and in addition, will refresh and keep up-to-date with safeguarding developments at least annually. DSL mandatory training accessed March 2021 (Safeguarding Children Level 3 – Designated Officer)<sup>7</sup>

#### All Staff:

- Every new staff member, volunteer or regular visitor who join the Academy are informed of the safeguarding arrangements in place, are given copies to read of the **Safeguarding, including Child Protection Policy, Staff Code of Conduct and Keeping Children Safe in Education 2020** They **will be informed who is the DSL** as well as other designated Safeguarding Team members. ( Maureen Connelly, Catherine Yule)
- In addition to reading Part One of the Guidance, staff working directly with students must also have read **Appendix A “Further Information”**
- Designated / Nominated Safeguarding Team staff members should ensure up to date and ongoing information is logged appropriately and (CPOMS – Child Protection On Line Monitoring System)
- All staff will receive an induction, ensuring they have an awareness of safeguarding and child protection issues, including the wider issues e.g. drug taking, e safety, CSE, FGM, alcohol abuse and truanting and peer on peer abuse. They will be given information relating to signs and symptoms of abuse, how to manage a disclosure, how to record the information and understand issues around confidentiality
- Staff need to be able to identify vulnerable students who need early help / support and understand the difference between a safeguarding concern and a student in immediate danger or at significant risk of harm. (i.e, have an understanding that although the words 'Safeguarding' and 'Child Protection' are often used interchangeably, they have different meanings - Safeguarding is what we do for all students, whilst Child Protection refers to the procedures we use for students at risk of significant harm or who have been harmed.)
- Staff should understand the importance of information sharing and respond to concerns in a timely fashion
- Staff will never promise confidentiality. They should employ the ‘Pass it on’ mantra.
- Every member of staff, including regular volunteers working with Wingfield students, are advised to maintain an attitude of *‘it could happen here’* where safeguarding is concerned. Staff and volunteers will always act in the interests of the student with concerns about their welfare and have a responsibility

to take action (*It is not the responsibility of staff and volunteers to investigate welfare concerns or to determine the truth of any disclosure or allegation.*)

- Where the Academy does not have the consent of the student to share information, it may still be lawfully shared if it is in the public interest and protects children from harm. To protect the victim and others. The DSL will weigh the victim's wishes against their duty. The DSL will consider the following when making confidentiality decisions:
  - Parents/Carers will be informed unless it will place the victim at greater risk
  - If a child is at risk of harm or is in immediate danger, or has been harmed, a referral to Children's Social Care will be made
  - Reports containing crimes such as rape, assault by penetration and sexual assaults will be passed on to the Police and the school CYPPO will also be made aware
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action and will not assume that someone else will deal with it. The principles and procedures remain the same
- Staff will not view or forward illegal images of a student. If they are made aware of such an image, they will contact the DSL
- The Academy will have at least two emergency contacts of each student where possible
- Attendance of students will be closely monitored and first day absences reported and parents/carers contacted
- For any Wingfield Academy student accessing alternative provision, the Academy will remain responsible for the student's welfare during their time elsewhere. The Academy will have obtained written confirmation that the provider has conducted all relevant checks on staff.
- For those students participating in Work Experience, the Academy will make checks to ensure appropriate safeguarding policies and procedures are in place

### **Inter- Agency Work:**

- Wingfield Academy will consider fully the context of whether wider environmental factors, such as safeguarding incidents outside of their families and other external factors are a threat to their safety and /or wellbeing.
- Wingfield Academy works closely with other agencies to provide a co-ordinated offer of support for students; social care, police, health services and other agencies, but especially with our onsite Early Help Team
- Early help means providing support as soon as a problem emerges. We work with other agencies to put processes in place for effective assessment of needs of individual students who may benefit from local services. This may be a student who: Is disabled and has specific needs / Has Special Educational Needs / Is a Young Carer / Is showing signs of engaging in anti-social or criminal behaviour / Is in a family circumstance presenting challenges for the student, such as substance misuse, adult mental health, domestic violence / Is showing early signs of abuse and/or neglect

### **Information Sharing and Reporting:**

- The DSL will consider the Academy's initial response and next steps, including any further communications, information sharing and reporting in line with Academy, legal and other agency procedural frameworks. Several factors will be taken into account such as: The nature of the incident, the victim's wishes, whether the incident was a one off or part of a pattern, any issues in a

wider context, any power imbalances, wider environmental factors and ultimately the best interests of the child's safety and wellbeing

- The Academy will report to the LA when they become aware that a student in privately fostered
- If a student is in danger a referral will be made to CSC (Children Social Care) and /or the Police immediately
- The Academy's Information Sharing Policy is based on the guidance document, **'Information Sharing: Advice for Practitioners Providing Safeguarding Services' DFE 2018**
- **The General Data Protection Regulation (GDPR), Data Protection Act 2018 and Human Rights Law** are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately. At Wingfield, we acknowledge that information sharing is vital in identifying and tackling all forms of abuse, and are especially important to identify and prevent child sexual exploitation and radicalisation.
- **Keeping Children Safe in Education (2019), paragraph 75 – 'The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe.'** **Paragraph 77 – 'This includes allowing practitioners to share information without consent.'** We adhere to the following principles:
  - Openness and honesty with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and their agreement sought, unless it is unsafe or inappropriate to do so.
- If there is in any doubt about sharing information, advice will be sought from other practitioners, or from the Information Governance Lead (Andrew Winch) without disclosing the identity of the individual where possible.
- Where possible, information is shared with consent, and where possible, respect is given to the wishes of those who do not consent to having their information shared. **Under the GDPR and Data Protection Act 2018** information can be shared without consent if, in our judgement, there is a lawful basis to do so, such as where safety may be at risk.
- When sharing or requesting personal information from someone, we will have a clear basis for doing so. Where consent is not given, we will be mindful that an individual might not expect information to be shared.
- Information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure:
  - We will ensure that the information shared is necessary for the purpose for which it is being shared, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely

### **Working with Parents / Carers:**

- We are committed to working in partnership with parents / carers to safeguard and promote the welfare of students and to support them to understand our statutory duties in this area, including our legal duty to assist colleagues in other agencies with child protection enquiries and what happens should there be cause to make a referral to MASH
- We are committed to working with parents / carers positively, openly and honestly and ensure that we respect their rights to privacy and confidentiality. Sensitive information about a student will not be shared without consent unless it is necessary to do so in order to safeguard a student from harm
- We will seek to share with parents / carers any concerns we have about their child, unless to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding

concerns will not prevent the DSL from making a referral to MASH in those circumstances where it is appropriate to do so.

### **Policy, Planning Review and Evaluation:**

- The policy will be regularly (at least annually) monitored, reviewed and evaluated for its effectiveness
- The needs of individual students will be taken into account when reviewing the policy

### **Implementation:**

- The Designated Safeguarding Lead (DSL) for Child Protection who has received appropriate training and support for this role – Lindsay Wootton Ashforth.
- We have a Nominated Advisor responsible for child protection – Susan Gladwin
- Every member of staff (including temporary and supply staff, regular visiting staff and volunteers) and Governing Body will know the name of the DSL responsible for Child Protection, along with the Core Safeguarding Team members: Maureen Connelly, Catherine Yule. Their role and the names of these staff and their photographs are on posters visible in Academy and issued on a card to all visitors to the Academy for reference. Staff should wear identification lanyards in the building.
- All staff and volunteers through induction and training, should be alert to the signs of abuse and take responsibility for referring any concerns to the DSL for Child Protection as the first point of contact, (or any other member of the Core Safeguarding Team) in line with local safeguarding arrangements. If a student is in immediate danger or is at risk of serious harm, a referral should be made to Social Care (MASH) and / or Police by the DSL if possible. However, anyone can make a referral, but in this case, the DSL should be informed at the earliest opportunity
- Parents / Carers should be made aware of the responsibility and obligations placed on the Academy and staff for Child Protection
- Staff are trained to handle disclosures sensitively.
- Where an alleged incident took place away from the Academy safeguard or on line, but involved Wingfield students, our duty to safeguard the students remains the same
- Notification to Social Care / Attendance Officer if there is an unexplained absence of more than two days of a student who is on the Child Protection Register.
- Development of effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at Case Conferences and other relevant meetings.
- Keep written records of concerns about students, via CPOMS (Child Protection Online Management System) even where there is no need to refer the matter on immediately
- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Follow procedures where an allegation is made against a member of staff or volunteer. (**Complaints Policy**)
- Ensure safer recruitment practices are followed.
- The DSL should work closely with Mental Health Leads within the borough

### **Academy Student Support:**

- The content of the curriculum: Activities and opportunities for students to develop the skills they need to identify risks and to stay safe will be offered, particularly through SMSC and PSHE lessons, as well as within sanctioned Academy activities and assemblies
- Development and pursuance of the Academy ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- Ensure that students are encouraged to talk, are listened to and are safe. They will be able to talk freely to any member of staff if they are worried or concerned about something



- Every student will know what the adult will have to do with any information they have chosen to disclose, reassured, supported and kept safe. re causing a problem or made to feel ashamed. Students will never be made to feel like they
- Victims will always be taken seriously
- The Academy Behaviour for Learning Policy, which is aimed at supporting vulnerable students, but included in the high expectations of good behaviour by all students. The Academy will ensure that the student knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- The Academy will liaise with other agencies that support the student such as; Early Help Team, Children and Young Peoples' Services, Child and Adult Mental Health Service (CAMHS), Educational Psychology Service and Barnado's
- The Academy will ensure that, where a student on the Child Protection Register leaves, their information is transferred to the new educational setting immediately and that the student's social worker is informed.
- The Academy will ensure that there are direct and secured links between mental health and safeguarding. Strong and effective partnership will form the cornerstone of this support for students and their families.

### **Safeguarding - Out of Hours policy and practice in times of Academy closure**

- During times of school closure, the Academy website will be the primary source of safeguarding advice and information for the wider school community. Parents/carers will be signposted to key sources of support whilst the Academy is closed (weekends / school holidays) should advice, support and / or guidance be needed to safeguard a Wingfield Academy student.
- A Wingfield Academy bespoke email address will be available for any concerns to be forwarded to Core Safeguarding Team which is comprised of the DSL - Lindsay Wootton Ashforth, Phil Davis – Head Teacher and Lee Hill – Assistant Head Teacher, all of whom have undertaken the Safeguarding Level 3 –Designated Officer training. During times of school closure, the Core Team will manage the safeguarding email address on a duty rota. Incidents will be triaged to MASH when necessary.
- Parents and carers will be directed to complete a 'Worried about a Rotherham child' online form OR contact the Out of Hours MASH multi agency support hub for advice and / or information OR to make a contact or a referral or directly to social care. This information will be prominently displayed on the Academy's homepage.
- Pastoral Leader mobile telephones will be diverted to a voice mail message directing parents to the Academy website and Rotherham MASH Out of Hours Service if required where specific safeguarding information will be held.
- The Academy has one mobile telephone that is held by the on-duty DSL. The primary function of this device is to enable professionals to make contact with the DSL / Deputy DSL during school opening hours as at times the DSL / Deputy may be off-site. The use of this mobile number is restricted to multiagency professionals. This mobile phone is not for parental / carer and or student use. This mobile telephone will be turned off when the Academy is closed. The contact number for the safeguarding mobile will not be available to wider community.
- All Academy staff are not permitted under any circumstance to share personal contact information with parents / carers and or students. Academy mobile telephones will be used for contact with the families / carers of students (please refer to Notes of Guidance for Adult-Student Relationships 2020/21 point 5 and the Staff Code of Professional Conduct).

- Pastoral Leaders will have an automated out of office email that will be in operation during Academy closure, this will be in operation from 4.00pm on a Friday until the Academy re-opens. The email will direct parents / carers to the main school switchboard and the Academy website where key signposting information will be located.
- The main school telephone switchboard will have a voice automated message that will signpost the wider school community to the Academy website and to the Rotherham MASH for adults wishing to report concerns of a safeguarding nature and / or obtain information and advice.

### **Training and Development:**

- Roles and responsibilities of designated associate staff members implementing the policy are reassessed and reinforced regularly
- Staff and Governors where possible will be kept abreast of any new developments to enable better understanding. E.g. Topics include types and signs of abuse, including: Peer-on-Peer Abuse, So-called Honour-based Violence, FGM, CCE Child Criminal Exploitation, Upskirting, Mental Health and PREVENT. Understanding the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers can be overcome
- Updated copies of the policy are available to staff the public and parents / carers on the Academy Website or on request at the Academy
- Annual training is provided for all staff, including volunteers at the beginning of each school year and on a needs basis, e.g. when local, national or international emerging issues arise, new protocols and practices are introduced or as a new member of staff / volunteer
- The policy will be updated and developed to best address the Academy's and the student's needs and at least annually
- Ongoing training will be undertaken regarding safeguarding and child protection (At least annually, with regular updates)
- All school staff should be able to identify students who would benefit from early help

### **Legal Frameworks, Legislation & Statutory Guidance:**

Our policy and procedures are derived from guidance and information, statutory law and legislation for schools:

- DfE Behaviour and Discipline in Schools Guidance
- Mental Health and Behaviour in Schools Advice for School Staff
- Keeping Children Safe in Education September 2020 (KCSIE) (Part One and Annex A)
- Working Together to Safeguard Children 2020
- Data Protection Act 2018
- The Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR), Data Protection Act 2018 and Human Rights Law
- The Equality Act 2010
- PREVENT Duty Guidance 2015 (Section C of the Counter-Terrorism & Security Act 2015 Section 26)
- Female Genital Mutilation Act 2003
- Section 89 Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2014
- Power to Tackle Poor Behaviour Outside School
- The Race Relations Act 1976

### **Other Relevant Academy Policies:**

- Alternative Provision

- Anti-Bullying / Anti-Social Behaviours
- Attendance and Punctuality
- Behaviour For Learning
- Children in Public Care (LAC)
- Staff Code of Conduct
- Corporate Transport
- Intimate Care Policy
- On line Safety
- PREVENT Duty (FGM / So Called Honour Based Violence)
- Positive Handling
- Whistle Blowing
- Social Media Policy

### **Useful Contacts:**

Local Authority Children's Social Care / Multi-Agency Safeguarding Hub (MASH) 01709 336080

South Yorkshire Police                      Non-Emergency 101              Emergency 999

Rotherham Safeguarding Children's Unit (LADO / Duty Advice) 01709 823914

Education Safeguarding Officer (Sherran Finney) 01709 822690 [Sherran.finney@rotherham.gov.uk](mailto:Sherran.finney@rotherham.gov.uk)

Rotherham LSCB [www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding) [www.rotherhamschproceduresonline.com/index](http://www.rotherhamschproceduresonline.com/index)

Childline 0800 1111

NSPCC Confidential Helpline 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

E Safety [www.saferinternetmatters.org.uk/](http://www.saferinternetmatters.org.uk/)

Sexual Abuse in schools - NSPCC report Abuse in Education helpline: 0800 136663 OR [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Support Materials:

### Specific Safeguarding Issues:

Staff will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another. However, for Child Protection purposes, abuse falls into a number of categories: physical abuse, sexual abuse, emotional abuse and neglect. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them or more rarely, by a stranger. They may be abuse by an adult/s, or by another child or children.

- **SEND:** Additional vulnerabilities and barriers exist when recognising the abuse and neglect of students with SEND, thus causing additional safeguarding challenges:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a student's disability without further exploration

Students with SEND can be disproportionately impacted by things such like bullying, without showing any outward signs

Communication barriers and difficulties in overcoming these barriers

Where there are any concerns raised about the safety and welfare of students with SEND, we will ensure that these will be treated in the same way as with any other student, with careful consideration of any additional needs and mindfulness of additional support required to keep themselves or others, safe. This will be via Care Plans or Grids For Learning

- **Child Sexual Exploitation (CSE):** Is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity either in exchange for something the victim needs or wants and /or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology. CSE

can occur in all communities and amongst all social and ethnic groups and can affect boys and girls. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess. Academy staff are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately. Staff also should have an awareness of the criminal exploitation of children across 'county lines.' Criminal exploitation of children is a geographically widespread form of harm that typically crosses county boundaries. Key to identifying potential involvement are 'missing episodes.' That is when a child may have been trafficked and/or groomed for the purpose of transporting drugs. Like other forms of abuse and exploitation, this can affect any child under the age of 18 and can appear consensual and could involve threats of violence and enticement. Extra vigilance will be given particularly regarding absence and punctuality in this regard

**Drug and Alcohol Abuse:** (Student and Parents/ Carers) Parents' / Carer's dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include:

- physical maltreatment and neglect

- poor physical and mental health
- development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use
- poor school attendance due to inappropriate caring responsibilities
- low educational attainment
- involvement in anti-social or criminal behaviour

In adolescence, the effects of long-standing abuse or neglect may become apparent in mental health problems, or behaviour which puts the young person at increased risk such as drug and alcohol misuse and offending. Staff should understand the potential impact of problem alcohol and drug use on students and how that combines with other risk factors.

*(DfE: 2014) states that 'school staff can search a pupil for any item if the pupil agrees' noting that the ability to give consent may be influenced by the child's age or other factors. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include alcohol and illegal drugs. The law says that the person conducting the search may not require the pupil to remove any clothing other than outer clothing.*

## County Lines:

Child Criminal Exploitation (CCE) is a growing issue where gangs target vulnerable children to get them to carry out criminal activity. Children who have been exploited and/or trafficked should be treated as victims rather than suspects.

'County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children to act as drug runners or move cash so they can stay under the radar of law enforcement. Those exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business. Unfortunately, as seen in child sexual exploitation, children often don't see themselves as victims or realise they are being groomed to get involved in criminality.

Some signs to look out for include:

- Change in mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional)
- Substance misuse and/or drug paraphernalia
- Changes in the way the young person dresses
- Unexplained, sometimes unaffordable new things (e.g clothes, jewellery, phones etc)
- Young people going missing, maybe for long periods of time
- Young people seen in different cars / taxis driven by unknown adults

- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries

Any staff who suspect that a student may be vulnerable to or involved in this activity will report concerns to the DSL immediately

- **Peer on Peer Abuse:** This occurs when a young person is exploited, bullied or harmed by their peers, who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. It can take various forms including: On line abuse, including 'sexting', sexual harassment, sexual violence and other harmful sexual behaviours and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Key areas where peer on peer abuse occurs are: Teenage relationship abuse / Bullying, including online / cyber bullying and prejudice based bullying / 'Sexting' / Gender based violence / violence against girls and young women / Issues relating to gang activity and youth violence.

The Academy will not tolerate abuse, even in the guise of 'banter' or 'part of growing up.' Victims will be supported, mediation processes, a fair and equal investigation will be made (with statements) and appropriate sanctions given if necessary. In cases of 'sexting,' guidance will be followed from the **UK Council for Child Internet Safety (2017)** The Academy will take a preventative and awareness raising approach, including discussions within the curriculum and Tutor Time, assemblies and PHSE lessons (**Anti-Bullying, including Anti-Social Behaviours Policy**) Raising awareness of staff will be through Safeguarding Induction and any other further additional training

- **Female Genital Mutilation (FGM) & So-Called Honour Based Violence:** FGM is part of the procedures around 'Honour based Violence,' which is defined as 'crimes which have been committed to protect and defend the honour of the family and/or community, including FGM, Forced Marriage and practices such as 'Breast Ironing.' All forms of so called HBV are abuse, regardless of the motivation and will be handled as such. Where staff are concerned that a student might be at risk, they will contact the Designated Safeguarding Lead as a matter of urgency.

FGM refers to the procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK

The Academy has due regard to the mandatory reporting duty, which places a statutory duty on teachers to report personally to the police where they discover that FGM appears to have been carried out on a girl under 18 years old. Staff will be vigilant and report concerns promptly to the DSL

- **PREVENT Duty - Preventing Radicalisation and Extremism:** Staff have due regard to the **PREVENT Duty Guidance 2015, in which Section C of the Counter-Terrorism and Security Act 2015 Section 26** aims to prevent students from being drawn in to extremism and terrorism. Staff are in a key position to spot signs of radicalisation and will continue to be alert to the changes in a student's behaviour which could indicate that there may be in need of help or protection. Our judgement will be used in identifying those who might be at risk of radicalisation and staff will act proportionately. Concerns will be reported to the DSL. By offering a broad and balanced curriculum that aims to prepare students for life in modern Britain, we ensure that students understand how people with extreme views share them with others, especially by using the internet. Teaching the Academy's core values alongside fundamental British Values, supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We will

engage with parents and families and assist and signpost them to support mechanisms when concerns arise, e.g. Police or Rotherham CSCS

**Online Safety:** The Academy understands its responsibility to educate our students about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. Guidance given by the **UK Council for Child Internet Safety (UKCCIS) 2017: Sexting in schools and colleges, responding to incidents and safeguarding young people.**

The predominant issues associated with this are:

Content – exposure to illegal, harmful or inappropriate material

Contact – harmful online interaction with others

Conduct - online behaviour that increases the likelihood, or causes harm

When students use the Academy's network to access the internet, they are protected from inappropriate content by our robust filtering and monitoring systems. All students have their own personal password for computer access.

Students are not allowed to use personal mobile phones or other devices whilst in the Academy and such use may result in confiscation.

- **Youth Produced Sexual Imagery (Sexting):** Sharing photos and videos on line is part of daily life for many people, enabling them to share their experiences, connect with friends and record their life. Photos and videos can be shared as text messages, e mail, posted on social media or increasingly via mobile messaging apps, such as SnapChat, Facebook Messenger or WhatsApp. The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves and also sending and receiving explicit text messages. This can expose them to risks, particularly if the images are shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. The production and sharing of sexual images of under 18s is illegal.

- **Upskirting**

**The Sexual Offences Act 2003** has two new offences behaviour to cover the practice of upskirting. Upskirting is the act of taking a sexually intrusive photograph up someone's skirt without their permission. It is usually performed in a public place, such as on public transport or in a nightclub, among crowds of people, making it harder to spot people taking the photos. The new offences apply when:

- Without consent, an individual operates equipment or records an image beneath a person's clothing
- The offender has a motive of either obtaining sexual gratification or causing humiliation, distress or alarm to the victim.

### **Reporting Sexual Abuse in Schools**

Children and staff should feel well supported and encouraged to freely report any form of abuse of a sexual nature that takes place upon school site. This abuse, even if historic should be reported to the Academy and multi-agency partners should be contacted if support is required for example police, social care. Following the rape culture testimonials on the 'Everyone's Invited' website, the Academy has re-affirmed its reporting mechanisms to all students so should individuals ever have the need to report a feeling of being unsafe; the student population is clear on the communication protocol in existence that will record their concern and how this will be followed up and actioned within the Academy.

## **Additional Safeguarding Issues:**

- **Children Missing from Education** are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education other than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) in later life.

The Academy follows the procedures (first day calling, reporting to Social Care for vulnerable students and monitoring and tracking by Attendance Officer (Katie Knight) for unauthorised absence, particularly on repeat occasions and for dealing with students who go missing from education, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in future. Staff are alert to signs to look for and individual triggers to be aware of when considering potential safeguarding concerns as travelling to conflict zones, FGM and forced marriage

Parents / Carers are expected to ensure that at least two emergency contacts for their child are given

**Looked After Children (LAC) and Private Fostering:** There is a Designated Teacher for LAC, (Catherine Yule) who works closely with the Virtual School Team and Local Authority

A Private Fostering arrangement is one that is made privately (without the involvement of the Local Authority) by someone who other than a parent or close relative in their own home, with the intention that it should last for 28 days or more. It is a criminal offence if parents and private foster carers do not carry out their legal duty to inform the relevant authority at least six weeks before the arrangement is due to start.

The Academy has a duty to inform the Local Authority of any private fostering arrangements. Steps will be taken to verify the relationship of the adult to the child

### **Staff or Other Adult's Conduct / Whistleblowing:**

Any concerns about the conduct of other adults in the Academy will be reported to the Head Teacher ( or the DSL where this is not possible.) Any concerns about the Head Teacher should be reported to the Chair of Governors (Susan Gladwin) In some cases, it will be necessary for the LADO (Local Authority Designated Officer) will be involved.

Any relationships and associations that staff have in the Academy or outside, (including on line,) may have an implication for the safeguarding of students in the school and as such, staff must alert the DSL / Head Teacher

Where there are concerns about the way safeguarding is carried out – staff will refer to the Whistleblowing Policy. Such a disclosure must be about something that affects the general public, such as: A criminal offence has is being or is likely to be committed, a legal obligation has been breached, there has been a miscarriage of justice or the health and safety of any individual has been endangered.

***The NSPCC Whistleblowing Helpline on behalf of the Government: 0808 800 5000***

## **Definitions and Types of Abuse:**

**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. They may be abused by an adult/s or another child / children

### **Physical Abuse:**

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

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

### **Emotional Abuse:**

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve convey to a child that they are worthless or unloved, inadequate or valued on in so far as they meets the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying,) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. 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 them. These may include interactions that are beyond their developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual Abuse:**

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

### **Neglect:**

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

Neglect may involve a parent / 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 and may also include neglect of, or unresponsiveness to, a child's basic needs, failure to ensure adequate supervision, including the use of inadequate care givers and failure to ensure appropriate medical care or treatment. It may also include neglect or, or unresponsiveness to a child's basic emotional needs

### **Indicators, Risks and Signs :**

## **Child Sexual Exploitation:**

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from the Academy
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicious of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being.

## **Female Genital Mutilation (FGM):**

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

## **Peer on Peer Abuse**

- Bullying, including online/cyber bullying and prejudice-based bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as 'youth produced sexual imagery')
- Initiation (also referred to as 'hazing) type of violence

## **RADICALISATION or EXTREMISM:**

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups

- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

As with other safeguarding risks, staff will be alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme. **Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the **LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.**

#### Useful Contacts:

Local Authority Children's Social Care Multi-Agency Safeguarding Hub (MASH)	01709 336080
South Yorkshire Police	Non-Emergency 101 / Emergency 999
Rotherham Safeguarding Children's Unit (LADO / Duty Advice)	01709 823914
Education Safeguarding Officer (Sherran Finney)	01709 822690 <a href="mailto:Sherran.finney@rotherham.gov.uk">Sherran.finney@rotherham.gov.uk</a>
Rotherham LSCB	<a href="http://www.rotherham.gov.uk/safeguarding">www.rotherham.gov.uk/safeguarding</a> <a href="http://www.rotherhamschproceduresonline.com/index">www.rotherhamschproceduresonline.com/index</a>
Childline	0800 1111
NSPCC Confidential Helpline	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
On-Line and E Safety	<a href="http://www.saferinternetmatters.org.uk/">www.saferinternetmatters.org.uk/</a>

#### Addendum (in response to COVID-19)

##### Staff/Student Electronic Communication: COVID-19

**The safety and welfare of the school community as a whole remains the overarching priority of Wingfield Academy.**

Safe and effective academy/student communication during Covid -19 is essential. It is important that all parties are aware of the protocols that govern this area of practice in order to maintain the safeguarding of all concerned.

- Staff are to contact students using the platforms of Zoom and Google Meets only
- Staff are prohibited from direct / private messaging students
- Year 10 telephone tutorials - staff are to use academy telephones in designated / assigned work areas to contact students at home
- Safeguarding concerns to be passed directly to the DSL (Lindsay Wootton Ashforth) with immediate effect