

Jerry Clay Academy

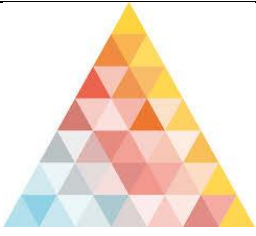


Safeguarding and Child Protection Policy

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VERSION CONTROL TABLE

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TERMINOLOGY

Currently all Accomplish MAT schools are based within the Wakefield district area. As such, and because we work in partnership with Wakefield Safeguarding Children Partnership, the terminology we use in schools is based on the terminology used by the local authority.

Child/Children includes everyone under the age of 18.

Safeguarding Protecting children from maltreatment. Preventing the impairment of their mental and physical health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care, taking action to enable the best outcomes.

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

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

Early Help Assessment All EHAs offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. EHAs require consent and should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

CAF – Common Assessment Framework is one form of early help inter-agency assessment.

EIP Service – Early Intervention and Prevention Service

TEH - Targeted Early Help

TAC/F/S/EY Team around Child/Family/School/Early Years Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity. Parent refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

LADO – Local Authority Designated Officer/Designated Officer a post in the local authority, to coordinate and manage allegations against staff. Social Care

MASH – Wakefield's children social care/Family services/Integrated Front Door/Multi Agency Safeguarding Hub

CAMHS Child and adolescent mental health service

WSCP Wakefield Safeguarding Children Partnership. This has replaced WDSCB Wakefield District Safeguarding Children Board.

Signs Of Safety – an approach to family intervention work, used across the Continuum of Need.

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

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

ACCOMPLISH MAT SAFEGUARDING AND CHILD PROTECTION POLICY

Accomplish MAT is committed to safeguarding and promoting the welfare of all its students. The purpose of Jerry Clay Academy's Safeguarding Policy is to ensure every child who is a registered student at the academy is safe and protected from harm. This means the academy will always work to:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protect children from maltreatment, whether that is within or outside the home, including online
- Prevent the impairment of children's mental and physical health or development
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best outcomes.

Our core safeguarding principles are:

- Our responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- Safer children make more successful learners.
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.
- Actions will always be taken in the best interests of the child.

This policy applies to all students, staff, parents, governors, Trustees, volunteers and visitors.

AIMS

The aims of this policy are:

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To give clear direction to staff, volunteers, visitors and parents about expected behaviour and the legal responsibility to safeguard and promote the welfare of all children at the academy.
- To demonstrate Jerry Clay Academy's commitment with regard to child protection to pupils, parents and other partners

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the; [West Yorkshire Consortium Procedures West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures](#)

WSCP Wakefield Safeguarding Children Partnership [Home page](#)

RATIONALE

The child's welfare is of paramount importance to us at Accomplish MAT. As such, Jerry Clay Academy will establish and maintain an ethos where students feel safe, are encouraged to talk and are listened to. Our aim is that children at Jerry Clay Academy will be able to share their concerns to any member of staff. The academy will ensure that children receive the right help, at the right time to address risk and prevent issues from escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. The academy recognises that staff play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude that **"safeguarding and promoting the welfare of children is everyone's responsibility"** and a mindset that **"it could happen here"** where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

At all times, we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with, [Keeping Children Safe in Education 2025](#) , [Working Together to Safeguard Children](#) (DfE) and local safeguarding partners procedures.

Jerry Clay Academy will protect and support our vulnerable children, children who need support through early help, children in need, children who have a child protection plan and children who are in the care of the local authority. The academy will usually endeavour to discuss all concerns with parents or carers about their child or children. However, there may be exceptional circumstances when the academy will discuss concerns with social care and/or the police without parental knowledge, if doing so is the safest option for the child.

As a centre for learning we will ensure that all staff and volunteers are trained to know how to recognise indicators of abuse, neglect and exploitation, how to respond to a disclosure from a child and how to record and report this information. Staff will not make promises to any child and will not keep secrets. The adult will make it clear to the child what they will have to do with any information they have chosen to disclose. Staff will ask for support if they are unsure about how to proceed.

Throughout the curriculum, we will provide activities and opportunities for children to develop the skills they need to adopt healthy habits, identify and reduce risks and stay safe. This will also be extended to include material that will encourage children to develop essential life skills including the promotion of mental health and well-being.

LEGISLATION

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children \(2023\)](#)
- [Keeping Children Safe in Education \(2025\)](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings \(Feb 2022\)](#)
- [What to do if you're worried a child is being abused \(DfE March 2015\).](#)
- [Information Sharing: Advice for practitioners](#) (DfE March 2015, updated May 24).

- [The Prevent Duty 2023: Departmental advice for schools and childcare providers \(revised DfE 2024\);](#)
- [Mandatory Reporting of Female Genital Mutilation – procedural information \(Home Office October 2015\).](#)
- [The Human Rights Act 1998](#)
- [Equality Act 2010.](#)
- [Behaviour in schools Advice for headteachers and school staff Feb 24](#)
- [Meeting digital and technology standards in schools and colleges \(updated Mar 2025\)](#)
- [SEND code of practice: 0 to 25 years \(DfE 2014\)](#)
- [Supporting pupils at school with medical conditions \(DfE 2014\)](#)
- [Statutory Framework for the Early Years Foundation Stage](#)
- [Working Together to Improve Attendance](#)

ASSOCIATED POLICIES

- Staff Code of Conduct
- Anti-bullying Policy
- Behaviour Policy
- Positive Handling and Restraint Policy
- Recruitment and Selection Policy
- Whistle-blowing Policy
- Managing Allegations Policy
- Attendance Management Policy
- Online Safety including remote teaching and learning
- Health and Safety Policy
- Critical Incident Policy
- GDPR Policy
- Supporting Students with Medical Conditions
- Educational Visits Including Overnight Stays
- RSHE Policy

ROLES AND RESPONSIBILITIES

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in [Keeping Children Safe in Education 2025](#) of which appropriate sections will be issued to all staff.

Trust responsibilities

The trustees of Accomplish Multi-Academy Trust, the governing body of Jerry Clay Academy and the Headteacher are accountable for ensuring the effectiveness of this policy and compliance with it. Although the trustees and the academy governing body have overall responsibility to safeguard and promote the welfare of students, including a named trustee who has strategic leadership responsibility for safeguarding arrangements ensuring that duties are complied with under legislation, this is delegated at the academy level to the governing body, who also have a specified representative who champions safeguarding within the academy.

The Trust Board are responsible for

- providing an annual policy that meets the statutory requirements. Each academy is then responsible for ensuring this policy is fit for purpose in relation to local contextualised safeguarding need.
- Ensuring safer recruitment practices are followed in accordance with the requirements of [Keeping Children Safe in Education](#) DfE (2025);
- providing executive oversight of safeguarding, including the arrangement of external reviews and executive response to such reviews.
- procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- they oversee that any weakness regarding safeguarding arrangements are remedied immediately once they are brought to attention.

Full responsibilities of trusts, governors and senior leaders are set out in Part 2 of [Keeping Children Safe in Education 2025](#).

Local Governing Board Responsibilities

The Local Governing Board will ensure that

- the safeguarding policy is available publicly via the academy website and has been adapted to reflect academy people and practices and is written in line with local authority guidance and the requirements of the safeguarding partners' policies and procedures.
- the academy contributes to inter-agency working in line with [Working Together to Safeguard Children \(2023\)](#);
- a senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the designated safeguarding lead (DSL). There will always be cover for this role.
- all staff receive induction in academy safeguarding on appointment and are provided with a copy of this policy and the staff code of conduct.
- all staff, including academy council representatives, undertake appropriate child protection training that is updated regularly and at least annually.

The governing body will receive an annual safeguarding report from the DSL that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the academy. It will also record a summary of all safeguarding activity and will inform the governing body how the academy meets its statutory requirements. The governing body will also undertake a range of 'safeguarding visits' over the year to monitor compliance within the safeguarding agenda.

Headteacher Responsibilities

At Jerry Clay Academy, the Headteacher is responsible for:

- appointing a member of the senior leadership team (with qualified teacher status) to be the designated safeguarding lead (DSL).
- identifying alternative members of staff to act as the deputy designated safeguarding lead (DDSL) in their absence to ensure there is always cover for the role.
- ensuring that the policies and procedures are noted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect and are followed by all staff.

- ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- liaising with the local authority designated officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- ensuring that the academy undertakes all safeguarding practices and procedures required by the trust or the local authority.
- ensuring that a suitable programme of staff CPD is pulled together and delivered to staff ensuring that contextualised safeguarding risks are covered.

Designated Safeguarding Lead Responsibilities

We will ensure that an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of Designated Safeguarding Lead (DSL) The DSL will take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description.

We recognise this role carries a significant level of responsibility and they will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The designated safeguarding lead will:

- carry out their role in accordance with the responsibilities outlined in Annex B of [Keeping Children Safe in Education DfE \(2025\)](#).
- provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in a timely fashion on CPOMS. If this resource is not readily available at the time, then a paper record (Cause for Concern form) should be made and handed to the DSL and then scanned into CPOMS as soon as is practical.
- during term time and academy hours will be available, or ensure a DDSL is available, for staff in the academy to discuss any safeguarding concerns. Outside of school hours the DSL will ensure that staff have details of social services and police numbers to refer directly to them.
- manage referrals and will; refer cases of suspected abuse to children's social care, refer cases to the Channel programme if there is a radicalisation concern, to refer relevant cases to the disclosure and barring service, and to the Police where a crime may have been committed.
- oversee written records in CPOMS, including child protection files, ensuring that they are kept confidential and are stored securely.
- ensure that all staff members and volunteers are aware of the policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.
- liaise with safeguarding partners and other agencies where necessary.
- through regular training, knowledge and experience, be equipped to attend and contribute to child protection case conferences, strategy discussions and other interagency meetings.
- deliver the first line of induction training within the academy, and regular updates to all staff to ensure their understanding is current and effective.

- help promote education outcomes by sharing information appropriately, about the issues that children, including children with a social worker, are experiencing, or have experienced, with the teacher and leadership staff.
- understand the filtering and monitoring systems and processes in place, as part of lead responsibility for online safety.

Deputy Designated Safeguarding Lead Responsibilities

Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability Of DSLs

During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally we would hope that the DSL was available in person, on occasion phone or skype etc may be appropriate. We will arrange adequate and appropriate DSL cover for any out of hours/out of term activities.

Outside of term time, any concerns should be reported directly to Wakefield Social Care MASH If you are concerned that a crime is taking place, or that a child is in immediate risk of harm you should contact the police.

WAKEFIELD SOCIAL CARE MASH

Phone; 0345 8503 503

Minicom: 01924 303450 (type talk welcome)

Email; social_care_direct_children@wakefield.gov.uk

SAFE PRACTICE, STAFF CONDUCT AND THE ABUSE OF TRUST

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff.

Good practice includes:

- treating all pupils with respect
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour / Mental Health issues may be an indicator of abuse
- setting a good example by conducting ourselves appropriately, including online.
- involving pupils in decisions that affect them

- encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils or being overly familiar
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- avoiding taking photos of pupils on personal mobile phones.
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, missing education and appropriate IT/social media use.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when pupils are present.
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- referring all concerns about a pupil's safety and welfare to a DSL, or, if necessary, directly to police or children's social care
- following the school's rules with regard to communication with pupils and use of social media and online networking, not communicating with students outside of school systems.
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.
- report any concerns/low level concerns about other staff members or self.

For further details please refer to the Trust Staff Code of Conduct.

TRAINING AND INDUCTION

It is important that all staff and volunteers have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern, including dealing with Sexual Violence and Sexual Harassment, Early Help responsibilities and whistleblowing.

All staff, including site staff, volunteers and the Headteacher, will be inducted in and then regularly trained in Safeguarding, including sexual violence and harassment and online safety. They will be given regular updates by the DSL team during weekly staff briefings and/or staff meetings. Relevant safeguarding CPD opportunities can also be shared via e-mail.

Staff will receive input at staff meetings termly. All school staff receive education specific basic safeguarding refresher training every year with DSL team top ups in between. Alongside this all of our staff are aware of and trained in the following: PREVENT, FGM and Honour Based Abuse, Child Exploitation and Domestic Abuse (Operation Encompass), Safer Working Practices in Education

guidance 2022 (saferrecruitmentconsortium.org). All staff and governors will undertake online safety training for education staff as well as training relating to filtering and monitoring.

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, appropriate parts of KCSIE, details of the DSL's and their role, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct, CME and behaviour policy and the whistleblowing policy. Staff will sign to say they have received this and understood and will be tested to ensure comprehension.

Staff are trained to seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the students wishes and feelings to act in their best interests e.g. in case of CSE/CCE where, as a result of perpetrator grooming, the student states they do not want any intervention. Our staff are trained in ACEs Adverse Childhood Experiences, they understand and aim to work towards trauma informed practice.

All DSLs and DDSs will receive strategic level safeguarding training every 2 years. They will also receive training relating to [the PREVENT Duty](#) and the Channel referral process in line with their responsibilities. DSLs will also complete additional training, at least annually, to support them in their role, especially in relation to working with additional agencies including the local authority so that their understanding reflects local protocols.

The DSL team may invite governors to any staff operational training/ include them in staff safeguarding newsletters etc, whilst acknowledging this just for interest/understanding and is in addition to the strategic level training they require

The Headteacher and Chair of Governors are encouraged to undertake managing allegations against staff training/ or to have read and understood Part 4 of KCSIE.

Any member of staff involved in recruitment of staff/interview panels etc is encouraged to read part 3 of KCSIE and undertake the Safer Recruitment training – at least one member of interview panel must be trained.

All training will be noted in the training file, including sign in sheets, certificates and test/quiz results and monitored to flag in advance when updates are required. Any training done by third party or independent providers will reflect local protocols and contextual issues.

The booklet '[What to do if you're worried a child is being abused](#)' 2015 and Part One & Annex A of [Keeping Children Safe in Education 2025](#) is available in school as an additional point of reference for all staff. Safeguarding staff will also have access to [Working Together to Safeguard Children 2023](#).

Leaders will routinely check staff have understood the training received strategies including quizzes, safeguarding walks etc. They will collate results and follow up on any identified misunderstandings if they arise.

CHILDREN WHO ARE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice

and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

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

- Disabled
- have special educational needs
- Young Carers
- Children who need a social worker
- Children in Care/ those recently returned to family from care
- Children persistently absent from education
- Children Missing Education CME
- Electively Home Educated
- privately fostered
- LGBT (lesbian gay bisexual trans)
- asylum seekers
- living transient lifestyles
- do not have English as a first language
- affected by domestic abuse
- substance misuse/drug use
- parental mental health issues
- affected by mental health issues including self-harm and eating disorders
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- perplexing presentations
- taking part in anti-social behaviour or at risk of gang and youth violence
- at risk of exclusion due to behaviour that may be trauma related
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE, CCE or trafficking
- at risk of Honour Based Violence/Abuse (HBV/A) including female genital mutilation (FGM), forced marriage at risk of marriage before 18 – illegal in UK and breast ironing.

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

SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities. Our school staff are alert to this and the additional barriers that can exist when recognising abuse and neglect in this group of children:

- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition or disability without further exploration
- Over empathising with parents/carers to the detriment of the child's best interests
- Children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in managing or reporting these challenges

We work to address these additional challenges and consider the extra time and specific support required to allow these children to communicate effectively. Extra consideration will be given if using restraint and the impact this can have for children and young people experiencing abuse.

Children with a social worker

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

Barriers to Disclosure

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation of language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

CURRICULUM

Children are taught to understand relationships, respect and promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Relationships and Sex Education (RSE) lessons and in all aspects of academy life. We will have a consistent approach of following a robust sequential RSHE program. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

Our approach is designed to help children to think about risks they may encounter both on and offline and have help to work out how those risks might be overcome and the support available to

them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about consent, online safety, including sharing nudes/semi nudes and bullying procedures including the legalities and consequences and where to go for help. We mark anti bullying week, children mental health week, internet safety day etc. and respond to local issues such as delivering Water Safety messages to all our students.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. Pupils also have access to a wide range of support both on and offline. Childline is regularly promoted especially over school holidays. However, all our pupils are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret, and that information will need to be shared. We have clear links between our RSE lead and the DSL team to support vulnerable students with these sensitive topics.

For more information see our RSHE Policy on our website ([Relationships-Sex-and-Health-Education-Policy-draft.pdf \(jerryclayacademy.wakefield.sch.uk\)](#)).

We will follow the latest guidance on RSHE education. This version becomes statutory in September 2026, and we will continue to work towards meeting and embedding these standards over the upcoming academic year.

[Relationships and sex education \(RSE\) and health education](#) - GOV.UK (www.gov.uk)

We acknowledge and sign up to Wakefield's Young Peoples Charter and actively promote this across school.

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

We use Wakefield Resilience framework to build resilience in our students. The Wakefield Resilience Framework (riskandresilience.org.uk)

We also use the primary schools NSPCC PANTS program - [PANTS resources for schools and teachers | NSPCC Learning](#) for our younger pupils and the Speak Out Stay Safe programme with older pupils. – [Speak Out Stay Safe NSPCC Learning](#).

[Childline](#)

Pol-Ed Police and education designed lesson plans on range of police/safety topics. [Pol-Ed](#) - A positive force in education Links with RSHE curriculum

FILTERING AND MONITORING

Limiting students' exposure to risk. We understand we cannot eliminate all risk and that a managed system in school is preferable to a completely locked down system. We guide students to manage online risk through our online safety teaching. The school will follow the standards laid out in the below.

[Appropriate Filtering and Monitoring - UK Safer Internet Centre Meeting digital and technology standards in schools and colleges](#) - Guidance - GOV.UK (www.gov.uk)

These standards include.

- Identifying and assign roles.
- Review at least annually and record.
- Block harmful and inappropriate content (including community languages in your school community) without over blocking for teaching and learning.

We have effective monitoring strategies to meet needs of our school/college.

Our Provider is Securely Reporting through Primary ICT. We have checked them against the UKSIC checklist and tested the filtering ourselves. Our governor is Helen Jones.

See Filtering and Monitoring | SWGfL

Our SLT member is Tony Palin and has responsibility for.

- procuring filtering and monitoring systems documenting decisions on what is blocked or allowed and why.
- reviewing the effectiveness of your provision
- overseeing reports and ensure staff understand their role and are appropriately trained.
- follow policies, processes and procedures
- act on reports and concerns

The DSL team and IT staff member are linked in, and all staff have an awareness to be alert and report, including if teaching topics that could see a spike in reports drugs / RSHE lesson. Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective.

The DSL will work closely together with IT service providers to meet the needs of our setting. We will ask filtering or monitoring providers for system specific training and support if required. The DSL role includes overseeing and acting on.

- filtering and monitoring reports
- safeguarding concerns – Leadership will respond to alert at all times through the CPOMs system
- checks to filtering and monitoring systems, including mobile devices and guest log in.
- to meet the “4 C” standards, including content which deals with misinformation, disinformation and conspiracy theories.

We are aware of issues relating to generative AI for both pupils and staff. The Trust policies relating to AI can be found within the Online Safety Policy.

SAFER RECRUITMENT

Jerry Clay Academy endeavours to ensure that we do our utmost to employ ‘safe’ staff by following the guidance in Keeping Children Safe in Education.

At least one person on every interview panel will have undertaken Safer Recruitment training and recruitment, selection and pre-employment vetting is carried out in accordance with [Keeping Children Safe in Education – Part 3](#).

Recruitment and selection processes include

- Pre-appointment and vetting checks, regulated activity and recording information
- Other checks that may be necessary for staff volunteers and others including the responsibilities on schools and colleges for children in other settings.
- Ensuring ongoing safeguarding of children and the legal reporting duties on employers.

The Trust will ensure that

- An Enhanced DBS Certificate with Barred list check is obtained for all new appointments to the Trust including all Trustees, Governors, academy SLTs and academy staff. They will also undertake a Section 128 check on Trustees, Governors and Academy SLT).
- A CV will not be accepted, unless accompanied by a fully completed application form.
- Teacher Services checks are undertaken for all relevant staff, including QTS verification.
- ID and right to work in the UK is verified prior to appointment.
- Two references are taken for all appointments, including their last employer and their last role working with children. References will be sought before interview so any concerns can be explored with the applicant at interview along with any gaps or inconsistencies from their application form.
- Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in schools. In addition, there will be overseas police and professional body checks, including the request of a letter of professional standing, for overseas applications or those who have lived abroad for 3 months or more in the last 10 years.
- An Enhanced DBS is obtained for volunteers following a risk assessment considering the frequency, regularity, duration and nature of contact with children and young people.
- The Trust will ensure that any contracted staff are DBS checked where appropriate.
- Each Academy maintains a Single Central Record detailing the range of checks carried out on their staff, volunteers, governors and regular visitors.
- All new appointments to the Trust workforce are subject to identity, criminal conviction disclosure, health and rights to work in the UK checks prior to commencing their employment.
- Make appropriate referrals to the disclosure and Barring Service and/or the Secretary of State (via the Teaching Regulation Agency) where a teacher or member of staff in regulated activity is dismissed.
- Shortlisted applicants will be informed that a search of their online presence will be undertaken as part of the pre-recruitment checks; (delete if not applicable).
- The Trust satisfies itself that the same level of stringent checks have been undertaken on any supply staff, including obtaining written confirmation from supply agencies that their staff have been checked and trained prior to the correct person arriving at the academy.

Self-disclosure information on applicants obtained prior to shortlisting will not be used as part of the shortlisting process.

All offers of employment will be conditional upon satisfactory completion of the above pre-employment checks applicable for the role

To comply with the DBS code of practice and under GDPR regulations, we will not keep the original or copies of DBS certificates.

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

Contractors will have their identity checked prior to working on site and we will request evidence of checks where they work in regulated activity or unsupervised.

For visitors working in regulated activity, we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor. Supply staff and other visiting staff will be given the school's Visitor Leaflet.

More details about the Safer Recruitment Process can be found contained within the Trust Safer Recruitment Policy.

MANAGING ALLEGATIONS AGAINST STAFF

The academy aims to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children. The academy recognises that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. The academy recognises that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. All allegations will be investigated thoroughly and as a matter of urgency. They will be dealt with quickly, fairly and consistently. Protection will be provided for the child and the person subject to the allegation will be supported.

The trust will always ensure that the procedures outlined in the local authority arrangements for managing allegations and Part 4 of [Keeping Children Safe in Education](#), DfE are adhered to and where appropriate, we will seek advice from the LADO.

Allegations that might indicate a person may pose a risk of harm if they continue to work in their present position, or in any capacity with children in academy would apply when staff (including volunteers and supply staff) have (or alleged to have):

- 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 indicates 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.

The last bullet point includes behaviour that may have happened outside of the academy that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works will be undertaken. If in doubt, we will seek advice from the LADO.

When an allegation is made against an adult that meets the above criteria it should be reported immediately to the Headteacher who is the 'case manager'. This includes allegations made against agency and supply staff, volunteers and contractors. Should an allegation be made against the Headteacher, this will be reported to the Trust CEO.

In the event that neither the Headteacher nor the CEO is contactable on that day, the information must be passed to and dealt with by the Safeguarding Trustee.

The case manager will conduct basic enquiries in line with local procedures and KCSIE to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, the case manager will immediately discuss with the LADO, the nature, content and context of the allegation and agree on a course of action. Where the case manager deems there to be an immediate risk to children or a criminal offence has been committed, the police will be contacted immediately.

All discussions, agreed actions and communications will be recorded in writing. The LADO should be informed within one day of any allegations made to the case manager and any actions taken. If the initial discussion leads to no further action, the case manager and the LADO will record the decision and justification for it and agree on what information should be put in writing to the individual concerned.

The case manager will ensure that the individual who is subject to the allegation is informed as soon as possible explaining the likely course of action guided by the LADO, and the police where necessary. The case manager will appoint a named representative to keep the person informed about the progress of the case and consider any appropriate support.

The case manager will ensure that parents of the child or children involved are formally told about the allegation as soon as possible and kept informed of the progress of the case, only in relation to their child. They will be made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress.

The case manager will monitor the progress of the case to ensure that it is dealt with as quickly as possible in a thorough and fair process.

The case manager will carefully consider whether the circumstances warrant suspension from contact with children at the academy, or until the allegation is resolved. It will be considered only in cases where there is cause to suspect a child or other children at the academy is/are at risk of harm, or the case is so serious it might be grounds for dismissal. The case manager will seek views from HR and the LADO, as well as the police and children's social care where they have been involved. Where an individual is suspended, they will be provided with a named contact in the academy.

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) should be made where an allegation is substantiated, and the person is dismissed or the academy ceases to use their services or resigns or otherwise ceases to provide their services.

The academy has a legal obligation to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; where it considers an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person poses a risk to a child. In the case of a member of teaching staff, the case manager must consider making a referral to the TRA to consider prohibiting the individual from teaching.

If an allegation is made against a supply teacher, agency worker or contractor, the principal will liaise closely with the agency involved. The principal will ensure that any allegations are dealt with following the academy's procedures and in liaison with the LADO.

If an allegation is made against a governor, the principal will follow local authority arrangements for managing allegations, liaising with the LADO.

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records, unless the individual gives their consent for retention of the information. For all other allegations a written record of details of the investigation and the outcome will be retained in a confidential file in the principal's office. A note will be placed on the individual's personnel file to say that confidential information is stored elsewhere in the academy

In cases where allegations are proven to be unsubstantiated, unfounded, false or malicious the LADO and case manager will consider whether the person who made the allegation needs help or may have been abused by someone else and this is a cry for help. A referral to children's social services may be deemed appropriate. Allegations proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the principal will consider whether disciplinary action should be taken against a child, or whether the police should be asked to consider action against an adult.

The academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

On conclusion of a case in which the allegation is substantiated, the case manager and the LADO will review the case to determine whether there are any improvements to be made to the academy's procedures or practices to help prevent similar events in the future.

Allegations against a teacher who is no longer teaching should be referred to the police. Non-recent allegations of abuse should be reported to the LADO who will liaise with other agencies. Abuse can be reported no matter how long ago it happened.

All concerns about all adults working in or on behalf of the academy (including supply teachers, volunteers and contractors) will be dealt with promptly and appropriately.

Low-Level Concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the criteria indicated in the allegations section 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.

An adult working in or on behalf of the academy may have acted in a way that does not meet the expectation in the staff code of conduct, including conduct outside of academy and does not meet the allegations criteria or is not considered serious enough to refer to the LADO. Such behaviour can exist on a wide spectrum; examples could include, but are not limited to:

- Being over friendly with children Having favourites
- Taking photographs of children on their mobile phone
- Using inappropriate language

Low-level concerns about a member of staff should be reported immediately to the Headteacher. Where the concern is about the Headteacher it should be reported to the CEO and where it is about the CEO it should be reported to the Safeguarding Trustee.

Low-level concerns about a supply teacher or contractor should be reported as above. The Headteacher will notify the employer so that any patterns of inappropriate behaviour can be identified.

All low-level concerns will be recorded by the member of staff who has the concern using the cause for concern form, this is stored centrally and in the file in the Headteacher's office. A copy goes to the CEO and the director of HR. These records will be reviewed so that any patterns of inappropriate behaviour can be identified and dealt with.

Organisation or individuals using academy premises - Academies may receive an allegation relating to an incident which happened when an individual or organisation was using their academy premises for the purposes of running activities for children. We must ensure appropriate safeguarding procedures are in place, including liaising with LADO.

For more information, please see the Trust Managing Allegations Against Staff Policy.

SITE SECURITY

Visitors

Visitors to our school are asked to sign in, if necessary, show ID, and are given a badge, which confirms they have permission to be on site. All visitors will be issued with a leaflet informing them of who the DSL's are, the code of conduct expected and what to do if they have a safeguarding concern. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. All staff are expected to clearly wear their ID badges whilst on site.

Visiting Speakers

Ideally, all visiting speakers will have been seen previously and the content of their presentation discussed with the organiser. If this is not possible, we will conduct a check into all potential speakers using an open-source check: searching the speaker and any organisation the speaker is affiliated with, on a suitable search engine and look at the first three pages of results. If the speaker has a history of or has in the past been accused of any of the following, the details for the booking will be sent to the schools' Designated Safeguarding Lead for further investigation and guidance.

The event will not go ahead as planned if there is evidence of

- Inciting hatred, violence or calling for the breaking of the law
- Insulting or making derogatory remarks to other faiths or groups
- Using threatening, abusive or insulting words or behaviour

If no issues are identified, then the event/speaker will proceed with event confirmation. For more information see Visiting Speakers Policy.

Extended School and Off Site Provision

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply, and a DSL will be available. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed. This will form part of our hiring arrangements. Any organisation using our site will be signposted to the below document by the school.

[Keeping children safe in out-of-school settings: code of practice](#) - GOV.UK (www.gov.uk)

If any concern is reported to us, it will be investigated with the same protocols as any internal concern, by our DSL, regardless of whether the child attends our academy or not.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed. If external staff have regular contact with our pupils, they will be asked to sign up to the school's code of conduct to ensure clarity of expectations e.g. mobile phone use and social media restrictions.

Please see Health and Safety Policy and Critical Incident Policy for further information.

Alternative Provision

If a child attends Alternative Provision, we will ensure that we have full details of not only the main site, but any satellite sites they may visit to ensure that we know where our pupils are at any given point. We will review placements half termly, as a minimum, to ensure that pupils are attending appropriately and that the placement remains safe and is meeting our pupils needs.

We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed. If we have any safeguarding concerns which are not promptly and appropriately addressed, we may choose to terminate the placement.

First Aid

Staff will be trained appropriately in First Aid and follow safer working practice guidance of 'saying before touching'. Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained, and responsibilities will be carried on in accordance with government guidance.

[First Aid in schools, early years and colleges - Feb 2022](#)

[Support students with medical conditions at school – updated Aug 2017](#)

Please see our First Aid Policy and Managing Medicines Policy.

Intimate Care

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

PHOTOGRAPHS AND IMAGES

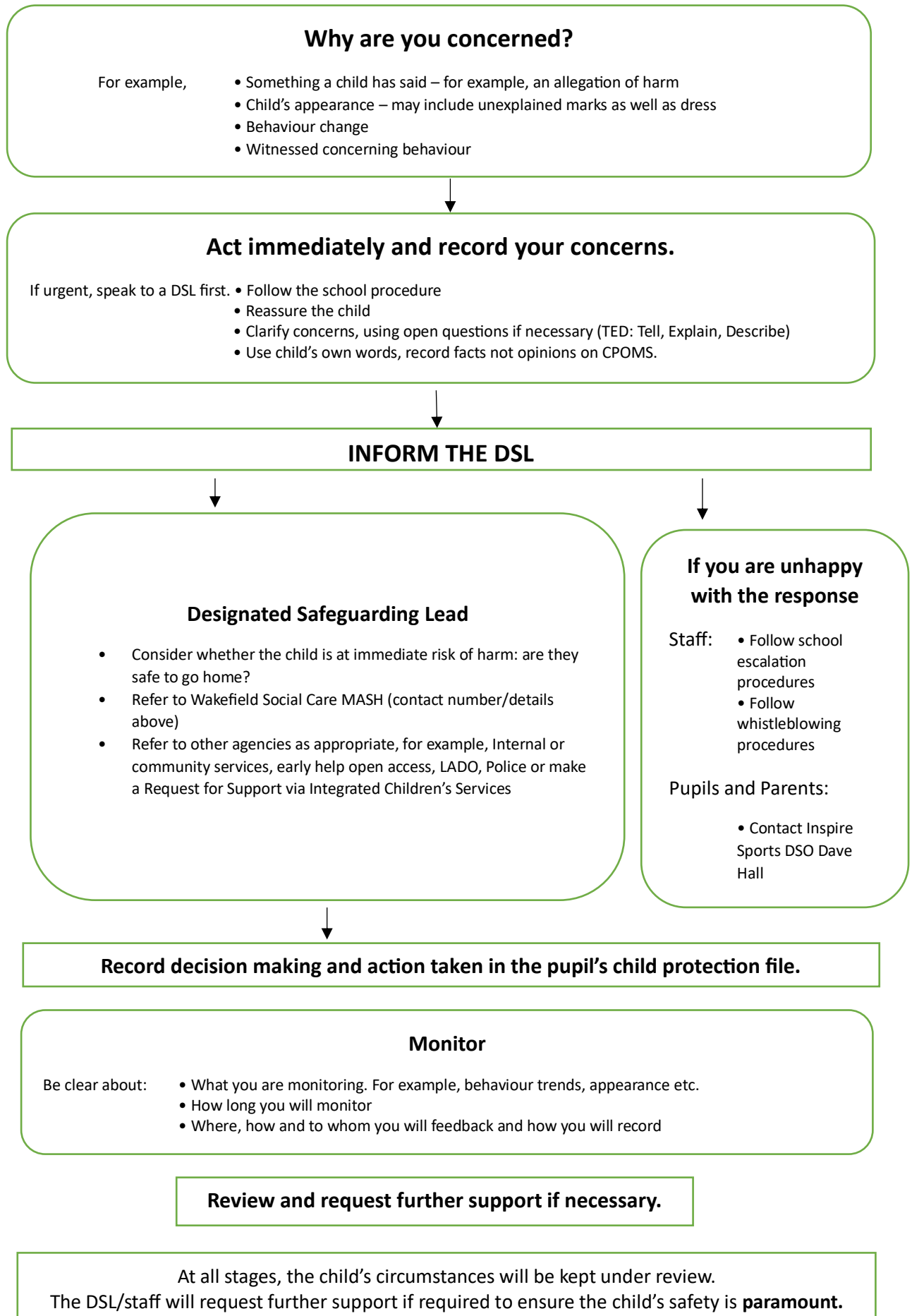
Most people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

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

APPENDIX A - CHILD PROTECTION PROCEDURES

What to Do if You Have a Concern about a Child – Decision Tree



PROCEDURES FOR MANAGING A CONCERN

All staff must follow the academy procedures which are consistent with KCSiE and Working Together to Safeguard Children.

All staff have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of students will be recorded and discussed with the DSL (or the deputy DSL in the absence of the DSL) prior to any discussion with parents. Academy staff must not try to investigate welfare concerns or determine the truth of any disclosure or allegation.

Adults in the academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy staff being alerted to concerns.

Knowing what to look for is vital for the early identification of abuse, neglect or exploitation, staff are then able to identify cases of children who may need help or protection. The most common indicators for abuse include:

- a change in a child's behaviour
- physical indicators
- a disclosure
- low school attendance.

Staff should immediately report

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play / everyday, normal activities.
- any explanation given which appears inconsistent or suspicious.
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, play or actions).
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- any concerns that a child is presenting signs or symptoms of abuse or neglect.
- any significant changes in a child's presentation, including non-attendance.
- any hint or disclosure of abuse from any person.
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- any discovery that an act of female genital mutilation appears to have been carried out. Section 5B of the Female Genital Mutilation Act 2003 places a duty upon teachers to report to police where they discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teachers must personally report to police cases where they discover that an act of FGM appears to have been carried out. Staff must also notify the DSL, who will support the member of staff to speak to the Police.

Disclosures or information may be received from students, parents or other members of the public. We recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm.
- try to ensure that the person disclosing does not have to speak to another member of academy staff.
- clarify the information.
- try to keep questions to a minimum and of an 'open' nature, using the TED method (Tell, Explain, Describe), e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise.
- not express feelings or judgments regarding any person alleged to have harmed the child.
- explain sensitively to the person that they have a responsibility to refer the information to the DSL.
- reassure and support the person as far as possible.
- explain that only those who 'need to know' will be told.
- explain what will happen next and that the person will be involved as appropriate.
- record the concern on CPOMs or Cause for Concern logs.

Jerry Clay Academy adheres to child protection procedures that have been agreed locally through the local safeguarding partners which form Wakefield Safeguarding Partnership. Where children and families in need of support are identified, the academy will carry out its responsibilities in accordance with Wakefield local threshold guidance.

Following receipt of any information that raises concern, the DSL will consider what action to take and will seek advice from children's services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

Working with parents and carers

The academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand statutory responsibilities in this area. When new students join the academy, parents and carers will be informed that there is a safeguarding policy. A copy will be provided to parents on request and is available on the academy website.

The academy is committed to working with parents and carers positively, openly and honestly and will ensure that all are treated with respect, dignity and courtesy. The academy respects parents' rights to privacy and confidentiality and will not share sensitive information unless granted permission, or where it is necessary to do so in order to safeguard a child from harm.

The academy will seek to share with parents any concerns about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a child will not prevent the DSL making a referral to children's services in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the academy requires parents to provide accurate and up-to-date information regarding:

- full names and contact details of all adults with whom the child normally lives.
- full names and contact details of all persons with parental responsibility (if different from above).
- emergency contact details (if different from above).

- full details of any other adult authorised by the parent to collect the child from the academy (if different from the above).

The academy will retain this information on the student file and wherever possible will hold more than one emergency contact for each child. The academy will only share information about students with adults who have parental responsibility for a student or where a parent has given permission, and the academy has been supplied with the adult's full details in writing.

If a parent / carer has concerns for the safety of a child or concerns with regards to a member of staff, they can share their concerns with the academy DSL or the Headteacher. The DSL / Headteacher will support by exploring the appropriate next steps.

Child Protection Conferences

Children's services will convene a child protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is assessed to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a child protection plan in order to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the academy in respect of individual children. Usually, the person representing the academy at these meetings will be the Headteacher, DSL or other appropriate member of staff. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance and template report provided by the local authority. The report should be quality assured by a senior member of staff. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at the academy. To complete such reports, all relevant information will be sought from staff working with the child in the academy. All staff should be prepared to contribute to the report writing process.

The academy will work in an open and honest way with any parent whose child has been referred to children's services or whose child is subject to a child protection plan. It is the responsibility of the academy to promote the protection and welfare of all children, and the aim is to achieve this in partnership with parents.

EARLY HELP

If Early Help is appropriate, the DSL / DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate. Any child may benefit from Early Help, but all academy staff are particularly alert to the potential need for Early Help for any children identified in KCSiE.

Staff may be required to support other agencies and professionals in an Early Help Assessment and, in some cases, where education is the fundamental factor, acting as the lead practitioner where appropriate. Early help assessments should be kept under review and referred to social care for assessment if the child's situation does not appear to be improving or is getting worse.

RECORDS, INFORMATION AND CONFIDENTIALITY

When staff are concerned about the welfare or safety of any child at the academy, they will record their concern on the academy's CPOMS system. Any concerns should be passed to the DSL without delay.

We understand that The Data Protection Act and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Each concern record should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of each action taken, decisions reached and the outcome
- Information from a child written verbatim
- Date and signature / record of who completed the record

If there is any doubt about recording requirements, staff should discuss with the DSL. Any information recorded will be kept on CPOMS and not with the child's academic file. These files will be the responsibility of the DSL. Child Protection information will only be shared within the academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will only be kept on CPOMS, and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All CPOMS safeguarding files will include a chronology and will record significant events in the child's life.

When a child leaves the academy, the DSL will contact the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. The academy will retain evidence to demonstrate that it has acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the academy roll to home educate, the academy will make arrangements to pass any safeguarding concerns to the local authority.

Primary academies do not need to keep copies of any records in the student record once the child leaves the school, except if there is an ongoing legal action when the student leaves the academy. Custody of, and responsibility for, the records pass to the school the student transfers to.

Confidentiality and Information Sharing

Child protection records may be exempt from the disclosure provisions of the Data Protection, which means that children and parents do not have an automatic right to see them in certain circumstances. However, it will be usual practice for parents to have been informed of any concerns at the time. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher who will consult with information governance/legal team.

Staff will only discuss concerns with a Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and a DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure/ allegation. However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care MASH.

The Seven Golden Rules for Safeguarding Information Sharing

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

[Information sharing advice for safeguarding practitioners](#) – updated May 2024.

[Data protection: toolkit for schools](#)

Data protection legislation GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the school requesting information reception staff will take a message and inform a DSL immediately, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

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

APPENDIX B – CHILD PROTECTION ISSUES

TYPES OF ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only 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 the 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, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's physical or mental 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 and clothing, 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 caretakers).
- ensure access to appropriate medical care or treatment.
- it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILD PROTECTION ISSUES AS RAISED IN KEEPING CHILDREN SAFE IN EDUCATION 2024

CHILD-ON-CHILD ABUSE

Child on child abuse, will always be taken seriously and swiftly acted upon, under the appropriate policy e.g. safeguarding, behaviour, bullying and a risk assessment/safety plan completed as required.

Students will be encouraged to report any concerns freely. How they can report is communicated in PSHE lessons and assemblies. Reports will not be dismissed as ‘banter’ or ‘part of growing up’. All staff are trained to respond to inappropriate comments etc. These issues will be part of PSHE /RSHE lessons and discussions.

Victims will be supported through the school’s pastoral system and external agencies if required. This could be through speaking 1:1 to a member of staff with ‘Talk Time’ or could be an adaptation of the pupil’s class environment, for example, a ‘worry box’. This will be decided on a case-by-case basis and will be appropriate for the particular child involved. Both inside and outside school as well as online incidents will be responded to appropriately.

Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, including primary aged pupils. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Like with all safeguarding issues our staff will recognise that ‘it could happen here’ and be vigilant to signs and indicators that a student could be suffering. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Girls are especially vulnerable to this type of abuse.

Sexual Violence includes rape, assault by penetration and sexual assault.

Sexual Harassment is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g. showing sexual pictures, deliberately touching/brushing up against someone, online sexual harassment, upskirting. we will.

- never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up.
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras/pulling down trousers and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.
- ensure this is addressed through our sequential RSE program.
- ensure all incidents are recorded and acted upon swiftly

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time.

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. Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Our schools speaks to single sex groups of students for their view. We support LGBT students across our

curriculum and in through ensuring we represent all types of diversity, including different types of family in age-appropriate children's literature available and promoted across school. We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our students outlined in Part 5 of [Keeping Children Safe in Education](#).

Victims will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves. (We are aware that the term victim and perpetrator may not be how children identify themselves and will be considerate of this especially when talking to students/parents.)

We will seek advice from other agencies such as police or social care if the case is above early help or internal management. Any incidents of sexual violence will be reported to police. If police then interview a student, we understand the requirement for an Appropriate Adult to be present, parent etc.

[Sexual Assault Referral Centre SARC](#); - THE HAZLEHURST CENTRE

Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph under a person's clothing without their permission/knowledge with the intention of viewing to obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence as outlined in the [Voyeurism Act 2019](#). We will take police advice on any cases of this in school.

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

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

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. Nor does it apply to children sharing adult pornography, which depending on its nature and other circumstances, may be handled through the school's behaviour policy.

School will follow the below guidance to define (aggravated or experimental), risk assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required. The incident will be referred to DSL asap. The DSL team will hold an initial review meeting. Children involved will be spoken to. Parents will be informed to support child (unless this places the child at risk). Referrals will be made to other agencies if necessary.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

[Remove a nude image online](#) - Childline

[Searching screening and confiscation guidance for schools;](#)

Children with Harmful Sexual Behaviour (HSB)

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people, and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards the management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community. 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 DSL as soon as possible.

Wakefield HSB panel

The support offered by this panel will be accessed via MASH if necessary. This will ensure a coordinated response for perpetrator as well as victim.

Panel members include;

- Police
- Social care
- Forensic CAMHS

[Forensic child and adolescent mental health services \(CAMHS\)](#) - South West Yorkshire Partnership NHS Foundation Trust.

Bullying

Bullying is usually defined as behaviour that is:

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

It is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE/RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL's will consider implementing child protection procedures. Bullying incidents

including discriminatory and prejudicial behaviour e.g. sexual, racist, disability and homophobic bullying and use of derogatory language will be recorded, analysed and swiftly responded to.

For more information, please refer to our Anti-Bullying policy.

[Preventing bullying](#) - 2017

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

CONTEXTUAL SAFEGUARDING/EXTRA FAMILIAL ABUSE

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

Contextual Safeguarding Network Home (contextualsafeguarding.org.uk)

CHILDREN MISSING EDUCATION (CME) and PERSISTANT ABSENCE

CME is defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school e.g. home schooling. It is important that this is not confused with 'children absent' where the child is on school roll but not attending.

However, at any stage persistence absence and any child going missing from school, which includes within the school day, is a potential indicator of abuse and neglect, including exploitation, mental health concerns, risk of forced marriage, Fabricated and Induced Illness etc.

Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage. We take attendance registers at the start of every day/lesson 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.

Professional curiosity is key and if appropriate we will contact sibling's schools to share/gather info. We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Wakefield procedures.

Children who are absent from education for prolonged periods/repeated occasions

The academy recognises its unique position in having a high level of oversight of children. The DSL will liaise with appropriate staff to analyse attendance data. Staff may complete home visits to

establish the safety of students when their whereabouts and wellbeing are unknown and in the aim of encouraging increased school attendance for the overall safety and wellbeing of the student.

The academy will follow the statutory guidance [Working Together to Improve School attendance](#) (DfE) for students where attendance is a concern. For students who are persistently absent (miss 10% or more of school), the academy will work together with the local authority for additional targeted support. For students who are severely absent (those missing 50% or more of school), where all avenues of support have been facilitated by the academy, local authority and relevant partner agencies but severe absence continues, a referral should be made to the local authority due to neglect concerns. The referral should be made by the DSL / DDSL with the aim of a full children's social care assessment being completed. For more information, please refer to the MAT Attendance and Punctuality Policy.

Perplexing Presentations and Fabricated Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Perplexing Presentations sits under this where we have concerns but do not have evidence the child is a risk of significant harm. In all these cases we will follow local protocols and seek advice from health colleagues.

Private Fostering

There is a mandatory duty on the academy to inform the local authority of a private fostering arrangement. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology. CSE can affect 16- and 17-year-olds who can legally consent to have sex. It includes contact and noncontact sexual activity e.g. copying images and posting on social media. It can affect both male and females and can include children who have been moved/trafficked for exploitation. This is a serious crime and is never the victim's fault even if there is some form of exchange. Staff will be careful to use appropriate language that does not victim blame, Appropriate language:

[Child Exploitation Disruption Toolkit - Home Office](#)

Grooming

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

Many children and young people do not understand that they have been groomed or that what has happened is abuse.

CHILD CRIMINAL EXPLOITATION (CCE) and COUNTY LINES

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

Where gangs/organised groups often manipulate children and create situations where the child owes them money – debt bonding. Staff will be careful to not use language that blames the victim.

County lines is a term used to describe 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 and store 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.

[Criminal exploitation of children and vulnerable adults: county lines](#) - GOV.UK updated 2023.

SERIOUS VIOLENCE

Staff will look out for signs that indicate that a student may be at risk of or involved in serious crime, including criminal networks or gangs and follow the appropriate referral pathways for help and support. We understand that children who are likely to be involved in violence may have previously suffered trauma and abuse and that peak times, for serious violence involving school children, can be just before or just after school hours.

[Practical advice for schools/colleges; Advice to schools and colleges on gangs and youth violence](#) - GOV.UK (www.gov.uk)

[Searching screening and confiscation guidance for schools Searching, screening and confiscation at school](#) - GOV.UK (www.gov.uk)

DOMESTIC ABUSE

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

- coercive/controlling
- physical

- sexual
- economic
- emotional

1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. Children are victims in their own right of this type of abuse, i.e. if they are seeing or hearing this abuse it can have a detrimental long-term impact on their health, development and ability to learn. We are mindful that staff may be victims or perpetrators, and we signpost to local and national services by displaying posters in staff toilets.

This academy is taking part in Operation Encompass. Where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our pupils were present. The purpose of this information sharing is to make the next day better for the child.

Operation Encompass Domestic abuse – [support resources](#)

[Wakefield District Domestic Abuse Service](#)

Emergency Injunction Service (ncdv.org.uk)

Resources for children [The Hide Out](#)

Parental Conflict advice website; - [Relationship Matters](#)

HONOUR BASED ABUSE/VIOLENCE (HBA/V) (e.g. FGM/Forced Marriage/Breast Ironing).

Female Genital Mutilation

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their mandatory legal duty to report known cases on under 18's to the police. How school staff will know is probably through intimate care or the child making a direct disclosure.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the [Serious Crime Act 2015](#)) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. The DSL will provide guidance and support to staff on this requirement.

Further information on when and how to make a report can be found in the following Home Office guidance: ['Mandatory Reporting of Female Genital Mutilation - procedural information' \(October 2015\)](#).

Multi agency guidelines; [Multi-agency statutory guidance on female genital mutilation](#) - GOV.UK (www.gov.uk) PDF

FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk)

Forced Marriage

Forced Marriage is illegal and a form of child abuse. It is a marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used.

Multi agency guidelines; [Handling cases of forced marriage: multi-agency practice guidelines](#) (English) - GOV.UK (www.gov.uk)

National Charity – [Karma Nirvana](#);

Breast ironing

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

PREVENTING RADICALISATION

This is part of our wider safeguarding duty. We recognise that school plays a significant part in the prevention of this type of harm. We will include education through our PSHE/RSHE curriculum and encourage 'British Values' and critical thinking. We are aware extremism spans many topics including misogynistic e.g. Incel. However, in Wakefield right wing extremism is most common.

We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

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

Radicalisation – refers to the process by which a person comes to be intimidated the public and is made for the purpose of advancing a political, religious or ideological cause.

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

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately. The DSL team is appropriately trained and be able to offer advice, support and information to other staff. We will work with other partners including the Prevent Police officer and Channel Panel – a voluntary confidential support program for those who are considered vulnerable to being drawn into terrorism. We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Incel

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

Resources to educate pupils; [Educate Against Hate](#)

Prevent Radicalisation & Extremism - [Prevent in Wakefield](#)

ONLINE SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole academy approach to online safety empowers an academy to protect and educate students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism. This also includes misinformation, disinformation and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The academy council and trust board ensure online safety is a running and interrelated theme whilst devising and implementing the whole academy and trust approach to safeguarding and related policies and procedures. This includes considering how online safety is reflected, as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL (and deputies) and any parental engagement.

MENTAL HEALTH AND WELLBEING

Academy staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, our academy staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. The academy can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If a child does not have a diagnosed mental health condition, you must be very careful with the language you use and not use the language of diagnosis. We can be clear about what we see without making a judgement of what you think that means e.g. "Dan was crying at lunch time and said he felt really sad" not "Dan looked depressed today".

If there is a concern about a student's safety due to their mental health concern or due to self-harm the DSL must be informed, and a safety plan should be put in place to support the student to safely engage in their academy life by increasing safety and reducing any barriers to learning in accordance with the expectation for learning policy. The DSL / DDSL will consider appropriate signposting and partner agency support.

Suicide and Suicidal Ideation

We recognise that suicide is one of the biggest killers of children and young people in the UK. Sadly, it is always a possibility that a school or college may have to face dealing with a suspected suicide of a young person or staff member.

Samaritans Step by Step guide responding to a suicide; [Step by Step resources](#)

To request support:

Email stepbystep@samaritans.org or Call 0808 168 2528

The Step-by-Step service will help manage an effective and safe response, support staff and the student community to prepare for, respond to and recover from a suspected suicide.

All of our staff have access to Wakefield Public Health 'Supporting a young person with suicidal thoughts' which provides staff with practical tips on how to talk to young people about suicide. If a serious incident happens involving one of our pupils, we will immediately inform the Local Authority by contacting social care/MASH.

HOMELESSNESS

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. Staff are aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance.

CHILDREN AND THE JUSTICE SYSTEM

Children and the Court System

Children 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 available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. 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. The academy may refer some parents and carers to this service where appropriate.

Children with family members in prison

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.

This link takes you to the [NICCO](#) support resources including two age-appropriate booklets for children.

APPENDIX C – CONTEXTUAL ISSUES FOR JERRY CLAY ACADEMY

All Accomplish MAT Academies consider local and contextual risks which may impact on safeguarding procedures and practices. In the table below we have identified issues for Jerry Clay Academy.

GEOGRAPHICAL ISSUES	ACADEMY RESPONSE
<ul style="list-style-type: none"> • Jerry Clay Academy is situated on Jerry Clay Lane. Whilst the road is generally quiet throughout the day, it is extremely busy at drop-off and pick up times. • Alongside the path that runs along the side of school, there are a number of houses that back onto school. • There is a beck that runs along the back of the school field. • There is a public ginnel that runs alongside the side of the school field. 	<ul style="list-style-type: none"> • The area is monitored before and after school to ensure that the road is as safe as possible. • There are a number of prompts about drivers' awareness of the school eg, signs, pavement paintings. • We remind families about being safe on the road regularly and this is done through newsletters and parent communication e-mails. • Our site supervisor does a daily check of the site outside, each morning to ensure the environment is how it was left. • Lunchtime Supervisors / Staff on duty are vigilant to members of the public walking down the ginnel and report any suspicious behaviour appropriately.
SOCIAL AND ECONOMIC ISSUES	ACADEMY RESPONSE
<ul style="list-style-type: none"> • The number of children living in low income households is likely to have increased. • All families are likely to be affected in some way by the 'cost of living crisis'. 	<ul style="list-style-type: none"> • Increased vigilance from Pastoral staff in interactions with parents, home visits. • Where necessary, the support that can be given to families can be explained. • Staff to be extra vigilant with regards to the general appearance/well-being of children.
PEER GROUP ISSUES	ACADEMY RESPONSE

<ul style="list-style-type: none"> • Over the past few years, it is evident that an increased number of children in the older year groups are accessing WhatsApp as a way of communicating with their peers. • As children play online with their friends more, they need supporting with how best to interact online. 	<ul style="list-style-type: none"> • Regular leaflets/user guides sent to parents of children at this age. • Children to be taught about the potential issues that can arise over this way of communication through the PSHE curriculum. • Deal with issues on a case-by-case basis.
<p>HOME FACTORS</p>	<p>ACADEMY RESPONSE</p>
<ul style="list-style-type: none"> • The situation at home for children and families at Jerry Clay Academy can change quickly and, through our safeguarding policies, we are always vigilant to this. 	<ul style="list-style-type: none"> • At Jerry Clay Academy, we realise that relationships are key. We ensure we work with our families to determine the most appropriate support. • Support may be given by the Pastoral Team or external support may be sought from appropriate agencies.