Safeguarding and Child Protection Procedures 2025

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Introduction

The Heart of Yorkshire Education Group is committed to ensuring the welfare and safety of all children and vulnerable adults in its colleges, maintaining a culture of vigilance and an attitude of "it could happen here", and follow the procedures of the relevant area Safeguarding Partnerships.

These procedures underpin the Safeguarding Policy of the Heart of Yorkshire Education Group which is reviewed annually in line with statutory guidance.

The procedures apply to all staff and are consistent with those of:
- North Yorkshire Safeguarding Children Partnership
- Wakefield Safeguarding Partnership
- West Yorkshire Consortium Procedures
- West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures
- Office for Students

We recognise that some children and vulnerable adults may be especially vulnerable to abuse, e.g. those with special educational needs and disabilities or physical health issues, Children in Care, Young Adult Carers and those living in other adverse circumstances. We also recognise that children and vulnerable adults who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way and that Adverse Childhood Experiences may impact on behaviour. We recognise that some children and vulnerable adults who have experienced harm may harm others. We will always take a considered and sensitive approach in order to support all our students.

Due to their day-to-day contact with students, College staff are uniquely placed to observe changes in young people's behaviour and the outward signs of abuse. Students may also turn to a trusted adult in college when they are in distress or at risk. It is vital that College staff are alert to the signs of abuse, both inside and outside College and understand the procedures for reporting their concerns.

Concerns will normally endeavour to discuss all concerns with parents/carers of students under 18, however there may be exceptional circumstances when the Group will discuss concerns with Police/Social care without parental knowledge (in accordance with Child Protection Procedures)

The Group Safeguarding Lead /Deputy Leads/DSLs will record and appropriately store, any concerns. The Safeguarding team will act on identified concerns appropriately by reporting concerns to Children's Social Care and support the provision of early help to help prevent concerns from escalating.

Terminology

ACEs – Adverse Childhood Experiences

CAMHS - Child and Adolescent Mental Health Services

Child/Children include everyone under the age of 18.

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

CiC/LAC/CLA – Child in Care/Looked After Child/Child Looked After

Continuum of Need – outlines the different levels of support for children and families in the Wakefield and Selby Safeguarding Partnerships.

DSL - Designated Safeguarding Leads

DT – Designated teacher supporting CiC/LAC/CLA

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** Early help assessments offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments 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. The findings from early help assessments may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a referral to Children's Social Care: however, this is not a pre-requisite for making a referral in emergency circumstances. CAF – Common Assessment Framework is one form of early help inter-agency assessment. Signs of Safety -3 column and scaling is another example.

EIP Service – Early Intervention and Prevention Service

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

FIM – Future in Mind: Programme to help promote, promote, protect and improve our young people's mental health and wellbeing.

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

MACE - Multi Agency Child Exploitation (Sexual or Criminal)

MARF – Multi-agency Referral Form used in Wakefield District. Selby uses a Universal Referral Form.

MASH – Wakefield's children social care/family services/front door/Multi Agency Safeguarding Hub.

MAST - North Yorkshire Multi-Agency Screening Team

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

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

NYSCP – North Yorkshire Safeguarding Children Partnership/Children's Social Care

Parent refers to birth parents and other adults who are in a parenting/carer role, for example stepparents, foster carers and adoptive parents.

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

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 the Wakefield District

Safeguarding Adults - The duty to **Safeguard adults** applies to anyone over the age of 18 with care and support needs; AND is experiencing, or at risk of abuse or neglect; AND as a result of the care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Safeguarding Children
Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (and for the purposes of this guidance) as:
• providing help and support to meet the needs of children as soon as problems emerge
• protecting children from maltreatment, whether that is within or outside the home, including online
• preventing impairment of children's mental and physical health or development
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care
• taking action to enable all children to have the best outcomes

Sexual abuse
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.

Signs of Safety – An approach to family intervention work in Wakefield and Selby, used across the continuum of need. This has been incorporated into **Wakefield Families Together – Connecting Practice Approach** now used within the WSCP. NYCP uses the Signs of Safety approach in their Early Help Strategy.

Staff - Refers to all those working for or on behalf of the college, full time or part time, temporary or permanent, in either a paid or voluntary capacity

TAC/F/S -Team around the child/family/school

TEH - Targeted Early Help

WSCP – Wakefield Safeguarding Children Partnership

YAC – Young Adult Carers

Roles and Responsibilities in College

1.1   Group Responsibilities

Executive Director - Student Experience and Support (Senior Lead)
Clare Allcock   callcock@heartofyorkshire.ac.uk   01924789117

Executive Director - People (Senior Lead)
Karen Sykes   ksykes@heartofyorkshire.ac.uk   01924 789214

Group Safeguarding and Prevent Lead
Carol Price   cprice@heartofyorkshire.ac.uk   07718 117188

Safeguarding and CiC Manager
Michelle Jones   mjones@heartofyorkshire.ac.uk   01924 789755

Deputy Safeguarding Lead and DT
Rachel Allen   rjallen@heartofyorkshire.ac.uk   01924 789757

Head of Pastoral Curriculum
Jannine Godfrey   jgodfrey@heartofyorkshire.ac.uk   01924 789874

Safeguarding Governor Lead
Dmitry Fedotov   dmitry.fedotov@youth-association.org

1.2   Castleford College

Role	Name	Contact Details	
		Email	**Tel**
College Director & DSL	Steve Harrison	sharrison@heartofyorkshire.ac.uk	01924 789116
SESL & DSL	Rachel Walker	rwalker@heartofyorkshire.ac.uk	01924 789443
Deputy Head of Inclusive Learning & DSL	Natalie O'Donnell	nodonnell@heartofyorkshire.ac.uk	01924 789434
CDM & DSL	Rachel Anderson	randerson@heartofyorkshire.ac.uk	01924 789412

Apprenticeships & DSL	Jayne Smart	jsmart@heartofyorkshire.ac.uk	01924 789291
School Links Coordinator & DSL	Sandra Lockett	slockett@heartofyorkshire.ac.uk	01924 789742
Deputy DSL and DT	Rachel Allen	rjallen@heartofyorkshire.ac.uk	01924 789757
SESL & DSL	Lauren Barnes	lbarnes@heartofyorkshire.ac.uk	01924 789443

1.3   Selby College

Role	Name	Contact Details	
		Email	Tel
College Director & DSL	James Pennington	jpennington@heartofyorkshire.ac.uk	01757 211151
SESL and DSL	Alexandru Mihalache	amihalache@heartofyorkshire.ac.uk	01757 211176
SESL & DSL	Debbie Godwin	dgodwin@heartofyorkshire.ac.uk	01757 211176
Head of Higher Education & DSL	Stephen Mulligan	smulligan@heartofyorkshire.ac.uk	01757 221024
Programme Leader & DSL	Kelly Bowling	kbowling@heartofyorkshire.ac.uk	01757 211195

1.4   Wakefield College

DSLs	Name	Contact Details	
		Email	Tel
College Director & DSL	Leigh Allsopp	lallsopp@heartofyorkshire.ac.uk	01924 789891
Curriculum Head & DSL	Paula Wells	pwells@heartofyorkshire.ac.uk	01924 789333

Role	Name	Email	Phone
HE/Go Higher	Jayne Kaye	jkaye@heartofyorkshire.ac.uk	01924 789324
Curriculum Head & DSL	Amy O'Keefe	aokeefe@heartofyorkshire.ac.uk	01924 789759
CDM & DSL	Stuart Bloomfield	sbloomfield@heartofyorkshire.ac.uk	01924 789754
CDM & DSL	Henry Manwaring	hmanwaring@heartofyorkshire.ac.uk	01924 789258
Curriculum Head and DSL	Ben Porter	bporter@heartofyorkshire.ac.uk	01924 789011
Lead SWO and DSL	Mandy Watson	mwatson@heartofyorkshire.ac.uk	01924 789129
SESL and DSL	Rebecca Batchelor	rbatchelor@heartofyorkshire.ac.uk	01924 789438
SESL and DSL	Jen Shaw	jshaw@heartofyorkshire.ac.uk	01924 789417
Head of Inclusion	Debbie Moss	dmoss@heartofyorkshire.ac.uk	01924 789177

College staff have no role in investigating child protection concerns, this is a responsibility of children's social care and police, however all staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2025. All staff should read and confirm understanding of Part 1 of this document alongside Annex B and complete an assessment to demonstrate their understanding

The Board of Governors ensures that the College complies with legislation by addressing all aspects of Part 2 of KCSIE 2024 which details they must:

- Nominate a Safeguarding Governor.
- Have a nominated governor (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the Principal.
- Comply with their duties under legislation - including the Prevent Duty 2015, SEND, and use of reasonable force.
- Contribute to interagency working and plans, including information sharing.
- Take into account Local Authority procedures.
- Ensure an effective safeguarding policy (updated annually and on website) is in place, as well as staff behaviour policy and both are provided to, and followed by, all staff.
- Has considered how children are taught about safeguarding.
- Has ensured the Group has a clear system and process for mental health concerns.
- Have evidence of the child voice and that there are systems in place for feedback and students' views.

- Ensure that there are appropriate filters and monitoring systems are in place, whilst ensuring that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. UK Safer Internet Centre have produced a guide around this which can be accessed via - https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-filtering
- Ensure there is a designated Child in Care (CiC) teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs, including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal and allegations against other children. Procedures are in place for referral to the disclosure and barring service (DBS).
- Ensure safer recruitment procedures are followed, that include statutory checks on staff suitability to work with children and that there is recording of this. Ensure volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Ensure a training strategy is in place that ensures all staff, including site staff and the Principal, receive information about the colleges' safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the SCPs.
- The Board of Governors should have child protection training every three years on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the Group's safeguarding arrangements. Training/updates will also be carried out on a yearly basis to ensure that Board of Governors and Advisory Group members are aware of any legislative changes and to provide bespoke safeguarding information for each college.
- The Board of Governors should be aware of their obligations under the Human Rights Act and the Equality Act and their local multi agency safeguarding arrangements
- Under no circumstances should the Board of Governors be given details of individual cases. Board of Governors may however be provided with a report at the end of the academic year outlining the number of cases dealt with and other statistics which do not identify students.
- Governors will receive regular updates as well as a full Safeguarding report annually. They will also have sight of relevant safeguarding audits.

Senior Leads

The Senior leads will:
- Appoint a Group Lead who is a member of the senior leadership team, trained annually and that the responsibilities are explicit in the role holder's job description. The Group Lead should be given time, funding and training to support this. There should always be cover for this role.
- Allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the Deputy and other DSLs to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Ensure that the safeguarding and child protection policy and code of conduct are implemented and followed by all staff.
- Ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Liaise with the Designated Officer where an allegation is made against a member of staff.
- Ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- Undertake Senior Lead training regularly
- Ensure that the college/school has a clear line of accountability in their individual college/school for the management and supervision of safeguarding and child protection; to ensure staff are competent to carry out their responsibilities for

safeguarding and promoting the welfare of students in order that staff members feel able to raise concerns about a student
- Ensure that each college within the Group adheres to Safer Recruitment Procedures in line with the Group's Safer Recruitment policy and ensure that appropriate checks are carried out on all members of staff and volunteers.
- Creates a culture where the welfare of students is paramount, and staff feel confident to challenge over any concerns.

Group Safeguarding Lead Responsibilities

- The Group will ensure there is a member of the senior leadership team in the Group Safeguarding Lead role and that appropriate cover is provided if they are unavailable.
- This person should have the status and authority within the college to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- Any DSL/deputy lead will be trained to the same standard, and the role will be explicit in their job description.
- Whilst the activities of the Group Safeguarding Lead can be delegated to appropriately trained deputies/DSLs the ultimate lead responsibility for child protection, as set out, remains with the Group Safeguarding Lead, this lead responsibility should not be delegated.

The Group Safeguarding Lead will:
- Ensure the safeguarding and child protection policy is updated in line with yearly KCSIE changes.
- Ensure the Safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Group.
- Ensure each member of staff has access to and understands the Group's child protection policy and procedures, especially new and part time staff.
- Ensure staff are made aware of changes to the safeguarding and child protection policy and their roles and responsibilities.
- To provide advice and guidance to senior leaders and provide them with regular reports, information and data relating to safeguarding across the Group.
- Liaise with the Principal/ Executive Directors to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- To work in partnership with the Group's partner agencies regarding safeguarding strategy, policy and practice.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where students leave the Group ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- To take responsibility for keeping up to date with relevant research and developments related to safeguarding and applying it to practice.
- Meet with DSLs on a regular basis, review cases and offer support, advice and guidance where necessary.
- Ensure staff across the Group have received appropriate safeguarding training and this is regularly updated where necessary.
- Ensure consistency of approach across the Group safeguarding and counselling staff.

DSL responsibilities

Manage referrals

DSLs will:
- Refer cases of suspected abuse/support staff to make referrals to the local authority social care direct.
- Refer cases to the Channel programme/support staff to make referrals to the Channel programme where there is a risk of radicalisation.
- Refer cases where a crime may have been committed to the Police as required.
- Act as a source of support, advice and expertise for all staff
- Act as a point of contact for the safeguarding partners

Work with others

DSLS will:
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with police, social services, MASH teams, etc. to support ongoing safeguarding investigations.
- Liaise with appropriate mental health support teams, where concerns are linked to mental health
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children with a social worker are experiencing, or have experienced, with teachers and college leadership staff. 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 could be made to best support these children.

Undertake training

The entire safeguarding team will undergo training (including Prevent Awareness) to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

In addition, knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the college's safeguarding and child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young adult carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the College with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.

- Adopt a culture of listening to young people and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.

Raise Awareness

- DSLs will ensure the College's safeguarding policies and procedures are known, understood and used appropriately.
- Link with the local SCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help to instil a culture of vigilance and professional curiosity

Child protection file

Where young people leave the College ensure their child protection file is transferred to the new school or college within 5 days. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. CPOMs will be used where this is possible.

All Staff

All staff should:
- know how to respond if a child tells them they are being abused, exploited or neglected. Staff should know how to manage an appropriate level on confidentiality, involving only those who need to be involved. Staff should never promise a young child absolute confidentiality as this may not ultimately be in the best interests of the child.
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by not reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- 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 being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to a DSL if they have concerns about a child, it is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- understand part 1 of KCSIE 2025 and any mandatory reporting duties.
- know the name of the Designated Lead and their role and responsibility.
- have an individual responsibility to refer Safeguarding concerns.
- uphold personal responsibility/code of conduct/teaching standards.
- be aware of WSCP/NYSCP child protection procedures and know how to access them.
- understand the definitions of physical abuse, emotional abuse, sexual abuse and neglect.
- recognise the need to be vigilant in identifying cases of abuse at the earliest opportunity.
- knows their duty concerning unsafe practices, in regard to children, by a colleague.
- undertakes appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of students.
- Monitor internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use.

Good Practice Guidelines for Staff

To meet and maintain our responsibilities towards students we have agreed standards of good practice, which form a code of conduct for all staff. Good practice includes:

- treating all students with respect.
- being alert to changes in students' behaviour and to signs of abuse and neglect.
- recognising that challenging behaviour/mental health issues, may be an indicator of abuse or trauma.
- setting a good example by conducting ourselves appropriately, including online.
- report concerns/low level concerns about other staff or self.
- involving students in decisions that affect them.
- encouraging positive, respectful and safe behaviour among students including always challenging inappropriate, sexual or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring students or being overly familiar.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with students.
- avoiding taking photos of pupils on personal devices.
- reading and understanding the college's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- asking the student'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 students, avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when students present.
- being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse.
- applying the use of reasonable force only as a last resort and in compliance with college procedures.
- 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 student's safety and welfare to a DSL, or if necessary, directly to police or children's social care.
- following the college's rules with regard to communication with students and use of social media and online networking and not communicating with students outside of college systems.
- avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with students.

All College staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college staff and a student under 18 may be a criminal offence, even if that student is over the age of consent. Any sexual relationship between staff and any student, even if over the age of 18, is unacceptable and will result in disciplinary action being taken.

Children Who May Be Particularly Vulnerable

Some young people 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 of our students receive equal protection, we will give special consideration to a child who:

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

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

Children with a social worker

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

SEND Students

We know children with special education needs and/or disabilities may be more vulnerable to abuse and neglect. College staff are alert to this and the additional barriers that can exist to recognising abuse and neglect in this group of children. These include:

- The potential for children with SEND or certain medical conditions being disproportionally 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.

- 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.

- Tendency to over empathise with parents/carers to the detriment of the child's best interests.

Our staff 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.

Further advice is available about safeguarding students with special educational needs by clicking the links below to national and local guidance.

https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance

Wakefield SEND local offer
https://wakefield.mylocaloffer.org/Home

North Yorkshire SEND local Offer
https://www.northyorks.gov.uk/send-local-offer

Emotional Health and Wellbeing

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

In an average classroom 5 students will be suffering from a diagnosable mental health condition. In addition to this it is likely that many more pupils will be struggling with their emotional wellbeing.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems but staff in College are well placed to identify behaviour that may suggest an issue. If staff have concerns about the mental health of a student, they will speak to relevant staff within the College, Student Wellbeing Officers, counsellors and if necessary, a DSL. If a student presents with a medical emergency, then this is actioned immediately, and CAMHS referrals made if necessary. If individual care plans are required this should be drawn up involving the pupil, the parents and relevant health professionals. This can include:
- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the College can play

We understand the Key messages below:

Key Messages

- **B**ehaviour is communication
- **A** significant trusted adult in school is key. Relationships are vital.
- **S**tudents need to feel safe to learn and thrive
- **I**nteraction can be an intervention
- **S**taff wellbeing is essential as a priority to supporting students, parents, carers and colleagues

NHS
South West
Yorkshire Partnership
NHS Foundation Trust

With **all of us** in mind.

Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Unexplained changes in academic achievement
- Discussing or joking about self-harm or suicide
- Substance misuse and/or engaging in risk taking behaviour
- Expressing feelings of failure and/or hopelessness
- Changes in clothing – e.g. long sleeves in warm weather, wearing baggy clothes, looking unkempt or spending a disproportionate amount of time on appearance.
- Secretive behaviour
- Repeated lateness or absence without obvious explanation
- Repeated physical pain, nausea and other physical symptoms with no evident cause

This list is not exhaustive which is why as a college we invest in relationships with our students and being able to recognise, even small changes, in their individual behaviour and presentations.

We understand that taking a listening and empathetic approach is important when talking to students about their mental health issues. This can sometimes be what is initially needed by the student rather than advice or direction.

Our Wellbeing Team are all Mental Health FIRST Aid trained and can provide listening support and relevant referrals if appropriate.

Our Senior Mental Health Lead is Paula Wells.

If there are any safeguarding concerns the Safeguarding Team will be informed.

Some useful links to further information around mental health below:

Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

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

https://youngminds.org.uk/youngminds-professionals/

https://www.selfharm.co.uk/

https://www.beateatingdisorders.org.uk/types/do-i-have-an-eating-disorder

https://wf-i-can.co.uk

Suicide

We recognise that suicide is one of the biggest killers of children and young people in the UK. Sadly, it is always a possibility that college may have to face dealing with a suspected suicide of a young person or staff member. We follow the national guidance document 'Building a Suicide Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

https://papyrus-uk.org/wp-content/uploads/2018/10/400734-Schools-guide-PAPYRUS.pdf

Samaritans step by step guide responding to a suicide;

https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/

If a serious incident happens involving one of our students, we will immediately inform the Local Authority by contacting social care/MASH/MAST.

We have a Death of a Student Procedure available on the intranet.

Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. For a guidance and further resources list see Part 1 in Keeping Children Safe in Education 2025 Keeping children safe in education - GOV.UK (www.gov.uk) The. The issues are often complex and overlap.

For resources on a wide range of safeguarding topics Home page - Wakefield Safeguarding Children or https://www.safeguardingchildren.co.uk/

We will have a consistent approach of following a robust tutorial programme to educate our students about these issues, following our procedures and consulting with other agencies if there are any concerns. Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as sexual harassment, CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. See later section.

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

When to report to Police - The following guidance will be followed:

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

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

Peer on Peer/Child on Child Abuse – Sharing nudes & semi-nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating Child on child abuse, will always be taken seriously and acted upon, under the appropriate policies. These issues will be part of tutorials and discussions. Students will be encouraged to report any concerns freely and victims will be offered support by the student wellbeing officers.

Sexual Misconduct, Sexual Violence and Harassment - Sexual violence and sexual harassment can occur between two people, or groups of people, including staff, of any age and sex, from primary and secondary stage, through to Further Education colleges and into Higher Education.

Section 1 of the Protection from Harassment Act 1997 and section 26 of the Equality Act 2010, captures harassment by one (or more) student of another student. This does not affect The Group's obligations under the Equality Act 2010 and its compliance with those obligations. Instead, the wording of section 26 of the Equality Act 2010 is used as a basis for defining the scope of harassment.

'Sexual misconduct' means any unwanted or attempted unwanted conduct of a sexual nature and includes, but is not limited to:

   a. sexual harassment.

   b. sexual assault; and

   c. rape.

Where conduct does not fall squarely within the examples in the paragraph above, that conduct may still amount to sexual misconduct where it is unwanted or attempted unwanted conduct of a sexual nature. The definition therefore includes the most serious behaviour of sexual assault and rape, but this is not intended to be an exhaustive list

Sexual misconduct/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.

As with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a student could be suffering, even if no reports have been made.

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 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 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 tutorial 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. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

• the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

• communication barriers and difficulties overcoming these barriers.

Therefore, any reports of abuse involving children with SEND will involve liaison with the DSL (or deputy) and the SENCO.

Children who are lesbian, gay, bi, or trans/gender questioning, 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.

We will specifically speak to single sex groups of students/gender questioning students through student union and student voice forums for their views.

We will follow outlined guidance and risk assessment in any cases of sexual violence and harassment between our students outlined in Part 5 of Keeping Children Safe in Education and Condition E6.2, E6.3 and E6.4 Office for Students (Aug 2025) and consult tools and advice available locally.

Incidents involving staff may invoke staff disciplinary procedures.

An 'incident' of harassment and/or sexual misconduct includes a wide range of circumstances. For example, it includes, but is not limited to, allegations, complaints, suspected behaviour, and formal findings of harassment and/or sexual misconduct. This means that it also includes instances where a formal complaint is not made, or where there is insufficient evidence to progress to disciplinary proceedings.

Addressing harassment and sexual misconduct of students carried out by individuals who are neither staff nor students would be consistent with compliance with the condition. A provider may have less influence over harassment and sexual misconduct by individuals who are not students or staff of the provider. Providers should consider what sort of action is appropriate for addressing harassment and sexual misconduct in different contexts. For instance, an incident may occur outside of the provider context where the provider has no, or limited, ability to prevent this. However, the provider should still be able to take significant and credible steps to protect students through supporting those who experience harassment or sexual misconduct even if this takes place outside of the provider context.

In order to support good governance and to help demonstrate compliance with this condition, a provider should keep appropriate records of its decisions about the steps it will take to protect students. This should include factors a provider has considered when making its decisions.

Victim's will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support

can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves. are aware that the term victim and perpetrator may not be how young people 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 under 18, we understand the requirement for an Appropriate Adult to be present.

We will look to police to support with risk assessments and information sharing, as to how any case of sexual violence investigation is progressing.

Students are encouraged to report any concerns by speaking to a tutor or safeguarding team member or using safeguarding@heartofyorkshire.ac.uk.

Further information about Harmful Sexual Behaviour can be found with victim support services and can be found on the links below:

- **Harmful Sexual Behaviour Support Service | SWGfL**

- Sexual Assault Referral Centre SARC **https://www.hazlehurstcentre.org/**

- **RASAC | support for rape and sexual violence age 8 yrs. upwards**

In April 2021 in response to 'Everyone's Invited' website testimonies the NSPCC set up a report Abuse in Education Helpline 0800 136 663. For children/adults/professionals and parents.

Upskirting

Upskirting is the term used to take sexually intrusive photographs up someone's skirt without their permission/knowledge with the intention of obtaining sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases of this in College.

Sharing Nudes & Semi-nudes

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

The group will follow the below guidance to define, assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required. The same action will be taken whether the image is AI generated or not.

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

<u>Remove a nude image shared online | Childline</u>

Searching screening and confiscation guidance for schools;
<u>https://www.gov.uk/government/publications/searching-screening-and-confiscation</u>

Children with Harmful Sexual Behaviour HSB/Wakefield HSB Panel

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 group will work with other agencies to risk assess and maintain the safety of the whole college community. It is important not to catastrophise nor minimise any situation and to act proportionately. Young people who display such behaviour may be victims of abuse 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. We will consider the Brook Traffic Light tool when making judgements and will ensure this is recorded and if appropriate shared and discussed with parents.

<u>HSB panels</u>

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

Panel members include:
Police
Social care
Forensic CAMHS

Forensic CAMHS information can be accessed via this link: <u>Forensic child and adolescent mental health services (CAMHS) - South West Yorkshire Partnership NHS Foundation Trust</u>

Bullying

It is usually defined as behaviour that is:

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

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

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying

procedures. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the DSLs will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded.

Heart of Yorkshire Bullying and Harassment Policy is available on the intranet.

Preventing bullying - GOV.UK (www.gov.uk)

Sexual and sexist bullying (anti-bullyingalliance.org.uk)

Cyberbullying Guidance | Childnet

Hate Crime

Any hate crime/incident will be reported through local reporting mechanisms – Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of:
race, sexual orientation, gender identification, disability, religion or faith. A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing. Hate crimes should be reported directly to the police using 101 of non-urgent or 999 if the crime is currently taking place.

Children Missing Education CME/Persistent Absent

CME is where children of compulsory school age are not registered in or receiving suitable education.

Persistent Absent is when a child is on roll but not attending.

A young person going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual or criminal exploitation. 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, forced marriage and Fabricated and Induced Illness, etc.

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 and gather info.

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 or young person (male or female) under the age of 18 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 of 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 16/17-year-olds who can legally consent to sex. It can affect both male and females and can include children who have been moved/trafficked for exploitation.

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

The police team can be contacted for extra support and information. (details in appendix) NB they do not take the place of your usual reporting procedures.

Appropriate language: Child sexual and/or criminal exploitation guidance for professionals - Tackling Child Exploitation (researchinpractice.org.uk)
Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)

Child Criminal Exploitation CCE / County Lines

In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity, this can include drug running, working in cannabis factories, stealing/pickpocketing, vehicle crime etc. The child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common. Where gangs/organised groups often manipulate children and create situations where the child owes them money – debt bonding. Staff will be careful to not use language that blames the victim – see above guidance.

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

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

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

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 young people who are likely to be involved in violence may have previously suffered trauma and abuse and that peak times, for serious violence involving young people, can be just before or just after college 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:

- psychological
- physical
- sexual
- financial
- 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 will be mindful of how this affects young people, even when they are not directly involved, and that our staff may themselves be victims. Ending an abusive relationship can be the riskiest time for the victim if a clear plan of support is not in place.

Useful resources and information around domestic abuse can be found on the links below:

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

http://thehideout.org.uk/

https://relationshipmatters.org.uk/

Honour Based Violence HBV – inc breast ironing/FGM/Forced Marriage.

Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report **known cases** on under 18's to the police. Reporting form is available on the WSCP website – education- templates.

Multi agency guidelines:

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf

Forced Marriage

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

It is illegal for a child under 18 to marry in the UK.

Multi agency guidelines:

https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english

National Charity – Karma Nirvana;
Karma Nirvana

Breast Ironing

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

National Charity;

https://karmanirvana.org.uk/

Preventing Radicalisation

This is part of our wider safeguarding duty. We recognise that Colleges play a significant part in the prevention of this type of harm. We will include education through our tutorial curriculum and encourage 'British Values' and critical thinking.

We will intervene where possible to prevent vulnerable young people 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.

We are aware extremism spans many topics including misogynistic e.g. INCEL, however in the Northeast region right wing extremism remains the most common form.

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

Radicalisation – refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panels – voluntary confidential support programs for those who are considered vulnerable to being drawn into terrorism

The DSL team is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Resources to educate pupils: Educate Against Hate - Prevent Radicalisation & Extremism

[Prevent in Wakefield - Wakefield Council](#)

https://www.nypartnerships.org.uk/channel

Private Fostering

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

The group will follow the legal requirements of reporting.

Further information can be found on the links below:

Private Fostering • Wakefield Safeguarding Children (wakefieldscp.org.uk)

https://www.safeguardingchildren.co.uk/professionals/private-fostering/

Homelessness Information

[Provision of accommodation to homeless 16 and 17-year-old young people - Wakefield Council](#)

[Wakefield MDC - Homelessness, Preventing Homelessness, Housing Options - Homeless England | Homeless Link](#)

[Homelessness | North Yorkshire Council](#)

Drug Use

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

[Drugs and alcohol | North Yorkshire Council](#)

National website

https://www.talktofrank.com/

Dealing with issues relating to Parental Responsibility – Dispute Resolution

https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility

https://helpwithchildarrangements.service.justice.gov.uk/

Perplexing Presentations and Fabricated Illness

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

See protocol below (includes signs and indicators).

https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

https://www.nhs.uk/conditions/fabricated-or-induced-illness/

Online Safety

Students increasingly use mobile phones, tablets and computers daily. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The group's acceptable use policy explains how we aim to keep students safe in school which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour. Navigating the risks of advancing technologies such as Virtual Reality /Metaverse and AI should also be considered. Students and parents are encouraged to consider measures to keep safe when using social media and the group recommends downloading the Safer Schools app to keep staff, parents and students informed and updated.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- **Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, racism, misogyny, self-harm, suicide, antisemitism or radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users; for example, Child on Child pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom and exploit them for financial, criminal, sexual or other purposes.
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi nudes and 'or pornography, or online bullying and
- **Commerce**. Risks such as online gambling, inappropriate advertising, phishing or other financial scams.

Use of AI in College

The Heart of Yorkshire Education Group have considered the implications of AI very carefully and in line with the guidance documents below:

Generative artificial intelligence (AI) in education - GOV.UK
Using AI in education settings: support materials - GOV.UK
Using AI in education: support for school and college leaders - GOV.UK

1. The group will ensure the filters are configured and regularly monitored and will educate students and staff on AI literacy and responsible use.

2. Staff must not input any personal or sensitive information into AI tools which are not supported under the Group's AI Policy

3. Staff should also be familiar with the group's IT Acceptable Use Policy, Data Protection Policy and AI Policy.

Students will be educated in online safety via tutorials, and regularly reminded, as an ongoing part of our safeguarding promotions.

If required, we will seek advice from local sources and national helplines.

Acceptable IT use for staff and pupils will be enforced, and parents are also informed of expectations.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The Safeguarding Team will work closely together with IT service to meet the needs of our setting.

We have self-assessed our group's online safety provision and we have effective filtering and monitoring technology in place to meet the needs of our colleges, using Smoothwall filtering and monitoring.

Further resources around online safety below:

Online Safety for SEND

Online Safety Resources for Teens with SEND | TechSafe

Gaming Advice

https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/

Professionals online safety helpline

Professionals Online Safety Helpline - UK Safer Internet Centre

Report harmful content.

Report Harmful Content - We Help You Remove Content

Helping Young People to Keep Themselves Safe

Young people are taught to understand relationships, promote British values and respond to and calculate risks via tutorials and other curriculum lessons where appropriate. They will have access to self-help resources though communication and support channels in their college.

Our approach is designed to help young people to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all young people and promote sensible behaviour rather than fear or anxiety. Young people are taught how to conduct themselves and how to behave in a responsible manner. They are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences. 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 College promotes an ethos of respect for young people, and the emotional health and wellbeing of our students is important to us. Students are encouraged to speak to a member of staff, counsellors, or Student Central team, in confidence about any worries they may have.

However, all our students 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.

Support for those involved in a child protection issue

Child abuse is devastating for the young person and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (usually a DSL) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

Complaints Procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the exec team and governors.

Complaints from staff are dealt with under the group's complaints or disciplinary and grievance procedures.

If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the college are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount, and staff should feel able to report all concerns about a colleague or the safeguarding practice within the college. The group's **Whistleblowing Policy (public interest disclosure)** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns will be recorded.

Allegations and low-level concerns raised against staff

Any concerns or allegations that any member of staff has

- Behaved in a way which has harmed or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work

with children.

should be immediately reported to Exec Director HR & OD. Allegations against the Principal should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or Designated Officer/LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action.

There should be urgent initial consideration in order to establish if there is substance to the allegation, however, there should be no investigation until consultation with the LADO. Full and accurate records will be made at every stage.

Referrals must be made to the LADO within one working day. Case managers may then be invited to a meeting coordinated by the LADO.

Depending on outcomes of investigations it may be necessary to report to the DBS/Teaching Regulation Agency as per guidance.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a young person may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, if a young person is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHs (Child and Adolescent Mental Health) may be required.

An uncomfortable fact is that some professionals do pose a serious risk to students, and we must act on every allegation. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education part 4*

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Staff Training and Induction

It is important that all staff, including temporary and volunteers, have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern including Early Help and Whistleblowing. All staff, including site staff, will participate in training in Safeguarding, online or face to face, and will receive regular safeguarding updates in the form of email/newsletter/staff site meetings.

The DSL/DSPs will receive training updated at least every two years, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WSCP and the Safeguarding Advisor.

Staff should have an understanding of ACE's Adverse Childhood Experiences and be trauma aware, and work towards trauma informed practice.

DSLs will receive face to face training updated every two years. They must also undertake Prevent training. All DSLs are strongly recommended to also attend the Wakefield multi-agency

Working Together Training – A Shared Responsibility.

DSL's will be supported and encouraged to attend additional training to keep up to date, including DSL forums, sign up to WSCP E-bulletin and other multi-agency training offered by WSCP/NYSCP. Specifically, they are encouraged to attend specific Domestic Abuse training, and specific Online Safety training.

All governors will receive _strategic level_ safeguarding training every 2 years. DSL also provides governors with regular strategic updates/reports.

All training will be recorded and monitored to flag in advance when updates are required.

New staff will receive an induction in safeguarding which includes the Group's safeguarding policy, details for the DSLs, reporting and recording arrangements, the staff code of conduct and the whistleblowing policy. Staff will sign to say they have received this and understood.

Safer recruitment

We endeavour to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education together with the local SCPs and the group's individual procedures. Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education. Including;

- Verifying identity
- Enhanced DBS (disclosure and barring service) check for those in regulated activity
- Prohibition from teaching check – teacher services system for all teaching posts
- EEA Restrictions
- Verification on mental and physical fitness
- Right to work in UK
- Professional qualifications.
- References will be sought before interview, so any concerns can be explored.
- At least one member of each recruitment panel will have attended safer recruitment training.
- The Single Central Record is maintained in accordance with Keeping Children Safe in Education.
- We will obtain written confirmation from supply agencies that agencies and third-party staff have been appropriately checked.

Volunteers
Volunteers, including governors will undergo checks commensurate with their work in the college and contact with students i.e. if they are in regulated activity or not.

Contractors
We will check the identity of all contractors working on site and requests checks where they work in regulated activity or unsupervised.

Visitors
All visitors will be asked to sign in and wear a badge identifying them as a visitor and will be escorted at all times whilst on the premises. Visitors who have been pre-checked and added to the single central record will be given a visitor plus badge which allows unaccompanied access. All visitors are expected to enter via reception and observe the college's safeguarding and health and safety regulations to ensure children in college are kept safe.

Photography and images

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

To protect students, we will:
- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent if appropriate
- not use students full name with an image
- ensure students are appropriately dressed
- ensure that personal data is not shared
- store images appropriately, securely and for no longer than necessary
- use college equipment, not personal devices
- encourage students to tell us if they are worried about any photographs that are taken of them.

Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the young person. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Intimate Care

If a young person 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 young person needs assistance with intimate care this will be risk managed to afford dignity to the young 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 student's consent to help. Parents will be informed, and incidents recorded.

Child Protection Procedures

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is a form of maltreatment. This can be physical, emotional, sexual or neglect. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Young people may be abused by an adult or adults, men or women; however, it is important that we recognise that students can also be abused by another young person or children.

Extra Familial Harm

Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and/or other children. Examples of extra-familial harm may

include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, child-on-child (non-familial) sexual abuse and other forms of harmful sexual behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

https://contextualsafeguarding.org.uk/

Child criminal/sexual exploitation

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

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

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2023).

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

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

Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse. The identification of physical signs is complicated, as ca young person may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.
However, some young people may have no physical signs, or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss College or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their college work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report and record their concerns as they occur – they do not need disclosure or 'absolute proof' that the child is at risk.

Taking Action

Safeguarding is everyone's business (Children's Acts 1989 and 2004)
All Staff need to be aware of and recognise early signs of abuse and other vulnerabilities and possible issues and be familiar with procedures. We expect all staff to have a 'never do nothing' attitude if they have a concern about a child and initiate a discussion with a DSL if in any doubt. Any child, in any family in any school or college could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

If you are concerned about a student's welfare
There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff should give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should record these early concerns via ProMonitor. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

It is not your responsibility to investigate or decide whether a child has been abused.

Key points to remember for acting when you RECOGNISE signs of possible abuse or a disclosure is made:

RECORD concerns as a confidential comment on ProMonitor ensuring to copy in Carol Price/Michelle Jones/Rachel Allen/Alexandru Mihalache or another appropriate person/DSL by name

- For learners where there is a risk of harm speak to DSL as a matter of urgency and record by completing a safeguarding report form available on the on the staff intranet.
- Record any disclosures using the young person's words as far as possible to avoid any misunderstandings and time and date the disclosure. Also Record any actions taken as a result of the disclosure.
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- if you believe the young person is at imminent risk of serious harm, take the action necessary to help the young person, for example, call Wakefield Social Care Direct on **0345 8 503 503** or for North Yorkshire **01609 780780**. Always ring Police on 999 in an emergency.
- seek support for yourself if you are distressed (Contact HR for advice).

If a student discloses to you
It takes a lot of courage for a young person to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students, it is best practice for staff to:
- allow students to speak freely, try to move away from others to a quiet space
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences, and allow space and time for student to continue, staff will recognise the barriers the student may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and *will not* ask direct or leading questions – such as... whether it happens to siblings too, or what does the student's mother thinks about it.
- use questions such as Tell me…...? Is there anything else?
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a young person who has been abused.
- remember professional boundaries and not share personal experiences such as 'that happened to me'
- avoid admonishing the student for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the young person

to mean that they have done something wrong

- tell the student what will happen next. The student may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on ProMonitor or the record of concern form and hand it to the designated lead
- seek support if they feel distressed

Notifying parents

The College will normally seek to discuss any concerns about students under 18 with their parents. This must be handled sensitively, and the DSL may be in the most informed position to contact the parent in the event of a concern, suspicion or disclosure.

However, if there is reason to believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

Records and Monitoring

Why recording is important

Staff are encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

It needs to be borne in mind that what constitutes a 'concern' for one young person may not be a 'concern' for another and the particular young person's circumstances and needs will differ i.e. a young person subject to a child protection plan, Child in Care, Child in Need may be looked at differently to a young person recently bereaved, parental health issue etc.

Professional judgement therefore should be used when making decisions about reporting a "concern" using the notice, check, share process.

Child Protection incidents or disclosures should always be shared with the Group Safeguarding Lead.

Recording welfare/wellbeing or other concerns

Concerns about a student or their welfare should be recorded ASAP on ProMonitor

Urgent Child Protection issues or disclosure - Referral to Social Care Direct

Staff should discuss concerns directly with a DSL immediately if a young person is being harmed or is at imminent risk of being harmed. The DSL will make a referral to Social Care MASH if it is believed that a student is suffering or is at risk of suffering significant harm. This should be done with reference to the relevant Continuum of Need and using the Signs of Safety approach. If there is already a social worker assigned to this case, the social worker should be contacted.

If a DSL is not available, contact the local College Director/Senior Lead. If there is no member of the Safeguarding team available staff should take action as necessary to safeguard the
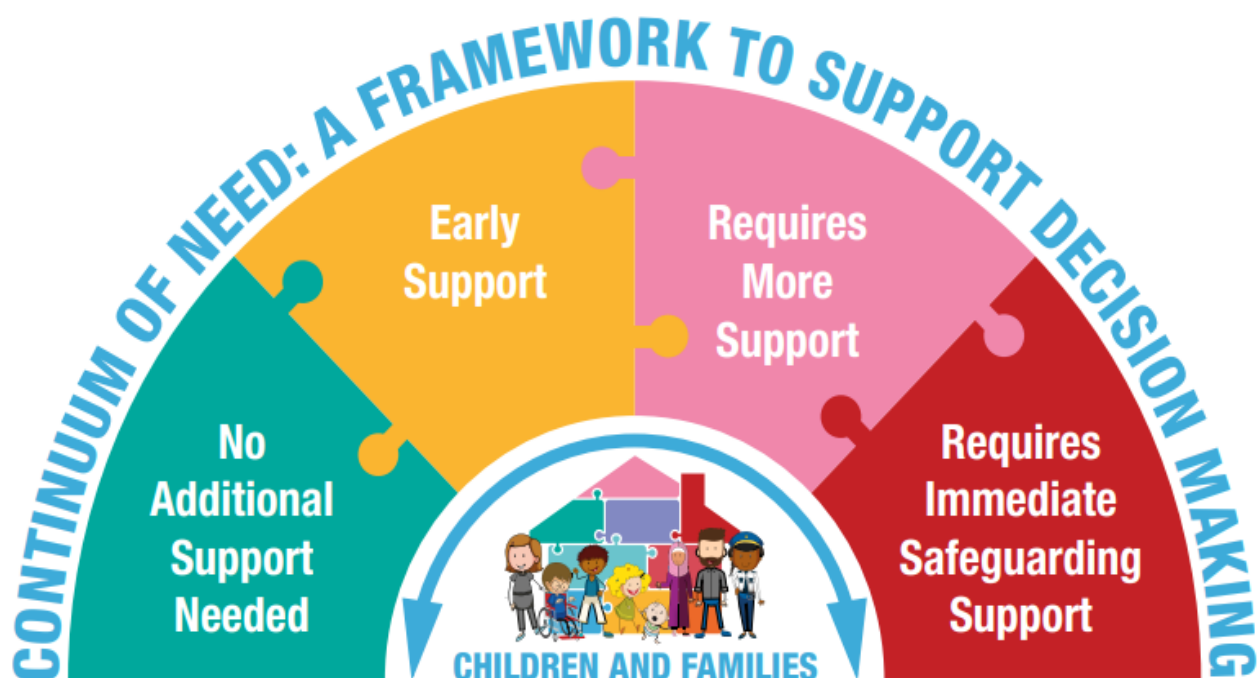
young person, for example the police (101 or 999) or Wakefield Social Care MASH **(0345 8503 503)** North Yorkshire Social Care (**01609 780780**). You should always back up reports in writing using the local authority referral form and following referral procedures, pass these to the DSL at the earliest opportunity for safe keeping and to inform future actions.

The student (subject to their understanding) and the parents should be told that a referral is being made, unless to do so would increase the risk to the child.

Continuum of Need

Wakefield has a Continuum of Need for children and families who need support, this ranges from No Additional Support Needed, to Requires Immediate Safeguarding Support. It is worth noting that a cause for concern does not always require a top-level response, it may be the family need a lower level of support to help the situation.

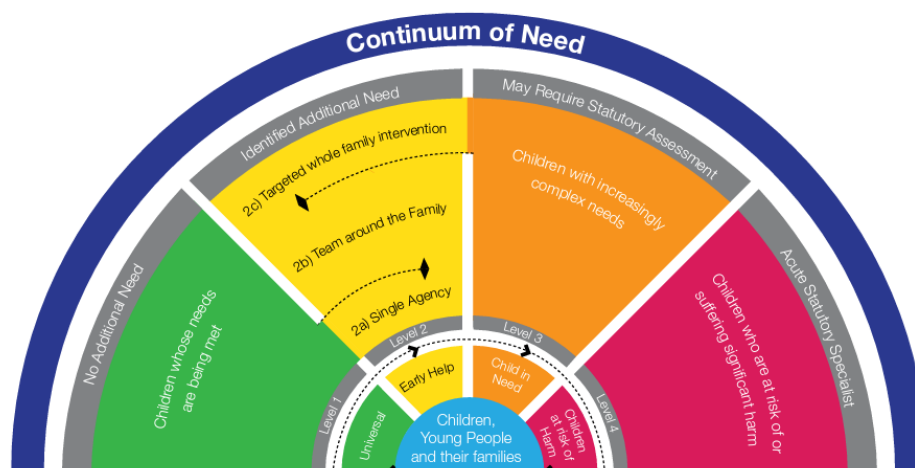Wakefield Families Together website provides lots of advice and support around Early Help.

The Early Intervention Prevention Service and Team Around the School (TAS) arrangements / school link workers are able to signpost DSL's and offer support.

 – Universal Services are Meeting the Needs – No Additional Support Needed.
– For example, a universal service is providing extra support / have referred to one other agency / EIP Service.
 -Multi agency approach to support. Multi agency early help TAS arrangements with multi agency plan may be able to support or Targeted Early Help.
– Statutory intervention and assessment is needed where child is at risk or currently suffering significant harm. Social care/ police assess, investigate and lead at this level.

North Yorkshire Continuum of Need uses the terms below

Level 1 Where there is no additional need/Universal services
Level 2 Identified additional needs/ vulnerable/Early Help
Level 3 May require statutory assessment/ complex/ CIN

Level 4 Acute statutory specialist/critical/ Children at risk of harm

Colleges do have a duty to intervene early and support however it is not colleges responsibility to investigate or decide whether a child has been abused. College does not have the powers to investigate child protection concerns.

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The student's behaviour may have changed, for example their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or their behaviour may have changed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, or a grandparent is very ill.

It is fine for staff to ask the pupil if they are OK, if they are worried about anything or if they want to talk.

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the dealing with a disclosure advice.

Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with a DSL.
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Early Intervention

If the concern is low level and does not require other agency involvement a DSL will initiate early intervention to:

- Engage with the parents/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student (e.g. additional in school support).
- At this meeting we will discuss the plan of next action should the situation not improve and offer signposting to other local services.
- We will record all contacts with the family, dates and times, including phone calls/letters.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

If necessary, the college will assess using the Signs of Safety framework – what are we worried about? what's working well? what needs to happen? (Including all subsections, e.g. complicating factors) and then scaling.

If college needs further help other agencies will be contacted and if issues escalate or local advice is needed the Children First Hub can be contacted and a referral made using the Early Help referral form
Family Hubs – Wakefield Families Together
https://www.safeguardingchildren.co.uk/professionals/early-help/

If the situation does not appear to be improving, staff should press for reconsideration and if necessary, follow WSCP/NYSCP professional disagreement procedures.

Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

Keeping Records

- All records will provide a factual and evidence-based account and there should be accurate recording of any actions.
- Records should be signed, dated and, where appropriate, witnessed.
- At no time will a staff take photographic evidence of any injuries or marks to a child's person. A body map should be used instead in accordance with recording guidance.
- It may be appropriate for the DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.
- For Neglect concerns the Wakefield Neglect Toolkit – should be consulted to assess level of neglect before any referral is made regarding Neglect.
- Feedback will be given to staff members making the report of any actions; this will however be on a need-to-know basis. It may not be appropriate for staff members to know every detail of the young person's life.

The Safeguarding File

- The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.
- Files should be transferred from feeder schools within 5 days of the student enrolling
- Files may be electronic (e.g. CPOMs) or paper based will be kept separately from the main student file and **will be held securely only to be accessed by the Group Lead/Deputy.**
- College will keep records of concerns about young people (written or electronically) even where there is no need to refer the matter to external agencies immediately.
- All incidents/episodes/contacts should be recorded e.g. information shared with other agencies. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether an EHA should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Early Help Hubs in line with the Continuum of Need documents and reflecting the Signs of Safety approach (SOS).
- In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified, and outcomes recorded.
- Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

- Records will be kept up to date and reviewed regularly by the Group Safeguarding Lead/DDSL to evidence and support actions taken by staff in discharging the safeguarding arrangements.
- The file can be non-active in terms of monitoring i.e. a child is no longer in care, subject to a child protection plan and re-activated if necessary.
- If the child moves to another school or college, the file will be securely sent to the DSL at the new establishment, via CPOMS if possible or sent securely and a written receipt will be obtained.

Confidentiality and sharing information

The Group Lead/Deputy/DSL will decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The Seven Golden Rules for Safeguarding Information Sharing 2024

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

https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

The Data Protection Act does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. In cases where agencies such as the police or MASH/MAST ring the College requesting information reception staff will take a message and inform the 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.

Requests for information from the police or unknown agencies should be accompanied by a Data Protection request and sent to DPO@wakefield.ac.uk.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL.

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

Special Circumstances

Looked after Children LAC/Children in Care CiC and Previously in Care

Children in care and previously looked after children start college with the disadvantage of their pre-care experiences and often have special educational needs. Most commonly, the reason for children becoming looked after is as a result of abuse or neglect. The school must ensure that appropriate staff have information about a child's looked after status and care arrangements, including contact. The Designated Teacher for Children in Care and previously looked after and the DSL team have details of the child's social worker / carer, parent or guardian. As well as the name and contact details of the local authority's Virtual School Head. Many of our students are from local authorities outside our own regions. The Designated Teacher will work within the relevant authorities' Pupil Premium Plus policy guidelines to support the academic progress of CiC / LAC through appropriate target setting in their termly PEP (Personal Education Plan)

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

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

Wakefield Virtual School – virtualschool@wakefield.gov.uk

North Yorkshire – virtualschool@northyorks.gov.uk

Work Experience
The College has detailed procedures to safeguard students on placement as part of their course, including arrangements for checking people who provide placements, which are in accordance with the guidance in *Keeping Children Safe in Education*.

Young people staying with host families
The college may arrange for students to stay with a host family during trips abroad. In such circumstances this may amount to Private Fostering and the college follows the guidance in *Keeping Children Safe in Education* to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during college term-time, and we will check that such arrangements are safe and suitable. Anyone over 18 residing in a host household will undertake a DBS check.

Related policies and procedures
- Staff code of conduct
- Safe working practice guidance
- IT acceptable use
- Disciplinary procedures/Behaviour regulation policy
- Complaints procedure
- Bullying and harassment policy
- Whistleblowing
- SEND Policy
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

Local Contact Details

Wakefield Social Care MASH
Phone: 0345 8503 503
Minicom: 01924 303450 (type talk welcome)
Email: social_care_direct_children@wakefield.gov.uk

North Yorkshire Social Care/MAST
Phone: 01609 780780
Email: Social.care@northyorks.gov.uk

Local Children First Hubs (formerly known as early help hubs)
Services will be delivered across different areas of the Wakefield district and based on the needs of the area.

SWCFH/TAF Coordinator
Helen Young
Castle Children's Centre
07881 359296
Email: hyoung@wakefield.gov.uk

CAMHS Single Point of Access (SPA)
01977 735865

Compass Mental health support

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

Local Authority Designated Officer (LADO) – for allegations against staff
lado.referrals@wakefield.gov.uk

01977 727032

Mobile – 07711 797847

Police
If a criminal offence has occurred, contact the police via 101 or 999 as appropriate

Child Safeguarding Unit
Wakefield.sguchild@westyorkshire.pnn.police.uk

CET/CVE Police Team
cveteam@wakefield.gov.uk
01924 303570

Prevent Contacts

If you are concerned about an individual or have noticed something suspicious you can speak to the following people:

In an emergency, dial: 999.
You can also contact:

• West Yorkshire Police on the non-emergency number: 101
• Action Counters Terrorism confidential hotline: 0800 789 321
• Speak to someone from Safer Communities: 01924 306645
You can also submit a referral form which should be returned to: intelligence@ctpne.police.uk

If you find illegal or harmful information online, report it anonymously on the Home Office website.

Children in Care/Looked After Children

Tom Foster
Tfoster@wakefield.gov.uk

vkitchin@wakefield.gov.uk
Vicky Kitchin - Post 16 Lead at Virtual School Wakefield
07796 335954

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01609 532169
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Kim Clarkson
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Bethany Clarke – Hull
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Safeguarding Advisor for Education
Vicki Maybin
vmaybin@wakefield.gov.uk 07788 743527

Early Help Strategies/ Continuum of Need documents

https://wakefield.mylocaloffer.org/early-help-service/early-intervention-and-prevention-service/

https://www.safeguardingchildren.co.uk/wp-content/uploads/2019/09/79301-Early-Help-Strategy-2019-3-Oct.pdf

Safeguarding Information webpage for schools/colleges
Home page - Wakefield Safeguarding Children

https://www.safeguardingchildren.co.uk/

NSPCC Whistleblowing Helpline
 0800 028 0285