

Designated Child Protection Teacher Mr Lee Hardcastle



Child Protection Policy

Review Date September 2017



Whole School Policy on Child Protection

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Whole School Policy on Child Protection

'Through their day to day contact with pupils and direct work with families, people who work in Education have a crucial role to play in monitoring possible abuse and neglect. They must refer concerns to the appropriate agency, normally the social services department'.

('Working Together to Safeguard Children 1999', Department of Health, Home Office, Department for Education and Employment, 1999)

In addition the school has a duty to safeguard and protect the well being of children and is committed to act in accordance with the locally agreed Child Protection Procedures in cases where there is concern of significant harm.

Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person. Development includes physical, intellectual, emotional, social or behavioural development, health includes physical and mental health and ill treatment includes sexual abuse and other forms of ill treatment, which are not physical.

1. Purpose of a Child Protection Policy

An effective whole school child protection policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound internal school/service procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

2. Introduction

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance to all who work here. (For the purpose of this policy children/pupils are anyone under the age of 19 years).

Crofton Academy fully recognises the contribution it can make to protect children and support pupils in school.

With this aim in mind: 'There are three main elements to our Child Protection Policy'.

- a) Prevention: By creating a positive school atmosphere by providing high quality teaching and pastoral support to pupils.
- b) Protection: By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- c) Support: By ensuring that adequate systems are in place to support pupils, school staff and children who may have been abused.

This policy applies to all members of Crofton Academy community.

3. School Commitment

At Crofton Academy we recognise that for children, high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help all children to feel safe, supported and valued. This is particularly true of those who are at risk of, or suffering from, abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to. (The development of the Group Tutor role and the continued partnership over the five year school experience will encourage and into Crofton 6th Form a mutual respect and understanding based on trust)

- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. (The school will continue to develop high quality relationships between, Group Tutors, Year Group Managers, Learning Mentors and key personnel within school. In addition the school will continue to work closely with external agencies some of which will be on hand at regular times throughout each week. Eg. Connexions, Police, Education Welfare).
- Include in the curriculum activities and opportunities for PSHE/Citizenship, which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish and develop effective working relationships with parents and colleagues from other agencies.
- Ensure that staff are aware that safeguarding incidents can happen anywhere and they need to be alert to possible concerns.

4. Framework

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire Local Authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All Local Authority services have an impact on the lives of children and families, and Local Authorities have a particular responsibility towards children and families most at risk of social exclusion. Ref (Keeping Children safe in Education 2015) & Ref Inter-Agency Working: sections 27.28.29.

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the local Child Protection Committee.

Crofton Academy works in partnership with the Wakefield & District Safeguarding Childrens Board (WDSCB) and follows all recognised procedures and protocols. The school Child Protection Teacher consults with and attends the various training sessions as required, on behalf of Crofton Academy.

Crofton Academy subscribes to the regular training sessions provided by the LA and strives to ensure all members of its staff are adequately trained and prepared to deal with Child Protection issues.

5. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and protect children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures.

The Designated Child Protection Teacher at Crofton Academy is the Deputy Headteacher (Pastoral) **Mr Lee Hardcastle** (The Deputy DCPT is **Mrs S Rowe**).

All aspects of Child Protection should be discussed with the designated teacher before any action is taken. This must take place so that a whole school decision, on any required action can be taken. The designated teacher will consult with the Headteacher on all matters of Child Protection. (If the DCPT is not available then the Deputy DCPT should be consulted).

(Any member of staff may raise concerns directly with children's social care services but whenever possible the school referral process should be followed).

The designated teacher is responsible for informing all new school staff of the Child Protection procedures in place and providing advice on all matters of Child Protection.

The Headteacher will remain in overall charge of Child Protection within school.

The Governors, 'Curriculum, Staffing, Pupil Committee' will monitor all aspects of Child Protection within school. The nominated Child Protection 'Governor' will monitor key aspects of Child Protection and training issues. It is not the role of the Governing body to be involved directly with individual cases of Child Protection, as they may have to be involved in the investigation of allegations against staff.

In cases of allegations against adults, advice will be sought and any investigation will be conducted by the LA Designated officer in partnership with the LA WDSCB.

6. Training and Support

School will ensure that the Headteacher, the Child Protection Designated Teacher, the Deputy DCPT and the nominated Governor for Child Protection attend training relevant to their role.

All other adults working in school will as part of their induction training be given the necessary information regarding Child Protection and how the procedures operate within Crofton Academy Designated Child Protection Teacher will deliver this information.

It is a requirement that all staff undergo regular updating/refresher training in Child Protection issues at three yearly intervals.

The designated Child Protection Teacher & Deputy DCPT will undergo refresher training every two years.

Through regular contact and in partnership with the Wakefield 'REACH' Team staff the DCPT and Deputy DCPT will be trained to understand the particular safeguarding risks for looked after Children.

7. Professional Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. The only purpose of confidentiality in this respect is to benefit the child.

The school will operate a need to know policy, which will maintain, as far as is possible, the confidentiality of the child in question. In certain circumstances information will be given to general staff if it is thought to benefit the individual concerned.

All adults working in Crofton Academy understand that they are not able to promise confidentiality where there are CP concerns. If they feel that a child is about to disclose something, or as soon as they realise a disclosure is being made to them they must stop the individual concerned and explain that whatever they tell them, they are unable to keep any secrets and that they may need to pass the information on.

Every adult working in school has a responsibility to protect children and in so doing must pass on any information, which they receive to the designated CP teacher. The Designated Child Protection Teacher, in consultation with the Headteacher, will then decide what action should be taken.

Any information received will be used to ensure the safety and well being of the child concerned. In the spirit of the partnership developed with parents, the school will keep parents informed of any issues, which it feels they need to be aware of. If this information could bring further harm to the child concerned, the school reserves the right to withhold this information from parents and will work with external agencies such as Social Services, Education Welfare, etc. for the benefit of the child concerned.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including to social service departments), must always have regard to both common and statute law.

Data may only be used or passed on for specific purposes allowed by law. From time to time the school is required to pass on some of this data to local authorities, the Department for Education (DfE), and to agencies that are prescribed by law, such as the Standards and Testing Agency, Ofsted, the Skills Funding Agency, Education Funding Agency, the Department of Health (DH), and other appropriate local health authority trusts as well as organisations that require access to data in the Learner Registration System as part of the Managing Information Across Partners (MIAP) programme and Connexions. All these are data controllers in respect of the data they receive and are subject to the same legal restraints in how they deal with data.

8. Records and Monitoring

Well-kept records are essential to good Child Protection practice. Crofton Academy is clear about the need to record any concerns held about a child or children, the status of such records and when these records should be passed over to other agencies.

- All Year Group Managers maintain detailed records of incidents on a daily basis. This information is gathered through the normal school procedures currently in place. This could be either through conversation or the more formal, 'Pupil Incident Slip' Appendix (i) route.
- If it becomes apparent there are child protection concerns then the YGM will bring these concerns to the attention of the Designated Child Protection Teacher, who will then make a decision on what action needs to be taken.
- The Designated Child Protection Teacher will maintain all records relating to child protection issues.
- The Designated Child Protection Teacher and the YGM will monitor any child whom they have any concerns, this will consist of monitoring their daily attendance as well as individual lessons. It may, on occasions, be necessary to advise individual staff about elements of concern, so that a more thorough monitoring may take place. This could often include such people as, the Group Tutor, Attendance Officer, Education Welfare, etc
- The Headteacher will be kept fully informed at all times.
- The designated Child Protection Teacher will, in consultation with the YGM decide if a referral to Social Care Direct is necessary and will either make that referral themselves or will instruct the YGM to make the referral. Referrals may initially be by phone, but must be followed in writing
- If a child transfers or leaves Crofton Academy, the receiving school will be advised of the concerns, which are held. If the child is being supported by an external agency then it is expected that the support will follow the child to their new school. In the case of Social Services the school will work fully with the Social Worker to support the child throughout this period. The school will keep any confidential files for a period of five years after the child has left the school.
- Transfer of data – School will transfer important information between the schools designated child protection teachers on a need to know basis.

9. Attendance at Child Protection Conferences

- It is expected that the Designated Child Protection Teacher or Deputy DCPT will attend all necessary Child Protection Conferences.
- Depending on circumstances however it may, on occasions, be more appropriate for the YGM or the EWO or both, to attend the conference.
- A written report of the current situation will outline the concerns of the school this will then be recorded on file.

10. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

Missing Children

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual 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 and forced marriage.

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with local Wakefield procedures. Missing Officer – details in appendix.

Child Sexual Exploitation CSE

Involves exploitative situations where a child, male or female, receives something from an adult as a result of engaging in sexual activity. This can be seemingly 'consensual' relationships to serious organised crime gangs. There will be an imbalance of power where the perpetrator holds power over the victim. This is a serious crime. Local CSE procedures in Wakefield – details in the appendix. The police team can be contacted for extra support and information. NB they do not take the place of your usual reporting procedures.

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 duty to report.

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

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 Panel.

The DSL 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.

Prevent police officer in Wakefield – details in appendix.

Private Fostering

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

The school will follow requirements of reporting as set out by WDSCB.

11. Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

We also recognise that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Crofton Academy will endeavour to support pupils through:

- a) The curriculum, to encourage self-esteem and self-motivation.
- b) The school ethos, which promotes a positive, supportive and secure environment, which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies (following guidance in Behaviour and Discipline in schools Feb 2014)
- d) A consistent approach, which recognises and separates the cause of behaviour from which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Use of the child well being model.
- f) Regular liaison with other professionals and agencies who support the pupils and their families.
- g) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- h) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

12. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

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

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting

- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage.

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

This policy should be read in conjunction with other related policies in school.

These include:

- Behaviour Policy
- Bullying Policy
- Physical Restraint
- Special Education Needs Policy
- Health and Safety
- Sex Education
- Home School Agreement
- Guidance on Safe Practice of Adults working with Children
- Staff recruitment. Crofton Academy Process
Protection of Children: Disclosure of Criminal Background of those with access to children. Procedural Document.
- Keeping children Safe in Education 2016
- Behaviour and Discipline in school 2015

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. This care must extend to Looked After Children who are particularly vulnerable.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

13. Helping Children to Keep Themselves Safe

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

Our approach is designed to help children 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 children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

However all our pupils are aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

14. Pupil Signing Out Procedure (Appendix ii)

All pupils leaving school must have authorisation from adult/parents and sign out at reception. If a pupil is requested to leave school during school hours, members of staff should adhere to the signing out procedure.

15. Safe Schools, Safe Staff

This section must be read with reference to: Guidance on Working Together to Safeguard Children 2013, Information Sharing 2015, Keeping Children Safe in Education April 2016 and What to Do If You Are Worried a Child Is Being Abused 2015.

It is the policy of the Governing Body of Crofton Academy that all newly appointed or re-appointed Governors and Volunteers complete an enhanced disclosure and barring service (DBS) check.

It is vital that all adults who work in school are aware of the possibility of an allegation being made against them. All staff must work in a manner which minimises the risk of such an allegation being made and must be informed of the guidelines regarding such risks. The following are provided as a guide.

- Being alone in a classroom with a child.
Although it is not always possible to avoid such an encounter you must be aware of the dangers and try to minimise the isolation. Always leave the door open. Try to enlist the support of a colleague who may be close at hand. If in any doubt remove yourself from the room and into the corridor.

- The use of reasonable force (February 2014)
Crofton Academy follows the Government guidelines with regard to not maintaining a no contact policy'. We believe that there are occasions when it is necessary to have physical contact with a pupil.
For example: When demonstrating how to hold a musical instrument, when guiding a pupil in a PE lesson with a particular technique, providing first aid treatment, etc.

All staff have the power to use reasonable force to prevent pupils from injuring themselves, committing an offence, damaging property and to maintain good order within the classroom. Reasonable force is described as, breaking up a fight, guiding a pupil by their arm, restraining, blocking a pupil's path. This action would only be taken in extreme cases and only when all other avenues have been exhausted. If the academy has to use reasonable force on any pupil the parents of that child will be informed by the academy.

- When interviewing in an office.

This would generally be conducted by a senior member of staff (YGM, HOD, etc) and must be conducted with caution at all times. If in any doubt about the circumstances then a second adult must be present.

- Mock careers Interview.

Mock interviews, which are conducted in school, will be allocated individual offices or the meeting room as space allows.

If an office is used then it is recommended that the door be left open throughout the duration of the meeting.

The meeting room could be used for a number of interviews to take place at the same time.

This would, therefore, require some room dividers (display boards) to be positioned to provide individual private spaces.

- Oral Exams

Teachers who are conducting Oral examinations must consider each candidate individually and decide if they feel comfortable administering the test. If not, they should consult with their line manager in the first instance and then the Designated Child Protection Teacher. As the test is taped it is felt that some degree of protection is provided.

- Possible allegation being made against Staff

The school will follow the guidance as set out in the LA/Teachers Union Guidance for staff facing allegation of abuse

- Selection and recruitment.

The procedures for the selection and recruitment of staff are carried out in line with the LA recommendation. Staff recruitment and Crofton Academy Process.

Protection of Children: Disclosure of Criminal Background of those with access to children. Procedural Document

- Transport

If you are likely to transport children in your vehicle then it is essential that you are covered on your insurance policy for business use.

If you transport children, think very carefully about the obvious dangers and consult with your line manager, or the Designated Child Protection Teacher first.

If you do take a pupil in your car, ask them to sit in the rear, make sure you ask a colleague to accompany you – Ref: Guidance on Safe Practice of Adults working with Children.

- Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are subject to 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.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the local authority designated officer (LADO) and the chair

of governors. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE 2016).

16. Social Media

As the world around us advances with technology so does the use of social media sites, in particular Twitter and Facebook. It is clear that whilst the school embraces these new technologies and engages with them as part of an educational environment, the school needs to be clear with staff and pupils about crossing professional and private life boundaries.

Whilst the school does not discourage the use of such sites with its staff we do advise as follows:

- That staff do not accept friendship requests from pupils, past, present or from other schools (past in this instance means any person who has been taught during a teacher's time at Crofton Academy or elsewhere including 6th Form pupils, or any ex pupils who are under the age of 19 years)
- Staff do not approach pupils or family of pupils to be friends, unless they themselves are related to the individuals and such online friendship will not cause conflict with their professional post
- That staff do not make disparaging remarks about colleagues, pupils or pupils' family members
- Ensure that any comments and/or images could not be deemed defamatory or in breach of copyright legislation
- If staff find themselves tagged in photos they deemed to be unsuitable they should untag themselves
- Staff should ensure that privacy and security settings are set to avoid anyone other than "friends" accessing their accounts
- Members of staff are asked to remember before they make posts how the world would perceive them if they were viewed by the wider audience and would this be detrimental to themselves or the school
- Under no circumstances should photographs of themselves which include pupils be uploaded to social networking sites, even with parental permission, this has not been granted for personal use of photographs by staff (for example following a school holiday, trip or visit).
- Caution is advised when inviting work colleagues to be 'friends' in personal social networking sites. Social networking sites blur the line between work and personal lives and it may be difficult to maintain professional relationships if too much personal information is known in the work place. It should also be noted that colleagues may have different views as to what is and is not an appropriate online conversation and this could lead to conflict.
- No one should set up a social media site on behalf of the school; this should only be undertaken by the school under strict instruction to do so.
- Staff are reminded that any breach of this policy may lead to disciplinary action being taken against the staff member/s involved

17. Site security

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

18. The Inter-Agency Assessment and Referral Form: Staff Docs/Social Services/Recording templates

This form should be used when we consider that a child has needs, which cannot be met solely by the services or resources within the Family Services, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

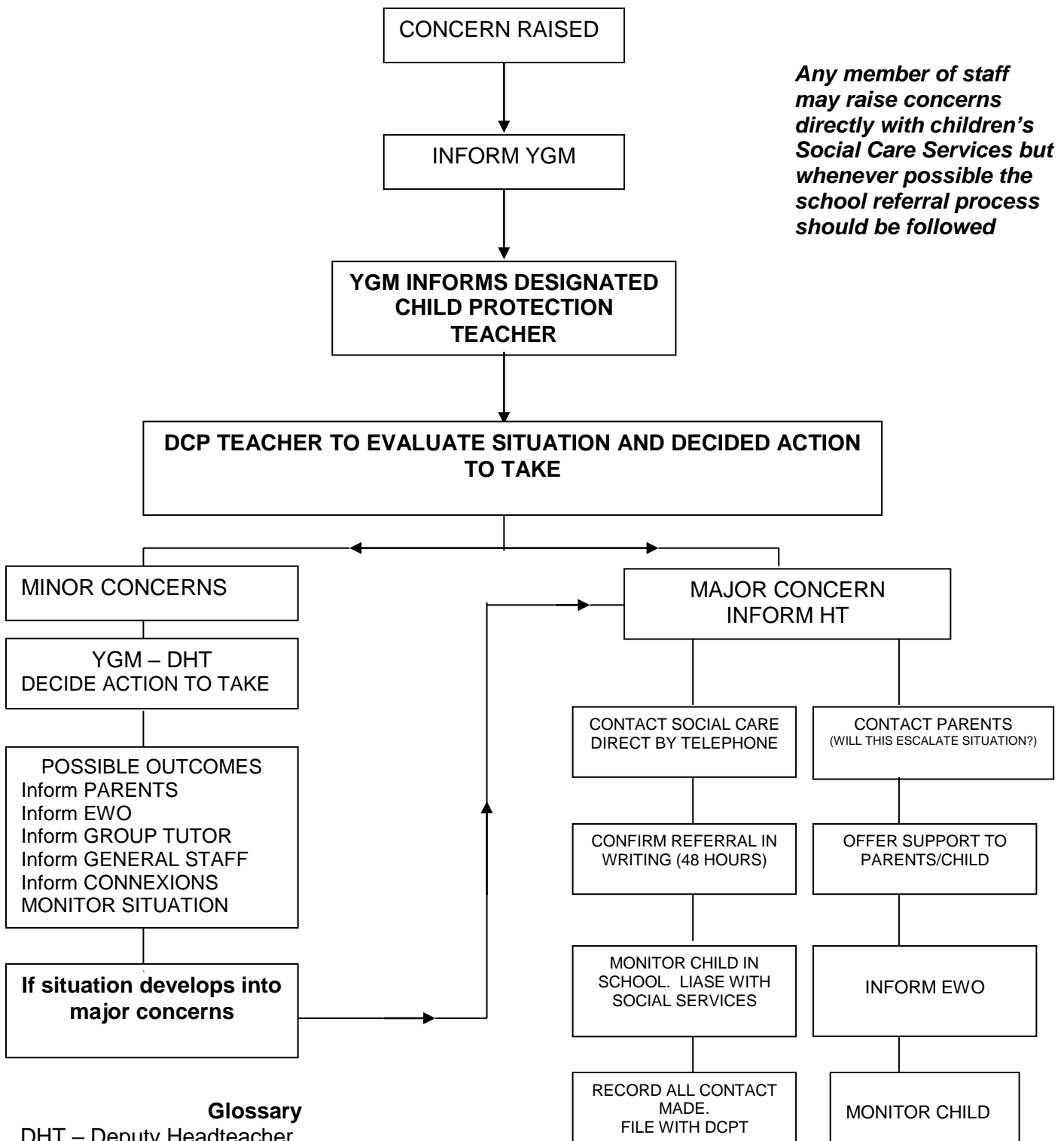
In these circumstances we will have records detailing what work has been undertaken by our school to support the child and family, and why we believe that a more corporate and co-ordinated approach is needed. The information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for co-ordinated support services for a family should always be discussed with parents, unless to do so would place the child or others at risk of harm.

- The Referral form will be completed by either the Designated Child Protection Teacher, or by the YGM, following consultation with the Designated Child Protection Teacher.
- A copy of the Referral form will be faxed to Social Care Direct. The Designated Child Protection Teacher will keep the original securely on file.
- The Headteacher will be kept informed at all times.
- The Education Welfare Officer will be informed of the referral.

Where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral must be made by the Child Protection Designated Teacher or the Deputy CPDT or a Year Group Manager following consultation with the CPDT. This referral will be by telephone to Social Care Direct, followed by fax or letter within 48 hours, for confirmation. The multi agency form should be forwarded by the CPDT to social services.

19. Procedures to follow if a member of staff is concerned about the welfare or safety of a child

REFERRAL PROCESS



Any member of staff may raise concerns directly with children's Social Care Services but whenever possible the school referral process should be followed

Glossary

- DHT – Deputy Headteacher
- DCPT – Designated Child Protection Teacher
- EWO – Education Welfare Officer
- YGM – Year Group Manager

HEADTEACHER TO BE KEPT INFORMED THROUGHOUT SITUATION

20. Visitors to School.

All visitors will be expected to report to Reception, where their presence will be logged and an identification badge issued. All authorised visitors, i.e. LA Officers, Governors, Parents etc are required to observe the safety rules of the school. The teacher with whom they are working will make parents aware of the safety rules as appropriate.

Visitors: Safety to staff

Should staff become aware of any unwelcome visitors on the premises, senior staff should be alerted immediately. In the unlikely event of staff facing the threat of violence from a member of the public, assistance should be summoned from the nearest quarter. It may be necessary to act quickly and inform the Police. In consequence to such behaviour the Governors will, following advice from the LA take any action appropriate to their remit.

21. Work Experience.

All work experience placements are arranged in line with the Wakefield LA guidelines. The employers used, are located from within the Crofton Academy database and have been Health and Safety checked and approved by the Work Experience Co-ordinator.

It is expected that all pupils will be contacted/visited whilst on work experience by a member of Crofton Academy staff to ensure that the placement is successful and appropriate.

In preparation for Work Experience all pupils are issued with guidance on aspects of child protection. This guidance provides the opportunity for pupils to discuss possible situations and what action to take.

22. Extended Work Experience Placements.

Extended Work Experience placements are taken from the Crofton Academy database and have been Health and Safety checked in line with LA recommendation by the Work Experience Co-ordinator.

23. Exam invigilation. (Special Circumstances)

Exam invigilation will be conducted in line with the QCA recommendation as described in the training material pack.

Where pupils require special considerations and have to work individually, two invigilators will be assigned to supervise the examination.

Appendix (i)

PUPIL INCIDENT INFORMATION SLIP

NAME FORM Date Period

HOD → FT → YGM
(please tick)

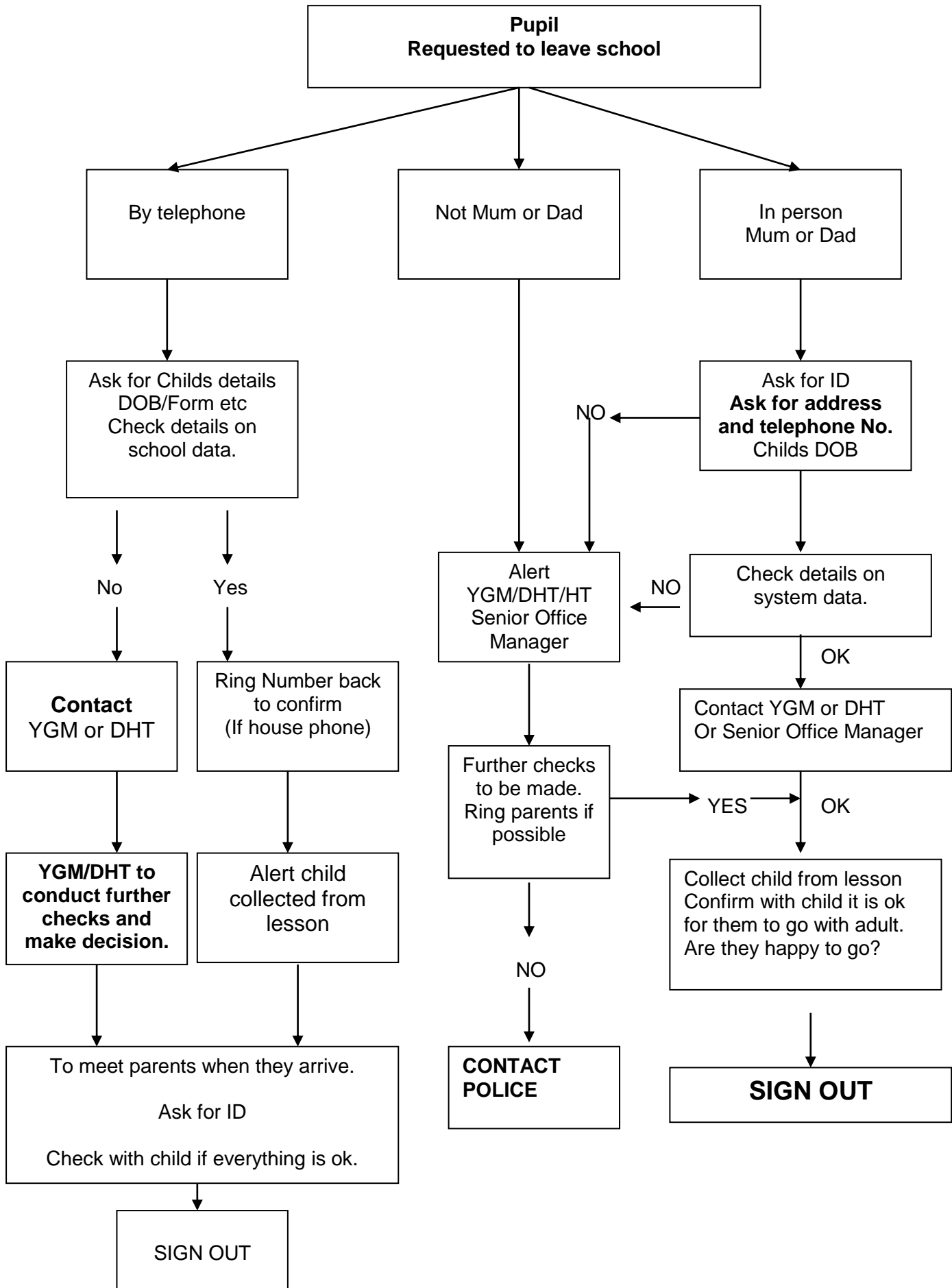
INCIDENT

ACTION TAKEN

For action/information
(please tick)

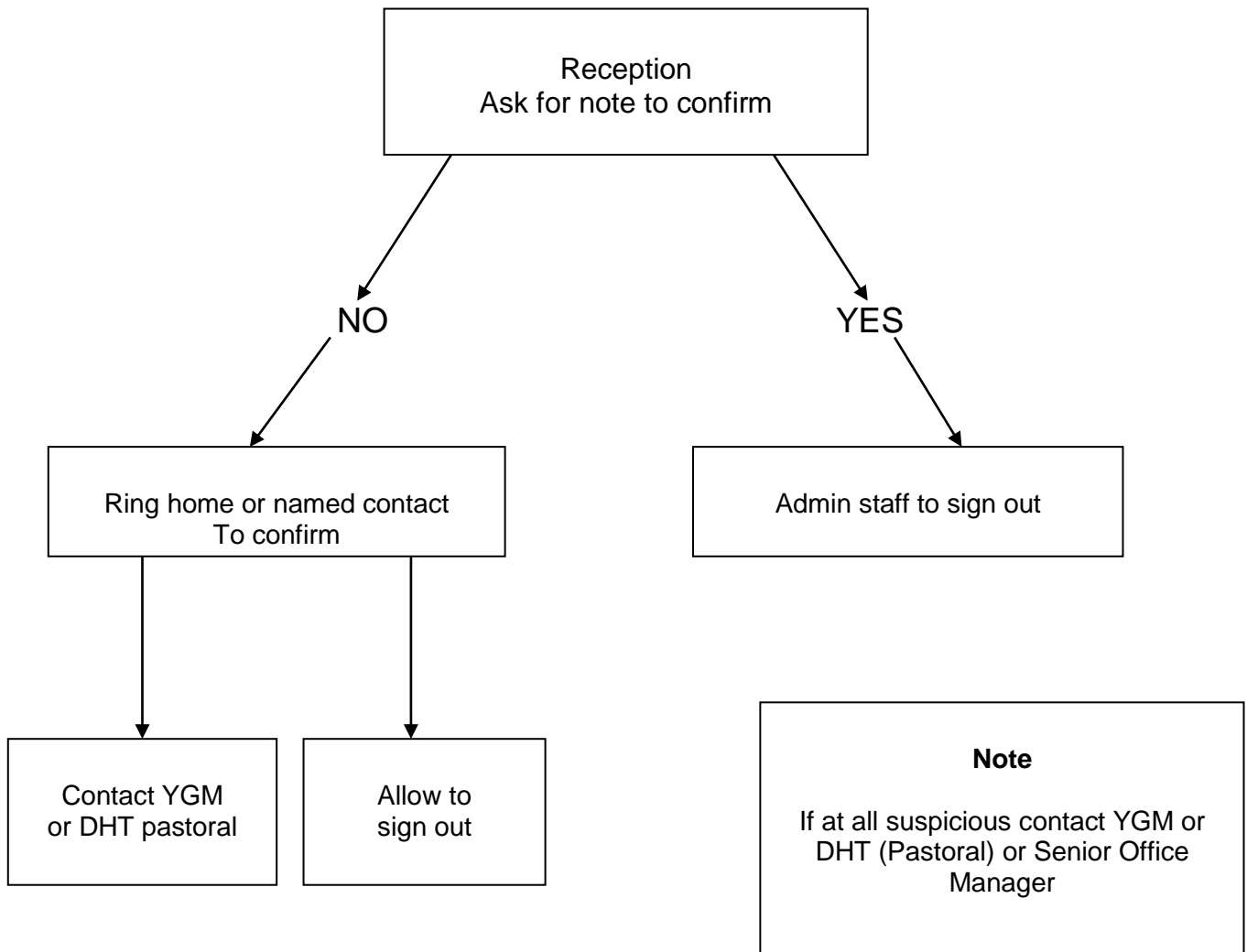
Staff name Subject

ADULT/PARENTS REQUEST FOR CHILD TO LEAVE SCHOOL DURING SCHOOL HOURS



PUPILS LEAVING SCHOOL

Pupils requests to leave school during school time.



Local Contact Details

Social Care Direct

Phone; 0345 8503 503

Minicom: 01924 303450 (type talk welcome)

Email; social_care_direct@wakefield.gov.uk

Local Early Help (fill in your local hub's details)

Email;

Phone;

Designated Officer (LADO)

01977 722921 or 01977 722926

NSPCC Primary schools service

Michelle Poucher. Area Coordinator

07834 498 354 mpoucher@nspcc.org.uk

<http://www.nspcc.org.uk/services-and-resources/>

Prevent Police Officer

Richard Marsh

richard.marsh1@westyorkshire.pnn.police.uk

07525918232

CSE Procedures and Information

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-professionals/child-sexual-exploitation>

CSE Police Team

DA.CSE@westyorkshire.pnn.police.uk

01924 878397

Child Missing Education Officers

Francesca Hunter fhunter@wakefield.gov.uk 01924 307449

George Sykes gsykes@wakefield.gov.uk 01924 3037395

Virtual Head for LAC

Gary Stuart

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Safeguarding Advisor for Education

Vicki Maybin

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Continuum of Need document;

<http://www.wakefield.gov.uk/Documents/schools-children/safeguarding/continuum-needs-2014.pdf#search=continue%20of%20need>

Signs of Safety webpage;

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/signs-of-safety>

Safeguarding Information webpage for schools; TRAINING, TEMPLATES, AUDIT etc

<http://www.wakefield.gov.uk/residents/schools-and-children/safeguarding/wakefield-district-safeguarding-children-board/safeguarding-for-schools-and-colleges>

E-Safety

ICT4C

<http://shareit.ict4c.co.uk/enews/>