

West Bretton Junior & Infant School

Safeguarding Policy

2013/14

Whole school	Designated Senior person	Deputy Designated Senior Person
14/10/13: Basic Training	06/10/11: Working Together	29/02/12: Working Together

Governor Review of policy dates

19/12/14: Resource Committee

Designated Governor			
Belinda Archer			

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Introduction

Original information provided by North Yorkshire County Council and Kirklees Safeguarding Board's model policy have contributed to the development of Wakefield District Safeguarding Children's Board Example Policy for Safeguarding in Schools, and this is acknowledged with thanks.

The policy is in line with:

- West Yorkshire Consortium Safeguarding Children Procedures: <http://www.proceduresonline.com/westyorksrb/>
- "Working Together to Safeguard Children" (2010)
- 'What to do if you are worried a child is being abused' (2007)

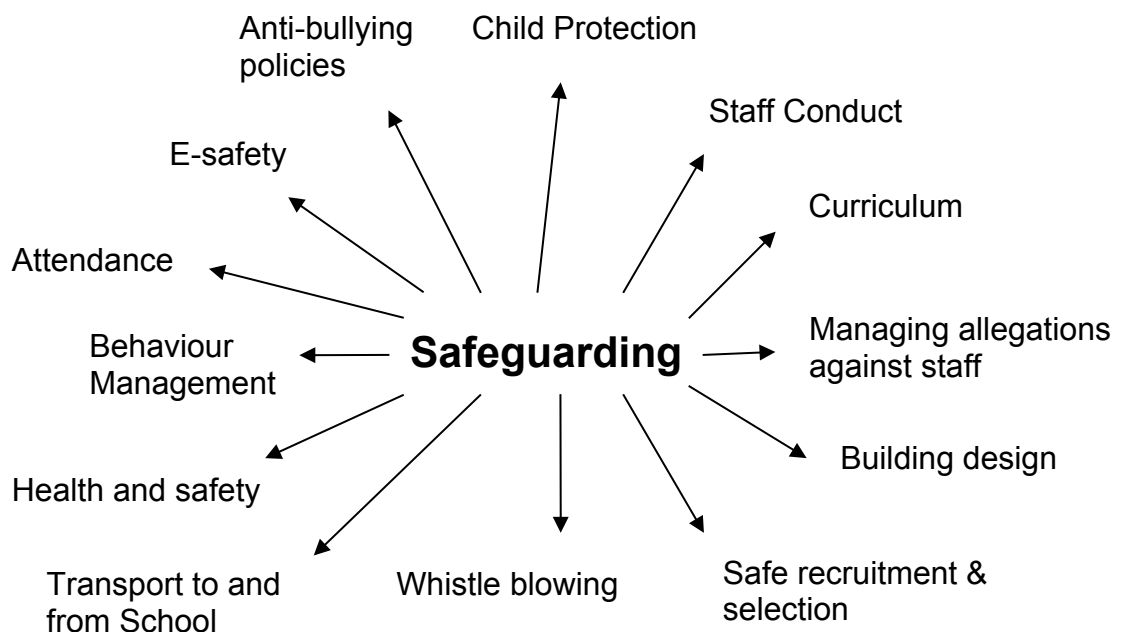
Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

West Bretton Junior & Infant School is committed to safeguarding and promoting the well being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children 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. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a CRB Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll, from October 2009 it was a criminal offence for employers to take on an individual in Independent Safeguarding Authority regulated activity whom they know to have been barred and/or not refer to the ISA details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff – a copy is also held at the Personnel and Payroll Unit, Wakefield District Council
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks will be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

Jill Womersley (Head teacher)

Sue Earnshaw (School Governor) and

Lesley Sellens (Assistant Head)

have undertaken the Children's Workforce Development Council's Safer Recruitment in Education Training (www.cwdcouncil.org.uk). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2.2 Safer Practice & Risk Assessment

Safe working practices in our school ensure that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
 - work in an open and transparent way;
 - work with other colleagues where possible in situations open to question
 - discuss and/or take advice from school management over any incident which may give rise to concern;
 - record any incidents or decisions made;
 - apply the same professional standards regardless of gender, sexuality or disability
 - comply and are aware of the confidentiality policy
 - are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
-
- Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used, transport) . Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. Evolve, an electronic system, is used for trip risk assessments.

2.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a designated senior person (DSP), who is a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be found at the following: Child line posters on display, Feelings display with named designated child protection officers on it and ICT safety posters by computers.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are through the school council, through pupil questionnaires, circle time, assemblies, the feelings jar and pupil interviews. We make pupils aware of these arrangements by informing them in assemblies, class discussions, having

displays around school, sharing e-safety policies and contracts with children and through specific lessons such as ICT, PSHE and anti-bullying workshops.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

2.4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. Parents are informed that the safety of their children is one of the utmost priorities at our school. If a parent is worried that a child is at risk of harm, they are directed to the guidance provided in the Wakefield District Parenting Handbook found at the parent contact points (Outside FS classroom and in the KS2 entrance) and also to the following websites: www.wakefield.gov.uk/lscb; www.nspcc.org.uk; www.ceop.gov.uk or by reporting concerns to Social Care Direct on 0845 8 503 503).

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

West Bretton Junior & Infant School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Senior Person)

We encourage parents to discuss any concerns they may have with Mrs Womersley.

We make parents aware of our policy in our school prospectus, at our parent contact points, on our website and in newsletters, and parents are made aware that they can view this policy on request.

Our school prospectus reinforces this message stating that: 'Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore that where it appears to a member of staff that a child may have been abused and is at risk of further harm, the school is required, as part of local child protection procedures, to report their concerns to Social Care Direct immediately.'

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Wakefield District Safeguarding Children Board. We work closely with the police, the fire service, Wakefield LA, Health, YHGFL and at times the NSPCC to promote a safe and supportive environment. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

2.6 School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (provided by the Wakefield District Safeguarding Children Board) and refresher training at 2 yearly intervals. The Head teacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals. All staff also has access to the online basic awareness training 'Awareness of Child Abuse and Neglect'. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

2.7 Support, Advice and Guidance for Staff

Staff will be supported by the Designated and Deputy Designated Child Protection Officers at school, the LA and professional associations. The designated senior person for Safeguarding/Child Protection will be supported by the school Safeguarding Governor. Advice is available from the Safeguarding Advisor for Education (01977 722922).

Safeguarding is also an agenda item for staff meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

2.8 Related School Policies

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population' *Safeguarding Children and Safer Recruitment in Education DfE 2007*

The school has a wide range of policies which link to Safeguarding. These include: Safeguarding policy, Behaviour policy, Anti-bullying policy, Whistleblowing policy, PSHE policy, Responsible use of the Internet policy, Health, Safety and Welfare policy, Administrations of Medicine policy, Intimate Care policy, Attendance policy, Young Carers policy, Drugs policy, Sex and Relationships policy, Guidance for Safer Working Practice for Adults Who Work with Children and Young people and Missing Childs policy.

Children Missing from Education

The school follows the Wakefield Council procedures “Children Missing Education – If a Child Goes Missing or if a Child is located” May 2012. Where children on roll at our school do not arrive and attend, and the school has made the usual enquiries, we will refer the case to either the EWO or the CME Officer directly depending on the circumstances, and Social Care Direct/Police if there are serious concerns.

Confidentiality

School has regard to “Information Sharing: Practitioner’s guide” HM Government, 2006 www.ecm.gov.uk/deliveringservices/informationsharing

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

The School has a clear and explicit confidentiality policy.

The school policy indicates that:

- a) When information must be shared with police and Social Care Direct where the child/young person is / may be at risk of significant harm
- b) When the pupil’s and/or parent’s confidentiality must not be breached
- c) Information is shared on a need to know basis

2.9 Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

2.10 Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- e-safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff including the Head teacher undertake appropriate child protection training which is updated every three years
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Mrs J Womersley, as Head Teacher, will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Mrs J Womersley, as the Designated Senior Person responsible for child protection, will ensure that:

Referrals:

- refer cases of suspected abuse or allegations to Social Care Direct and liaise with other agencies
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training:

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how WMDC Family Services operate, the conduct of a child protection conference and be able to attend and contribute to these and ongoing child protection plans
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have safeguarding training as part of their induction;
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness:

- ensure the child protection policy is updated and reviewed annually and work with the Governing body regarding this;
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the school/setting, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main school file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Welfare Service.

Where the parents inform school that they wish to 'home educate' their child, the Education Welfare Service are responsible for monitoring these children and endeavours to undertake home visits to maintain contact.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

Section 3 Identifying Children Who Are Suffering or Likely to Suffer Significant Harm

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

Definitions:

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

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

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

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

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Working Together to Safeguard Children, 2010)

Section 4 Taking Action to ensure that Children are Safe at School and at Home

All staff follow the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2010' and 'What to do if you are worried a child is being abused 2007'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or the deputy DSP in the absence of the designated person) prior to any discussion with parents.

4.1 Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

4.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. If there are pupils with communication difficulties at school then arrangements will be made to enable them to express themselves.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record.

Principles:

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated senior person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

4.3 Action by the Designated Senior Person (or deputy DSP in their absence)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Social Care Direct and/or Safeguarding Advisor for Education
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Social Care Direct because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care Direct will be followed up in writing within 24 hours using either the referral form or an email.

4.4 Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by Social Care Direct e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures 8.2 Resolving Professional Disagreements
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Social Care Direct

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4.5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person for Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any child protection file should be copied and the copy sent to the Education Welfare Service. Original copies will be retained until the child's 25th birthday.

4.6 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

4.7 Preventing violent extremism

‘Learning Together to be Safe, a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism’ was published in October 2008, as part of the previous Government’s strategy on Preventing Extremism, or ‘Prevent’.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated senior person immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to pupils and the wider school community effectively
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community.
- Regularly review emergency plans and procedures to prepare for future events and risks.

Section 5 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children

We will apply the same principles as in the rest of this document and we will always follow the West Yorkshire Consortium Safeguarding Children Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a locked cupboard in the Headteacher's office.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the head teacher the matter will be reported to the Chair of Governors who will proceed as the 'head teacher'
- The head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
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- The head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The head teacher must consult with the Local Authority Designated Officer (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Social Care Direct and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The head teacher will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR (see contact sheet)

Appendix 1 - Contacts

Service/Name	Telephone Number	Email Address
Behaviour Support Service	01924 307403	aspencerbrooke@wakefield.gov.uk
Child & Adolescent Mental Health Service (CAMHS)	01924 465864	lee.bardsley@wdpct.nhs.uk
Children's Speech & Language Therapy Service	01977 465417	speech.therapy@midyorks.nhs.uk
Child & Family Inclusion Team (primary schools)	01924 307403	rkhan@wakefield.gov.uk
Children Missing Education (CME)	01924 307449	ghanmer@wakefield.gov.uk
Education Psychology Service	01924 307403	EPS@wakefield.gov.uk
Education Welfare Service (EWS)	01924 307413 01924 307451	ews@wakefield.gov.uk
Local Area Designated Officer (LADO)	01977 727037 01977 722922	rfawcett@wakefield.gov.uk rkelly@wakefield.gov.uk
REACH Team (LAC)	01924 304248	thereachteam@wakefield.gov.uk
School Nursing Service	01977 665852 01924 327531	
SENART	01924 302465	senart@wakefield.gov.uk
Social Care Direct	0845 8 503 503	social_care_direct@wakefield.gov.uk
Targeted Youth Support (TYS)	01977 722815	tmohans@wakefield.gov.uk dtaylor@wakefield.gov.uk sridley@wakefield.gov.uk
Youth Offending Team (YOT)	01924 304155	jseddon@wakefield.gov.uk