Camphill Wakefield Safeguarding Policy – Processes and Procedures

To be used / read in conjunction with the detailed safeguarding policies of the Wakefield Safeguarding Children Partnership which have been adopted by Camphill Wakefield.

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Policy Owner		**Senior Designated Safeguarding Lead**	
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V0.1	Deborah Archer	23.07.2024	Draft Policy written.
V1	Deborah Archer		**Approved by the Board – 17.10.24**
V2	Alice Hardy	October 2024	Revised policy to reflect both children and adults. Reviewed by the Safeguarding Committee (21/11) ahead of submission to the Board
V3	Alice Hardy	21.02.25	Updates as requested by Leeds Due Diligence
V4	Alice Hardy Helen Kain	August/September 2025	P30 – Notifying Parents – 2nd para added. Updates made to incorporate KCSIE

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SafeguardingPolicy with KCSIE 2025 V4 APPROVED

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1. Policy Statement and Principles

Camphill Wakefield adopts the policies and procedures recommended by Wakefield Safeguarding Children Board. The purpose of the Safeguarding Policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those children and adults who attend our college. This policy applies to all staff members and volunteers working at Camphill Wakefield.

At Camphill Wakefield, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and adults. We endeavour to provide a safe and welcoming environment, maintaining a culture of vigilance, where people are respected and valued. We will act quickly and follow our procedures to ensure children and adults receive early help and effective support, protection and justice. We understand the importance of working with parents/carers and young people on issues of safeguarding, including e-safety and wellbeing.

1.1 Policy Principles

1. Welfare of the child or adult is paramount; all actions will be considerate, proportionate, and taken in the child or adult's best interests.
2. All children or adults, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
3. All staff have an equal responsibility to identify children or adults who may benefit from early help and to act on any suspicion or allegation that may suggest a person is at risk of harm.
4. There is a culture of vigilance, transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
5. Children, adults and staff involved in child protection issues will receive appropriate support.

1.2 Policy Aims

1. To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
2. To ensure consistent good practice.
3. To demonstrate the Camphill Wakefield College's commitment with regard to child protection to children and adults, parents, carers and other partners.
4. To contribute to the Camphill Wakefield College's safeguarding portfolio.

2. Legislation and Guidance

Many of the safeguarding duties and responsibilities placed on Camphill Wakefield are outlined in the following legislation and guidance:

- The Children Act 1989 and 2004
- Education Act 2002
- Working Together to Safeguard Children 2023 (plus statutory update on attendance: 'Working Together to Safeguard Attendance' 2025)
- Keeping Children Safe in Education 2025 [UPDATED]
- Safeguarding Vulnerable Groups Act 2006
- Care Act 2014
- Mental Capacity Act 2005
- Teaching Standards 2012
- Special Educational Needs and Disability Act 2001
- SEND Code of Practice: 0 to 25 years 2014 (with updated inclusive terminology, removing 'spectrum' and 'disorder')
- Prevent Duty Guidance (England and Wales)
- Information Sharing Guidance 2024

- Sharing Nudes and Semi-Nudes Guidance for Schools/Colleges 2023
- General Data Protection Regulation 2018
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Equality Act 2010

3. Supporting Documentation

This Policy is designed to provide clear, straightforward processes that empower individuals to make disclosures and ensure they are handled in a structured and professional manner. This policy does not stand alone, and should be used in conjunction with the following policies and procedures:

- Admissions Policy
- Agency Use Policy
- Anti-Bullying and Harassment Policy
- Attendance Policy to align with statutory 'Working Together to Safeguard Attendance' guidance, including EBSA learner support]
- Complaints Policy
- Data Protection Policy
- Death of a Child Procedure
- Equality and Diversity Policy
- Gifts and Hospitality Policy
- Health and Safety Policy (Parts 1-3)
- Inclusive Communication Policy
- Intimate Care Policy
- Lock Down/Intruder Policy
- Missing Students Policy
- Online Safety Policy
- Positive Behaviour and Handling Policy
- Prevent Policy
- Relationships Sex and Health Education Policy (Sept 2025 statutory RSHE guidance applied)
- Safer Recruitment Policy
- Special Educational Needs Policy
- Staff Capability Policy
- Staff Code of Conduct
- Staff Disciplinary Policy
- Staff Grievance Policy
- Student Behaviour Policy (including acceptable IT use)
- Wellbeing Policy
- Whistleblowing Policy

4. Definitions

Under Keeping Children Safe in Education (2024), **safeguarding and promoting the welfare of children** is defined as:

- protecting them from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that they grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all to have the best outcomes.

This policy exists to protect all children and adults within Camphill Wakefield. A person under the age of 18 is defined as a child (Children Act 1989). An adult is defined as any person aged 18 or over.

For the purpose of this document **staff members** are defined as employees, agency workers, volunteers, or any other individual completing work for Camphill Wakefield and comes into regular contact with children and adults at Camphill Wakefield.

5. Accountability

The Chief Executive Officer (CEO) has overall accountability for safeguarding within the College.

The Senior Designated Safeguarding Lead (Senior DSL) is responsible for the development, supervision, and implementation of this policy and working alongside the Safeguarding Officer is responsible for the communication and delivery of safeguarding procedures.

The Board of Trustees monitor the effectiveness of the safeguarding policy through the Trustee Safeguarding Committee and ensure all decisions are made in accordance with relevant legislation and guidance.

6. Implementation Arrangements

The roles and responsibilities of employees in implementing the policy and procedures are set out clearly in the guidelines within this document.

All new staff members are made aware of the policy and procedures during the formal employee/volunteer/agency induction processes. Updated and amended procedures are disseminated and reinforced in training sessions, team meetings, and via email communications. Staff members and students in Education and adults in Day Services have access to this policy on the college intranet and Camphill Wakefield website.

7. Monitoring and Review

The Safeguarding Policy is subject to an annual review for approval by the Board of Trustees. An interim review may be required in the event of a change in legislation or in response to a safeguarding incident. Any review will consider the views of our education students and Day Services adults and staff members, as well as relevant local and national guidance. An updated copy of the policy is available on the college intranet and the Camphill Wakefield website.

The Trustee Safeguarding Committee will monitor the effectiveness of the Safeguarding Policy and ensure legal compliance. To facilitate this, Service Leads are responsible for ongoing monitoring in their areas of responsibility.

8. Equality, Diversity, and Inclusion

All individuals, regardless of sex, race, religion/belief, disability, sexual orientation, gender reassignment and pregnancy/maternity, have equal rights to protection. Camphill Wakefield will ensure no child or adult is unlawfully discriminated against, and all employees/volunteers/agency staff and governing body will uphold the standards outlined in the Equality Act 2010.

Camphill Wakefield will always seek and document the voice of the child or adult and take this into consideration when making decisions. However, there may be circumstances where we override the child's or adult's wishes and feelings to act in their best interests. In such cases any actions will prioritise the child's or adult's needs, and staff members will keep the person informed whenever possible.

Camphill Wakefield adheres to the Six Principles of Safeguarding outlined in the Care Act 2014:

- **Empowerment** – People are being supported and encouraged to make their own decisions and give informed consent.
- **Prevention** – Taking action before harm occurs and seeking to put mechanisms in place so that they don't recur.
- **Proportionality** – Implementing the least intrusive response appropriate to the risk presented by the individual
- **Protection** – Delivering support and representation for those in greatest need.
- **Partnership** – Achieving local solutions through working with local communities, professionals, and services.
- **Accountability** – Open, clear, and honest delivery of safeguarding practices and ensuring mechanisms are in place to hold practitioners, services, and systems to account.

9. Organisational Responsibilities

Each member of the College Body has an individual role in providing leadership and ensuring that all decisions reflect the intentions outlined in the Safeguarding Policy. To be equipped to fulfil this role, each employee, volunteer, agency staff member, and trustee will receive appropriate safeguarding and child protection training.

Trustee Safeguarding Committee - A sub-committee of Trustees who oversee the effectiveness of safeguarding. Chaired by the Nominated Safeguarding Trustee.

Safeguarding Committee - A committee of trained safeguarding professionals who are responsible for overseeing the actions of the Safeguarding Team, ensuring that all recommendations and actions are implemented. Chaired by the Safeguarding Officer.

Board of Trustees

Each member of the Board of Trustees has an individual role in providing leadership and ensuring that all decisions are compliant with legislation and guidance. To be equipped to fulfil this role, each board member will receive appropriate safeguarding and child protection training. The Board of Trustees will ensure Camphill Wakefield:

- Has appropriate policies and procedures in place, which are followed by all staff members, education students, Day Services adults and parents/carers.
- Follows safer recruitment practices.
- Maintains an effective detection and recording system.

- Has a clear system of referring or reporting to relevant agencies as soon as concerns are suspected or identified.
- Follows safeguarding statutory guidance and legislation.
- Is quick to respond to concerns and carry out appropriate investigations.
- Does not ignore harm or downplays failures.
- Has a balanced trustee board and does not let one trustee dominate its work.
- Makes sure protecting children and adults from harm is central to its culture.
- Has enough resources, including trained staff/volunteers/trustees for safeguarding and protecting children and adults.
- Conducts periodic reviews of safeguarding policies, procedures and practice.

Chair of Trustees

The Chair of Trustees is responsible for ensuring the Nominated Safeguarding Trustee has the required knowledge, skills, and experience to fulfil their role. This involves:

- Ensuring the regular meeting of the Trustee Safeguarding Committee.
- Ensuring the nominated safeguarding trustee is allocated enough time at meetings to provide full and detailed reports on safeguarding.
- Encouraging the lead trustee to engage in relevant continuous professional development keep up to date with safeguarding messages, trends, and priorities.

Nominated Safeguarding Trustee

The Nominated Safeguarding Trustee is the chair of the Trustee Safeguarding Committee and has lead responsibility for:

- Ensuring Camphill Wakefield meets the safeguarding requirements set out by Ofsted, Care and Quality Commission (CQC), and the Charities Commission.
- Ensuring Camphill Wakefield's safeguarding strategies are effective in maintaining a culture of vigilance, transparency, openness, and keeping children and adults safe.
- Overseeing safeguarding allegations against staff members, in liaison with the CEO and Senior DSL.
- Monitoring and review of safeguarding policies and procedures.
- Overseeing the production of safeguarding reports and their delivery to the Board of Trustees.
- Overseeing the production of the annual safeguarding report and the delivery to the Board of Trustees.
- Supporting the trustees in developing their individual and collective understanding of safeguarding.

The Chief Executive Officer (CEO)

The Chief Executive Officer (CEO) has overall responsibility for all matters, including those involving safeguarding. Their responsibility includes ensuring that safeguarding is addressed through comprehensive policies and procedures that are effectively implemented and appropriately resourced within the overall financial position of Camphill Wakefield. The CEO is responsible for ensuring the Safeguarding Committee is functioning effectively as part of the overall organisation.

The Senior Designated Safeguarding Lead (Senior DSL)

The Senior Designated Safeguarding Lead (Senior DSL) holds lead responsibility for the safeguarding of children and vulnerable adults and child protection on a day-to-day basis. The Senior DSL has lead responsibility for:

- Ensuring the successful implementation of the Safeguarding Policy.
- Overseeing child protection and vulnerable person cases.
- Ensuring that there is a robust network of Designated Safeguarding Leads (DSLs) across the Camphill Wakefield who are appropriately trained.
- Ensuring that Camphill Wakefield operates safer recruitment practices in accordance with statutory requirements and in conjunction with the Head of Human Resources.
- Providing advice and support on all matters relating to safeguarding.
- Ensuring Camphill Wakefield's Safeguarding Policy and procedures comply with statutory requirements, are communicated effectively, fully supported and implemented by leadership, rigorously monitored, regularly reviewed, and reported on, with responsibilities delegated as necessary.
- Liaising with external agencies, where appropriate, on any disclosures received.
- Liaising and working with Local Safeguarding Children Boards, Safeguarding Adults Boards and other agencies as required.
- Acting as the nominated Prevent Lead providing guidance and liaising with external agencies as appropriate.
- Attending, when necessary, case strategy meetings with the designated officer from the relevant local authority in respect of safeguarding issues, and in liaison with the Safeguarding Officer and Designated Safeguarding Leads (DSLs).
- Ensuring that the College has appropriate resources available for safeguarding.
- Ensuring that systems are in place for the safe and secure transfer and receipt of confidential safeguarding files, in accordance with relevant local authority requirements.
- Ensuring an Annual Report is produced and presented to the Senior Leadership Team and Board of Trustees.
- Ensuring college protocols are followed following the death of a child or adult.

The Safeguarding Officer

The Safeguarding Officer will take lead responsibility for the safeguarding of vulnerable adults and children across Camphill's Education and Day Services/Care facilities. The Safeguarding Officer is responsible for:

- Overseeing the reporting and investigation of all safeguarding concerns via the CPOMS platform.
- Monitoring of safeguarding issues throughout Camphill Wakefield, ensuring that effective strategies and monitoring regimes are introduced where necessary.
- Assessing the level of support or intervention needed in each safeguarding case to best support the needs of the child or vulnerable adult.
- Acting as the Chair for the Safeguarding Committee.
- Acting as the Designated Teacher for Looked After Children (LAC/CLA) and ensuring that systems are in place for identifying, recording, and providing support to these children.

- Attending strategy discussions and inter-agency meetings and contribute to the assessment of vulnerable adults and children.
- Monitoring the impact of safeguarding concerns on the child or vulnerable adult's attendance, engagement, and achievement at Camphill Wakefield.
- Producing an Annual Report to present to the Senior Leadership Team and Board of Trustees.
- Producing a Termly Report to present to the Trustee Safeguarding Committee.
- Ensuring that systems are in place for the effective recording and monitoring of safeguarding disclosures to undertake statistical analysis.
- Ensuring the safeguarding policy is publicly accessible and that parents/carers understand cases of suspected abuse or neglect may be referred to external agencies, and Camphill Wakefield's obligations to report such incidents.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children and adults, including where families may be facing challenging circumstances.
- Ensuring safeguarding files are kept up to date, confidential, and stored securely.
- Managing the DSL duty rota and ensuring it is distributed to all staff, education students and Day Services adults across college.
- Providing training, advice, and support to other members of staff on child welfare, safeguarding of vulnerable adults, and child protection matters.

Designated Safeguarding Leads (DSLs)

Designated Safeguarding Leads (DSLs) support the Senior DSL and Safeguarding Officer in implementing day-to-day safeguarding strategies and responding to safeguarding concerns. DSLs have the following responsibilities:

- Receiving, recording and passing disclosures onto external agencies in accordance with college procedures.
- Maintaining availability during assigned duty days and providing a prompt response to any safeguarding concerns that may arise.
- Acting as a point of contact for external agencies relating to safeguarding.
- Reporting safeguarding concerns to the Senior DSL and Safeguarding Officer as appropriate.
- Liaising with external agencies, staff members, and parents/carers as appropriate.
- Attending sub-committees and working groups both internally and externally, where appropriate.
- Supporting the implementation of agreed support strategies for LAC/CLA and/or students and Day Services adults with safeguarding disclosure.
- Ensuring safeguarding records are accurate, clear and concise, relevant, unbiased, and capture student voice.
- Ensuring safeguarding records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of any action taken, decisions reached and the outcome.
- Contributing to the impact monitoring of safeguarding concerns on students' attendance, engagement and achievement at Camphill Wakefield.
- Contributing to the development and production of policies and procedures, in accordance with current Legislation, and Regional and National Policy.

- Ensuring each member of staff has access to and understands the safeguarding policy and procedures.
- Acting as a source of support, advice and expertise for all staff on matters of safety, safeguarding and welfare (including online and digital safety).
- Raising awareness of safeguarding topics by sharing training opportunities, highlighting local support services, and providing updates on the latest guidance from local and national safeguarding organisations.
- Cultivating a student-first approach and empowering student voice.

Whole College and Staff Responsibilities

All Camphill Wakefield employees must:

- Be able to recognise and report disclosures and safeguarding concerns.
- Ensure safeguarding concerns are reported within fifteen minutes of the incident or disclosure occurring.
- Ensure safeguarding concerns and following actions are recorded effectively and in a timely manner.
- Follow guidance and instructions provided by the safeguarding team as appropriate.
- Adhere to Camphill Wakefield Safeguarding Policy and related procedures.
- Adhere to the Camphill Wakefield Code of Conduct.
- Attend any and all required training.

General Principles

All staff members will take all reasonable steps to ensure, through appropriate procedures and training, that all children and vulnerable adults, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Work to prevent impairment of a person's mental and physical health and development.
- Ensure that children and vulnerable adults grow up in circumstances consistent with the provision of safe and effective care.
- Take actions to enable all children and vulnerable adults have the best outcomes.
- Ensure that all children and vulnerable adults feel listened to and valued.
- Create a safe and welcoming environment where children and vulnerable adults can develop their skills and confidence.
- Recognise that safeguarding is the responsibility of everyone, not just those who work directly with our children and vulnerable adults.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all children and vulnerable adults with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

10. Guidelines

To meet and maintain our responsibilities towards children and vulnerable adults we need to agree standards of good practice which form a code of conduct for all staff. See Staff Code of Conduct.

All our staff are reminded of codes of conduct and safer working practice **though specific 2 yearly training and regular reminders from the Chief Executive Officer (CEO)** which incorporates Safer Working Practices in Education guidance 2022.

DSL Availability

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

Transporting Students

In general staff will not transport students or Day Services adults in their own vehicles. If it is necessary staff will ensure this is agreed and recorded and that they have business insurance, ensure the student or Day Services adult is in the back seat wearing a seatbelt and that other staff and parents are informed of departure and estimated arrival times.

Abuse of Position of Trust

All Camphill Wakefield staff are aware that inappropriate behaviour towards children and vulnerable adults is unacceptable and that their conduct towards children and vulnerable adults must be beyond reproach. Disciplinary and, in some cases, legal action can be taken if professional standards are not upheld. 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 Camphill Wakefield staff and a person under 18 may be a criminal offence, even if that person is over the age of consent.

10.1 Vulnerable Groups

Some children or vulnerable adults 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 peoples' diverse circumstances, rather than the individual person'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 equitable protection for all children and vulnerable adults, we will give special consideration to individuals who fall into the following categories:

- Individuals with disabilities or Special Educational Needs (SEND).
- Young carers or students requiring social worker support.
- Individuals in foster care or those who have recently transitioned back to family care.
- Students with persistent absenteeism from education.
- Students missing educational opportunities, including those being home-educated or privately fostered, as well as LGBTQ+ individuals, asylum seekers, or those living transient lifestyles.
- Individuals for whom English is not the primary language.
- Individuals affected by domestic abuse.
- Individuals experiencing substance misuse or drug-related issues.

- Individuals experiencing parental mental health challenges or those affected by mental health issues, including self-harm and eating disorders.
- Individuals at risk of fabricated or induced illness or presenting complex health issues.
- Individuals engaged in anti-social behaviour or at risk of gang involvement, youth violence, or exclusion due to behaviour related to trauma.
- Individuals vulnerable to bullying, including various forms such as cyberbullying, homophobic, or racist bullying.
- Individuals who are missing from home or care or experiencing chaotic or unsupportive living conditions.
- Individuals vulnerable to discrimination and maltreatment based on race, ethnicity, religion, disability, or sexual orientation, or any of the nine protected characteristics.
- Individuals vulnerable to extremism or radicalisation.
- Students at risk of faith-based abuse, or those indirectly or directly involved in child sexual exploitation (CSE), child criminal exploitation (CCE), trafficking, or at risk of honour-based violence, including female genital mutilation (FGM), forced marriage, and breast ironing.

This list represents examples of additional vulnerable groups and is not intended to be exhaustive.

Students with Special Educational Needs and Disabilities (SEND)

Camphill Wakefield recognises that disabled children and adults are 3-4 times more likely to suffer abuse than those without disabilities. Camphill Wakefield staff members are alert to their vulnerability and the additional barriers that can exist when recognising abuse and neglect in this group of people.

- The potential for children or adults 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 student's condition or disability without further exploration
- Children or adult's with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- Communication barriers and difficulties in managing or reporting these challenges

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

Children and adults with a Social Worker

Camphill staff must also recognise the extended role of Virtual School Heads, which now includes children in kinship care. These children are entitled to additional oversight and support for educational progress and wellbeing.

Camphill Wakefield acknowledges that children and adults with assigned social workers often have a history of trauma. To enhance the educational outcomes for this group, designated safeguarding leads (DSLs) will responsibly share relevant information regarding welfare, safeguarding, and child protection issues with teachers and leadership staff at Camphill

Wakefield. DSLs will ensure that all staff are informed about these children and adults, including their academic progress, attendance, and attainment. We are committed to fostering a culture of high aspirations for these people, assisting teaching staff in recognising the unique challenges this group of people face. Additionally, we will provide guidance on the necessary academic support and adjustments that can be implemented to effectively assist students in their educational journey.

Emotional Health and Wellbeing

All staff members are reminded that mental health issues may sometimes indicate that a child or adult has experienced or is experiencing abuse. While only qualified professionals are authorised to diagnose mental health conditions, the staff at Camphill Wakefield are well-positioned to recognise early warning signs that may suggest a concern.

If any staff member has concerns regarding a child or adult's mental health, they will be promptly reported to the person's Education Support Lead or Key Worker, and if necessary, to the Designated Safeguarding Lead (DSL). In the event of a medical emergency involving a child or adult, immediate action will be taken. When it is determined that a person could benefit from support from external services, the DSL will manage this process in collaboration with the person's parents or guardians as appropriate. Students and Day Services Adults are encouraged to access local support via WF-I-Can website.

Homepage - WF-I-Can

We use Wakefield Resilience framework to build resilience in our children and adults.

- The Wakefield Resilience Framework (riskandresilience.org.uk)
- Supporting students with medical conditions at Camphill Wakefield - GOV.UK (www.gov.uk)
- Promoting and supporting mental health and wellbeing in Camphill Wakefield Colleges and colleges - GOV.UK (www.gov.uk)
- Mental health and behaviour in Camphill Wakefield Colleges - GOV.UK (www.gov.uk)

10.2 Online Safety and Filtering and Monitoring
Online safety is becoming an increasing concern as technology becomes more integrated into daily life. Mobile phones, tablets, and computers are sources of fun, entertainment, and education; however, we know that some adults and young people use these technologies to harm others or for their own gratification. Potential risks can be grouped into four categories:

Staff must also recognise risks linked to misinformation, disinformation and conspiracy theories, as well as the safeguarding risks of generative AI in education. These may impact decision-making, wellbeing, and online safety, particularly for vulnerable SEND learners.

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact**: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and

nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Our online safety policy outlines the strategies we have implemented to keep our young people and adults safe online, including filters and monitoring.

Filtering and monitoring systems will be regularly reviewed against the new DfE 'Plan Technology for Your School' tool to ensure compliance and effectiveness.

Photography and Images

Many children have unlimited and unrestricted access to the internet through mobile phone networks (i.e., 3G, 4G, and 5G). This access allows some children, while at school or college, to sexually harass, bully, and control others using their mobile devices and smart technology. They may share indecent images both consensually and non-consensually (often through large chat groups) and view and share pornography and other harmful content. To protect our children and vulnerable adults, we will:

- Obtain the individual's and parental consent before taking or publishing photographs (for example, on our website or in newspapers and publications).
- Avoid using a person's full name alongside their image.
- Ensure all our people, children and vulnerable adults, attend college appropriately dressed.
- Store images appropriately and securely, and for no longer than necessary.
- Only use Camphill Wakefield equipment, rather than personal devices.
- Encourage students or Day Services adults to inform us if they are concerned about any photographs taken of them.

10.3 Use of Reasonable Force
All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child or vulnerable adult. 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. Safeguarding and welfare concerns will be explicitly taken into account if restraint is used on children or adults with SEND. All interventions are a final resort, and plans are set out in each young person or adult's positive behaviour support plan to advise on methods should intervention be required.

10.4 Intimate Care
If a young person or adult requires regular intimate care on-site, this will be documented in a care plan that staff will adhere to. In the event of an accident where a young person or adult needs assistance with intimate care, this will be managed with a focus on ensuring both the person's dignity and the staff member's security. Staff will act in an open and transparent manner by notifying another staff member and obtaining the person's consent before providing assistance. Parents will be informed, and incidents will be recorded.

10.5 Searching, Screening and Confiscation
Please refer to the separate policy.

11. Training

It is essential that all operational staff, including temporary staff and volunteers, receive regular training to recognise signs of abuse and neglect, including sexual violence, sexual harassment, Early Help responsibilities, and whistleblowing. All staff will be inducted and regularly trained in safeguarding and will receive updates from the DSL team via emails, one-minute and seven-minute guides from the Wakefield Safeguarding Children Partnership (WSCP), as well as through noticeboards and staff meetings.

Training Requirements:

- **Regular Safeguarding Training:** All Camphill Wakefield staff must undergo education-specific basic safeguarding refresher training every two years, with additional updates from the DSL team in between. Safer Working Practice training is also required every two years, with regular code of conduct reminders from the Chief Executive Officer.

- **New Staff and Trustees Induction:** New staff and trustees will receive safeguarding induction covering the child protection policy, relevant parts of *Keeping Children Safe in Education* (KCSIE), DSL roles, reporting and recording procedures, and key policies. Staff must sign to confirm understanding and will be tested to ensure comprehension.

- **Trauma-Informed Practice:** Staff are trained in Adverse Childhood Experiences (ACEs) and trauma-informed practices, ensuring the child's voice is considered in decision-making, while also acknowledging that, in cases like CSE/CCE, intervention may occur against the child's wishes for their protection.

- **DSL Training:** DSLs receive face-to-face training every two years and are encouraged to attend multi-agency training on topics such as domestic abuse and online safety. DSLs will participate in the monthly DSL forums and receive updated guidance through the WSCP E-bulletin.

- **Trustee Training:** Trustees receive strategic safeguarding training every two years and may attend operational staff training for awareness, but they do not have access to operational case details. The Chief Executive Officer and Chair of Trustees are advised to undertake training on managing allegations against staff or familiarise themselves with Part 4 of KCSIE.

- **Safer Recruitment Training:** At least one member of every recruitment panel must have completed Safer Recruitment training, as recommended by WSCP.

Monitoring and Evaluation:

- All training, including third-party sessions, will be recorded in the training file with sign-in sheets, certificates, and test results. A checklist ensures external training meets local protocols.

- Staff comprehension is checked via competency quizzes and safeguarding questions in staff meetings.

Visitors and Supply Staff: Supply staff and other visitors will receive a brief summary of key safeguarding information through the Camphill Wakefield Visitor Leaflet.

12. Safer Recruitment

Camphill Wakefield is committed to employing 'safe' staff by adhering to the guidance in *Keeping Children Safe in Education* (KCSIE), the Wakefield Safeguarding Partnership (WSCP), and the college's internal procedures.

Recruitment and Selection: The college's Safer Recruitment Policy, which applies to all staff, including trustees, employees, volunteers, and contractors, ensures that appropriate safeguarding measures are taken. This includes:

- Requiring an application form rather than accepting CVs.
- Conducting appropriate online checks on shortlisted candidates and informing them as part of the due diligence process.
- Verifying identity and academic or vocational qualifications (where applicable).
- Obtaining professional and character references and reviewing employment history.
- Conducting Disclosure & Barring Service (DBS) checks for all relevant roles and conducting risk assessments when necessary.
- Applying additional checks for new employees who are non-European Economic Area (EEA) nationals.
- Keeping a Single Central Record of all vetting checks conducted on employees.
- Requiring temporary and agency staff to comply with the college's safeguarding conditions.

Pre-employment and Vetting Process:

At least one member of every interview panel will complete Safer Recruitment training through The Safer Recruitment Consortium, as recommended by WSCP. Pre-employment vetting checks include:

- Identity and qualifications verification.
- Professional and character references.
- DBS disclosures relevant to the role, with risk assessments where needed.
- Online searches of publicly available information.
- Additional checks for non-EEA nationals.

Ongoing Safeguarding Compliance:

- Employment offers are conditional on satisfactory completion of pre-employment checks.
- The college will not retain original or copies of DBS certificates in compliance with the DBS code of practice and GDPR.
- The Single Central Record is maintained according to KCSIE Part 3.
- Supply agencies must provide written confirmation that third-party staff have undergone appropriate checks and training, ensuring the correct person arrives at the college.

By following these procedures, Camphill Wakefield ensures that all staff working with children and vulnerable adults, including agency and temporary workers, meet rigorous safeguarding standards.

Volunteers

Volunteers, including trustees will be risk assessed and undergo checks commensurate with their work at Camphill Wakefield and contact with children and adults i.e. if they are in regulated activity or not and this will be recorded.

Contractors

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

Visitors

All visitors will be asked to wear a badge identifying them as a visitor. If they work in regulated activity, we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Lead DSL will use their professional judgement regarding escorting visitors at Camphill Wakefield. Supply staff and other visiting staff will be given the Camphill Wakefield (Visitor Leaflet).

Site Safety

Visitors to Camphill Wakefield are requested to sign in, present relevant identification (as appropriate), before receiving a badge that confirms their permission to be on site. All visitors will be provided with a leaflet that includes information about the Designated Safeguarding Leads (DSLs), the expected code of conduct, and procedures to follow if they have a safeguarding concern. Parents/carers who are only dropping off or picking up their child or vulnerable adult do not need to sign in.

All visitors are expected to enter through a single entrance and observe Camphill Wakefield's safeguarding and health and safety policies. The Lead DSL will exercise professional judgement in

 determining whether any visitor should be escorted or supervised while on site. All staff are expected to clearly display their ID badges whilst on site.

13. Child Protection/Vulnerable Adult Procedures

The procedures contained in this policy apply to all staff members and trustees and are consistent with those of WSCP Wakefield Safeguarding Students Partnership, West Yorkshire Consortium, and the guidance and legislation listed at the beginning of the document.

We will engage locally with Wakefield Safeguarding Students Partnership (which includes the 3 key partners of Police, Local Authority and Health) including taking part in the annual safeguarding audit and training offer.

- Categories and definitions of abuse including grooming
- Responding to a disclosure/allegation
- Identifying students at risk from harm
- Early intervention
- Recording and monitoring
- Referral to external agencies
- Home visits
- Confidentiality and information sharing
- Further information/guidance/support

13.1 Categories and definitions

To ensure that our education students and Day Services adults are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. If you have any concerns relating to the safety of a child or young person, you should report it to a DSL as soon as possible.

Physical Abuse

Physical abuse involves any form of physical harm, such as hitting, slapping, pushing, kicking, rough handling, misuse of medication, inappropriate sanctions or restraint, as well as actions like shaking, throwing, poisoning, burning, drowning, or suffocating. Physical abuse also includes cases where a parent, carer, or other figure of authority fabricates symptoms or induces illness in a child or vulnerable adult.

Emotional Abuse

Emotional abuse is the persistent ill-treatment of a child or vulnerable adult and involves using behaviours and language to control, manipulate, and intimidate. Emotional abuse is just as harmful as physical abuse and can cause severe and persistent effects on their emotional development. Emotional abuse may involve conveying to the individual that they are worthless or undeserving of love, and their value on exists in meeting the needs of the abuser. Emotional abuse often appears in conjunction with the other categories of abuse and is often used to facilitate sexual, criminal, and financial exploitation.

Sexual Abuse

Sexual abuse is categorised as any sexual activity that occurs without consent. Consent must be given freely and can be withdrawn at any time. Sexual activity is categorised as abuse if a child (above the age of sixteen) or vulnerable adult has not consented to, cannot consent to, or has been pressured to consent to the action taking place. Sexual abuse can occur between people of any age, gender, sexuality, and can take place within any marriage or romantic relationship. Sexual abuse can be physical, verbal, coercive, exploitative, and digital (online). Examples of sexual abuse include, unwanted touching, rape, assault by penetration, sexually inappropriate comments, upskirting, and non-consensual activities such as involving children and vulnerable adults in looking at, watching, or participating in sexual activity or in the production of sexual content. Sexual abuse can take place both in-person and online and technology can be used to facilitate abuse.

Neglect/Acts of Omission

Neglect the most common form of abuse and is a persistent failure to meet a child's or vulnerable adult's basic needs. Neglect can significantly impact the health and development of a child and can lead to mental and physical health issues in later life. Neglect can include a failure to meet both physical, social, and emotional needs and is often found in cases where a child has experienced adverse childhood experiences. Neglect can involve a parent or carer failing to provide adequate food and clothing, failure to protect a child from harm, and failure to provide emotional security, nurture, and engagement. Neglect is abuse by negligence, oversight or disregard.

Domestic Abuse

Domestic abuse refers to a pattern of abusive behaviours directed towards a person with a personal connection, such as a family member or loved one. Domestic abuse can include, but is not limited to, physical, emotional, sexual, honour-based, or financial abuse. Children can be victims of domestic abuse as direct targets, or as a witness to abuse within their home.

Witnessing or experiencing domestic abuse can have significant negative effects on children's health, well-being, and overall development.

Psychological Abuse

Psychological abuse involves the repeated and intentional use of words or non-physical actions to manipulate, harm, intimidate, or weaken an individual. It can distort a person's thoughts, create confusion, and influence their actions. This form of abuse can be difficult to recognise, as perpetrators may behave differently in public and private, and victims may not always realise they are being abused.

Psychological abuse can involve:

- Gaslighting – making someone question their own thoughts or perception of reality.
- Blame-shifting – presenting insults as jokes or making the victim feel responsible for the abuse.
- Criticism, humiliation, or put-downs.
- Silent treatment – ignoring or refusing to communicate as a form of control.
- Isolation – restricting who someone can talk to, meet, or spend time with.
- Undermining mental stability – suggesting the victim is mentally unwell to discredit their feelings or experiences.

Psychological abuse can have a profound and lasting impact on a person's well-being, making awareness and support crucial for those affected.

Self-Neglect

Self-neglect refers to a failure or refusal to care for one's personal hygiene, health, or living environment. Self-neglect can present differently for each individual and may indicate underlying physical or mental health challenges.

Examples can include:

- Failing to meet basic needs, such as maintaining personal hygiene or wearing appropriate clothing.

- Neglecting to seek medical assistance when needed.

- Allowing living conditions to deteriorate, such as excessive clutter, accumulated rubbish, or unsanitary environments.

- Hoarding – excessive collection of items or animals to the point of harm.

Self-neglect can result from physical or mental health conditions that impact a person's physical abilities, energy levels, concentration, organisational skills, or motivation. Self-neglect can be intentional or passive, Intentional self-neglect is when an individual consciously chooses not to care for their needs, such as refusing medical treatment despite feeling unwell. Passive self-neglect is when health conditions contribute to self-neglect, such as a learning disability affecting concentration, leading to lapses in personal care.

Online

Online abuse refers to any form of abuse that takes place over the internet or through digital technology, including computers, tablets, mobile phones, gaming consoles, and other internet-enabled devices. Children and young people may experience various types of abuse online, such as:

- Bullying or cyberbullying.
- Emotional abuse, including manipulation or extortion.
- Harassment, stalking, or other threatening behaviour.
- Pressure or coercion to share sexual images.
- Sexual abuse.
- Sexual exploitation.
- Exposure to harmful or inappropriate materials.

Online abuse can happen on any platform that allows digital communication, including:

- Social media.
- Text messages and messaging apps.
- Email and private messaging.
- Online chats and forums.
- Comments on videos or livestreaming platforms.
- In-game chat, including voice chat.
- Virtual and augmented reality environments.

Perpetrators use digital technology to initiate, maintain, and escalate abuse. They may also groom children and young people online, building trust with the intention of exploitation or harm.

Non-recent

Non-recent child abuse, also known as historical abuse, refers to abuse experienced by an individual under the age of eighteen that is disclosed in adulthood. Survivors may sometimes feel responsible for what happened, but abuse is **never** the victim's fault—there is no justification for it.

The impact of childhood abuse can be profound and long-lasting, affecting mental and physical health, relationships, education, and overall well-being. Survivors may face challenges in coping with daily life, securing employment, or parenting. They may also be at a higher risk of experiencing further abuse, known as revictimisation.

Potential Long-Term Effects of Abuse and Neglect:

- Emotional difficulties – anger, anxiety, sadness, or low self-esteem.

- Mental health issues – depression, eating disorders, self-harm, or suicidal thoughts.

- Substance misuse – difficulties with drugs or alcohol.

- Trauma-related symptoms – intrusive thoughts, distressing emotions, and difficult memories.

- Physical health problems.

- Challenges in relationships and parenting.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of sexual abuse where a child or young person is coerced, manipulated, or deceived into sexual activity in exchange for things they may need or want, such as gifts, drugs, money, status, or affection. While age is a dominant factor, perpetrators often target children from vulnerable groups, considering factors like gender,

race, sexual identity, cognitive ability, and economic background. Perpetrators frequently use gaslighting and coercive control to make a child or vulnerable person believe they are in a loving relationship and that the sexual activity is consensual. As a result, many children and vulnerable adults do not realise they are being abused or have any awareness they are being exploited. CSE can be a single incident or a series of incidents and can occur both physically and online. Any child can be a victim of sexual exploitation, including those who are ages 16 and 17 who can legally consent to having sex.

Child Criminal Exploitation (CCE) / County Lines

Child Criminal Exploitation (CCE) refers to the manipulation or coercion of children into engaging in criminal activities, such as transporting drugs or money through county lines, theft, knife crime, and serious violence. Perpetrators will take advantage of an imbalance in power and entrap children with perceived dept and threats of violence. Children involved in criminal exploitation are often treated as perpetrators rather than victims due to their involvement in criminal activity, and as such the harm done to the child can go unrecognised. Children of all genders are at risk from CCE though the indicators may differ. Children involved with criminal exploitation are at higher risk of sexual exploitation.

County lines refers to a method of Child Criminal Exploitation (CCE) in which children are coerced or manipulated into transporting illegal items across different regions of the UK. The individuals behind these activities are often highly organised groups that may target children of various ages. While young people aged 14 to 17 are particularly vulnerable, there have been instances of children as young as seven being recruited. Initially, exploited children may be assigned minor responsibilities, such as surveillance; however, these roles can quickly escalate to more dangerous activities, including drug distribution or the concealment of money and weapons.

Vulnerable adults are similarly vulnerable to these groups through a tactic known as cuckooing. In such cases, crime groups will coercively invade the homes of local vulnerable adults to establish bases in target areas.

Modern Slavery

Modern Slavery is a crime in which people are treated as commodities and exploited for criminal gain. It can encompass slavery, servitude, forced and compulsory labour and human trafficking. It is a global issue which transcends age, gender, ethnicities, and borders. Victims of modern slavery may have been brought legally or illegally from overseas, or they may be British citizens living in the United Kingdom. If you suspect that a child or vulnerable adult has been a victim of modern slavery, you should contact your DSL who will call 101, or 999 if you have reason to suspect child exploitation and consider the situation to be an emergency. You can also call the Modern Slavery Helpline anonymously on 0800 0121 700.

Extremism and Radicalisation

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

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use

or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As a Further Education establishment Camphill Wakefield have a duty to have "due regard" to the need to prevent people from being drawn into terrorism. All children and young people are at risk of radicalisation, and we recognise that as a SEND College our children and vulnerable adults may be particularly susceptible. Camphill Wakefield will ensure any child or vulnerable adult showing indicators of radicalisation or extremism will be offered advice and support, and we will liaise with external partners as appropriate.

Honour-Based Abuse (HBA)

Honour-based abuse refers to various abusive behaviours used to target or punish an individual in order to protect perceived cultural or religious beliefs. HBA occurs when it is felt an individual has acted in a way that has brought shame or disgrace to their family or social group. Perpetrators may commit HBA in an attempt protect or defend a perceived "honour" and the victims are predominantly female. Infringements are often related to enforcing women's conduct, such as having a romantic partner, seeking divorce, inappropriate dress or makeup, or kissing in a public place. Examples of HBA can include murder, forced marriage, domestic and sexual violence, isolation, and being forcibly moved abroad.

Honour-based abuse can exist in any culture or community and is often seen as a gendered crime due to the high proportion of the victims being female. Males can also be victims if their relationship is deemed inappropriate, they are a member of the LGBTQ+ community, they have a disability, or if they have assisted a victim.

Honour-based violence is not a crime permitted solely by men. Female family members are known to incite or assist in the abuse, and younger family members can be selected to undertake the abuse to protect senior members of the family.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or other non-therapeutic reasons. FGM is illegal in the UK and causes extensive and long-lasting physical and emotional damage. Any disclosures or concerns around FGM should be reported to a DSL immediately. Where it is discovered that an act of FGM appears to have been carried out, the staff member who made the discovery **must** personally make the report to the police.

Forced Marriage

Forced marriage is any marriage that is performed under duress or where one or either party does not provide full or informed consent. Forced marriage is a criminal offence in the UK.

Other Forms of Abuse

- **Child-on-Child Abuse**
- Camphill Wakefield recognises that children are capable of abusing other children, including online, and we maintain a zero-tolerance approach to all forms of child-on-child abuse.
- Child-on-child abuse may involve physical abuse (such as hitting, kicking, biting, or causing physical harm), emotional abuse (including intimidation, manipulation, or discriminatory bullying), sexual violence or harassment, abusive or exploitative

intimate relationships, the sharing of nude or semi-nude images, coercing someone into sexual activity without consent, upskirting, or initiation/hazing rituals.

- These behaviours can occur in person or online and may be facilitated by technology. While national trends indicate that girls are more likely to be victims and boys more likely to be perpetrators, all forms of child-on-child abuse are unacceptable, harmful, and will be addressed with equal seriousness.
- At Camphill Wakefield, child-on-child abuse is never dismissed as banter, "just having a laugh", or "part of growing up". Our students are supported to report concerns with confidence, knowing they will be taken seriously and responded to promptly.
- Allegations of child-on-child abuse are always recorded, investigated, and managed in line with our reporting procedure, with clear support plans for victims, alleged perpetrators, and any other children affected.
- **Peer on peer abuse:** When an adult physically, sexually, or emotionally abuses another adult.
- **Discriminatory abuse (Hate Crime):** Abuse or harassment directed at an individual due to a protected characteristic (such as age, disability, gender, or race).
- **Organisational abuse:** The mistreatment or harm of adults and children due to poor working practices and inadequate care within an organisation.
- **Financial abuse:** Controlling or limiting the access and use of another person's finances or ability to earn money.

Private Fostering

Private fostering occurs when a person who is not a parent or relative provides care and accommodation for a child under 16 (or under 18 for disabled children) for 28 consecutive days or more. If Camphill Wakefield becomes aware of such arrangements without being involved, we will notify the local authority to ensure the arrangement is safe and suitable. If Camphill Wakefield becomes involved in the private fostering arrangement, we will inform the local authority as soon as possible, providing the necessary information outlined in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 in writing.

Alternative Provision arrangements must include clear safeguarding responsibilities and oversight, ensuring the same vigilance and duty of care as within Camphill Wakefield.

Serious Violence

All staff should be aware of indicators, which may signal that children or vulnerable adults are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs or self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children or vulnerable have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measure in place to manage these. Advice for schools and colleges is provided in the Home Office's "Preventing youth violence and gang involvement" and its "Criminal exploitation of children and vulnerable adults: county lines" guidance.

Harmful Sexual Behaviour/Sexual Violence and Harassment

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by students and young people, and which may be harmful or abusive. 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.

The management of children, young people and vulnerable adults with sexually harmful behaviour is complex and Camphill Wakefield will work in liaison with parents/guardians and other agencies to risk assess and maintain the safety of the whole Camphill Wakefield community. Support provided by Camphill Wakefield will be informed by research completed by multiple agencies including the Hackett Model and Brook Traffic Light Tool. Staff who are concerned about a student's sexual behaviour should speak to a DSL.

Other Safeguarding Concerns

Staff should also be aware of forthcoming revised guidance on supporting gender-questioning children (expected Sept 2025). This will be incorporated into training and practice once published.

Other safeguarding concerns can include (but is not limited to):

- Bullying (including cyber bullying)
- Children missing from home or care
- Fabricated or induced illness
- Gangs and youth violence
- Homelessness
- Modern slavery
- Self-neglect and self-harm
- Substance use
- Trafficking

13.2 Procedures

Dealing with a Safeguarding Concern

Any child, young or vulnerable adult can be a victim of abuse, and staff should adopt a mindset of "it could happen here" while remaining professionally curious. We encourage a "never do nothing" approach; if there are concerns about a child or vulnerable adult, staff should promptly consult a Designated Safeguarding Lead (DSL). Disclosing abuse takes courage, and children and vulnerable adults may hesitate due to perceived normalcy, shame, threats from abusers, distrust in adults, or feelings of guilt.

If a child or vulnerable adult shares safety concerns, staff must inform them of their duty to report to a DSL. Timing is crucial: immediate disclosure might make the person feel unheard, while delaying could lead to feelings of being misled. Children or vulnerable adults may share partial truths to test reactions or retract statements if they feel overwhelmed. Building effective communication and relationships with our young people and vulnerable adults is vital for ensuring they feel safe and heard.

Responding to a Safeguarding Incident

1. Immediate Action in an Emergency:

- If a child or vulnerable adult is in immediate danger, **call 999** or seek urgent medical attention.

- Address any immediate safety and protection needs and ensure the safety of all involved (students, staff, or the public).
- Contact the DSL to inform them of the incident.
- If safe to do so, stay with the student or Day Services Adult until emergency services arrive. Monitor them closely and offer regular reassurance.

2. Reporting Non-Emergency Safeguarding Concerns:

- **Report** any safeguarding concerns to a Designated Safeguarding Lead (DSL) **within 15 minutes** of the incident taking place. A DSL is available throughout the working day.
- **Do not investigate** independently. Pass the concern directly to the DSL. Do not share the concern with any other individual.

3. Responding to Disclosures:

- **Listen actively** and allow the person to speak freely without interruption.
- **Remain calm** and avoid overreacting. The child or vulnerable adult may stop sharing if they feel they are upsetting their listener.
- Use **open-ended questions** like "Tell me what happened" or "Is there anything else you want to share?" Avoid leading or direct questions.
- **Clarify** what you've heard if needed but avoid pushing for details. Avoid taking photographs or videos of injuries.
- **Ask** for the person's wishes, views, and desired outcome (what would they like to happen next?). Manage any expectations they may have, and support them to consider realistic outcomes.
- **Be empathetic** to the person's experience.

4. Professional Judgement During Disclosures:

- Let the person know you may need to pass the information on to the DSL.
- Be mindful that some children or vulnerable adults may initially disclose only partial information or retract it later.

5. Maintaining Boundaries:

- Avoid sharing personal experiences or offering physical comfort unless it's in the person's best interest and aligns with **Safer Working Practice** guidelines.
- Do not pass judgment on the perpetrator or criticise the child or adult for not disclosing earlier.
- Tell the person what will happen next. Let them know that you will be consulting the DSL to find them the help and support they need.

6. Recording and Evaluating the Incident:

- Write up the details of the conversation as soon as possible. **Record** your concern on CPOMS using professional language within **15 minutes** of identifying the issue. If assistance is needed, consult a member of the safeguarding team.
- The **Safeguarding Officer/DSL** evaluates the incident within **24 hours** based on local authority thresholds and reports to the relevant authority within **24 hours** and as soon as possible using their notification system.

- If the disclosure or incident has affected you emotionally, seek support from the DSL team or use the helplines available through your manager.

7. Follow-up Actions:

- The **Safeguarding Officer/DSL** reflects on the incident to identify any areas for improvement at an individual or organisational level within **5 working days**.
- Any required changes or updates to support plans are communicated to the **Service Lead** within **10 working days**, who ensures implementation within **15 working days**.
- The **Safeguarding Committee** oversees all actions and ensures any necessary changes are completed, reporting progress to the Senior Leadership Team (SLT) and Trustees within **20 working days**.

8. Ongoing Review and Quality Assurance:

- The process is subject to regular **quality assurance checks**, and all incidents are reviewed for continuous improvement. The **Single Central Record** is maintained to ensure compliance with all safeguarding procedures.

WSCP Continuum of Need

Wakefield Safeguarding Children Partnership has developed a Continuum of Need to help those who work or volunteer with children and families across the Wakefield District with making decisions about how to best provide support. This approach is aligned to the district's Wakefield Families Together model, where a child and their family receive the right help, at the right time, from the right service, and importantly, from the right person, whilst always acting in the best interests of a child.

- **Area 1 - NO ADDITIONAL SUPPORT NEEDEED** Most children reach their full potential through the care of their families and communities. Universal services are provided to all children and their families through community networks such as schools, primary healthcare, family and youth hubs, leisure services, voluntary and community groups.
- **Area 2 - EARLY SUPPORT** Early Support provides help when a need is identified at any point in a child's life. It is not a service specific to one organisation, but rather a collaborative approach across all agencies and partners to work with children and families to prevent the need for statutory intervention. Across the Wakefield District, every person working or volunteering with children and families, regardless of organisation, status or position, has a responsibility to support the delivery of early support and where needed, ensure a family has access to appropriate services.
- **Area 3 - REQUIRES MORE SUPPORT** Children whose needs are more complex, based on a range of needs and depth or significance of the needs. They are at risk of social or educational exclusion. Their health, welfare, social or educational development is being impaired and life chances will be impaired without the provision of additional services.
- **Area 4 - REQUIRES IMMEDIATE SAFEGUARDING SUPPORT** Some children may require an immediate referral to the Integrated Front Door (IFD) / Multi-Agency Safeguarding Hub (MASH) for an assessment to be completed to better understand their needs.

Children and families can move across different areas of need on the continuum as their circumstances change. Not all children and families will move through these areas of need in

a sequential manner. The areas of need can overlap, therefore the divisions between the areas should not be conceived as 'hard and fast'.

Low-Level Concerns

If the concern is low-level and can be addressed through the pastoral support available at Camphill Wakefield (Area 2 on the Continuum of Need), a Designated Safeguarding Lead (DSL) will initiate early intervention to:

- Utilise a restorative approach and engage with the parents or carers as soon as possible, unless the situation is so serious that notifying parents or guardians would put the student at increased risk.
- Liaise with parents, guardians, and professions around support strategies, signposting to services, and a tailored support plan.
- Monitor the child or vulnerable adult's behaviour, interactions with peers and parents, and academic progress for signs of improvement or escalation.
- Reevaluate support strategies if the situation does not improve or escalates.
- Record all contacts with the family, including dates and times, and document any phone calls or letters.

If necessary, Camphill Wakefield will assess the situation using the Signs of Safety framework—identifying what we are worried about, what's working well, and what needs to happen (including all subsections, such as complicating factors) before scaling. If the student requires further assistance (i.e., moving to level 3), other agencies or a link worker will be contacted. If issues continue to escalate, a referral may be made to social care or the Multi-Agency Safeguarding Hub (MASH).

Risk assessments may be required in certain circumstances, such as concerning harmful sexual behaviour (HSB). Camphill Wakefield can use a general risk assessment template and may wish to consult with other agencies for additional support and input. The Wakefield Neglect Toolkit will be considered in any cases of neglect.

Referral to Social Care

If a child or vulnerable adult is considered to be at risk of significant harm (Area 4 on the Continuum of Need), a DSL will promptly refer them to Integrated Front Door (IFD) / Multi-Agency Safeguarding Hub (MASH). If the DSL is unavailable or there is a disagreement, another staff member may make the referral. Staff unsure about thresholds can consult the link social worker, but a direct referral will proceed if there are delays.

Staff are advised to make the initial referral via phone call before filling out a referral form. However, this process may vary across local authorities. Each local authority has their own referral process which can be found on their website and should include contact numbers including out-of-hours. Social Care must inform the DSL of the outcome within one working day; if not, the DSL should follow up and escalate if needed. If a social worker is already involved, they should be contacted directly. The child/vulnerable adult and parents will be informed of the referral unless doing so poses a risk to the person concerned.

A referral to Social Care should contain the following information:

- the date and time of the alleged abuse
- the place where the alleged abuse happened
- the young person/vulnerable person's name
- the name of the person making the disclosure

- the nature of the alleged abuse
- a description of any injuries observed (NB: Do not ask to see them)
- The account, which has been given of the allegation. (If disclosed directly by the young person or vulnerable person, the account should be in their words.)
- the age of the young person/vulnerable person
- the address of the young person/vulnerable person
- contact details of the young person/vulnerable person
- the date and time of the observation/disclosure
- Designated Safeguarding Lead's name and contact information and the name(s) of any other person(s) present.

The DSL will continue to liaise with Social Care, and attend assessments, Core Groups/Child In Need Meetings, and Child Protection Conferences as required. Reports for meetings will be shared with parents in advance unless otherwise instructed by Social Care. If the DSL is unable to attend the report will be sent by another member of the safeguarding team.

Referral to Police

If a criminal offence has occurred, staff must contact the Designated Safeguarding Lead (DSL), who will then contact the police by dialling 101 or 999, as appropriate. In an emergency, a staff member present must call 999. If we believe a child/vulnerable adult is being radicalised, we will refer to Prevent using the referral form located on the WSCP education page. We will ensure that any child/vulnerable adult requested to be interviewed by the police will be supported by an appropriate adult, such as a parent or guardian. The Local Partnership Intelligence Portal (PIP) is available for reporting intelligence but does not replace the safeguarding procedures if a child/vulnerable adult is at risk.

Escalation / Professional Disagreement

In the event that the concern does not show signs of improvement or if there is a professional disagreement regarding the outcome, Camphill Wakefield will advocate for a reconsideration and adhere to the WSCP Professional Disagreement Procedure. Any staff member may refer to external agencies in exceptional circumstances, including emergencies or when there are legitimate concerns that appropriate action has not been taken.

Notifying parents

Camphill Wakefield will normally seek to discuss any concerns about a child/vulnerable adult with their parents or guardians, with consideration of including fathers as well as mothers. Concerns must be handled sensitively therefore staff will not discuss safeguarding issues with parents until they have consulted with the DSL. In most cases it is the responsibility of the DSL to notify the parent or guardian of any safeguarding concerns. However, if the DSL is unavailable another staff member may make contact only under guidance from a member of the safeguarding team.

Where a safeguarding concern involves a parent or carer, staff must consult with the DSL before any contact is made with the parent or carer. In certain circumstances, the DSL may seek advice from social care and/or the police prior to notifying parents or carers. This step will only be taken where there are reasonable grounds to believe that informing the parent or carer could place the student at increased risk of harm. All decisions regarding parental notification must be clearly recorded, including the rationale and any advice received from external agencies. DSLs will be alert to any perceived differences between the accounts of

parents or guardians and those of the child/vulnerable adult, ensuring that this information is noted and shared with other agencies as appropriate.

If parents have any queries regarding safeguarding, they are encouraged to contact the safeguarding team via the contact information listed earlier in this document.

Allegations and Low-Level Concerns Against Staff Members/Persons of Trust

When an allegation is made against a member of staff, including supply staff and volunteers, set procedures must be followed. See 'Keeping Children Safe in Education Part 4'. It is vitally important to have a culture of openness and transparency and a consultation with the LADO will happen if staff have:

- Behaved in a way which has harmed, or may have harmed a child or young person/vulnerable adult
- Committed or suspected of committing a criminal offence against or related to a child or young person/vulnerable adult, or
- Behaved towards a child, young person or vulnerable adult in a way that indicates they would pose a risk of harm to others or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children/vulnerable adults. (this includes behaviour that may have happened outside of work – transferable risk)

Allegations and low-level concerns against staff should be immediately reported, in any event within 24 hours of becoming aware, to the Chief Executive Officer. Allegations and concerns against the Chief Executive Officer should be reported to the Chair of Trustees. Staff may also report their concerns directly to Police or LADO or NSPCC Whistleblowing helpline if they believe direct reporting is necessary to secure action.

The Chief Executive Officer should do an initial consideration/fact find to establish if there is substance to the allegation or concern. Any agency for supply staff/contractors should also be involved/informed. In the event of the Chief Executive Officer being absent the deputy is the Head of College.

Complaints Procedure

Our complaints procedure will be followed where a student or adult in Day Services or parent raises a concern about poor practice towards a child/vulnerable adult that initially does not reach the threshold for child protection/safeguarding action. Poor practice examples include unfairly singling out a student or Day Services Adult, belittling them or discriminating against them in some way. Complaints are managed by senior staff, the Chief Executive Officer, and trustees. An explanation of the Complaints Procedure is included. Complaints from staff are dealt with under Camphill Wakefield's complaints and disciplinary and grievance procedures. All complaints and concerns will be recorded.

Whistleblowing Procedure

Whistleblowing is an important aspect of the support and protection of adults at risk of harm where staff are encouraged to share genuine concerns about a colleague's behaviour. Their behaviour may not be related to an adult at risk, but they may not be following the code of conduct or could be pushing boundaries beyond normal limits or displaying conduct which is a breach of the law, conduct which compromises health and safety or conduct which falls below established standards of practice with adults at risk. Camphill Wakefield has clear whistleblowing policies and procedures in place which staff are frequently reminded about and

with which they must be familiar. They must also understand how to escalate and report concerns.

Supporting Those Involved in Safeguarding Concerns

The abuse of a child or vulnerable adult is devastating for the individual and can also result in distress and anxiety for staff who become involved. We will support our young people and vulnerable adults, their families, and staff by:

- taking all suspicions and disclosures/ allegations seriously
- nominating a link person, (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 or Day Services adult, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students/Day Services adults 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.

Work Experience and Employability Placement

Employers and training organisations will be required to cooperate with the college in implementing and adhering to appropriate safeguards. Failure to do so may result in the college refraining from recognising them as a placement provider.

Record Keeping

All safeguarding concerns must be recorded promptly on CPOMS (or My Concern) and tagged under safeguarding. Records must be factual, concise, and include the individual's voice. Safeguarding concerns must be shared with the Designated Safeguarding Lead (DSL) within 15 minutes.

A DSL may open a secure file for each student/Day Services adult, tracking concerns in a chronology. Multi-agency involvement and outcomes must be documented. Files are regularly updated and securely stored. They may be reviewed by external bodies when necessary.

Safeguarding records, including referrals, notes, and reports, are kept securely for a minimum of seven years. Allegations found to be malicious are removed from personnel records; other allegations are kept on file with a summary and any actions taken.

Allegations against staff are retained until retirement age or for a period of 10 years from the date of the allegation, whichever is longer. Information is shared on a need-to-know basis, ensuring security and compliance with data protection laws.

The safeguarding team meets weekly to review cases. Files can be reactivated if new concerns arise, and transfers to other institutions will include secure sharing of records.

Confidentiality and Information Sharing

Seven Golden Rules for Safeguarding Information Sharing:

- Data protection laws do not prevent safeguarding information sharing.
- Be open and honest unless it is unsafe or inappropriate.
- Seek advice if needed and anonymise information where appropriate.
- Share information with consent if appropriate.
- Prioritise the safety and wellbeing of the child.
- Ensure information shared is necessary, proportionate, relevant, accurate, timely, and secure.
- Keep a record of decisions and the reasons for them.

1. Discussing Safeguarding Concerns: Staff must only share safeguarding concerns with a Designated Safeguarding Lead (DSL), Senior DSL, or the Chief Executive Officer, depending on who is involved. The responsible DSL will then determine who else needs to know and will share the information on a need-to-know basis. Parents/guardians will be notified as appropriate.

2. Information Sharing and Record Keeping: Staff can share information with relevant agencies, such as MASH, if it may help protect a child. Ideally, this will be done in writing, but phone requests may be responded to if immediate action is needed. DSLs will verify the identity of the requesting party before sharing information and will document what was shared, when, and with whom.

3. Data Protection and Record Access: Safeguarding records may be exempt from Data Protection provisions where sharing could prevent significant harm or save a life. While it is standard practice to inform parents of concerns, if a student/Day Services adult or parent requests access to child protection/safeguarding records, the request must be referred to the Head of College for consultation with legal or information governance teams.

4. Secure Sharing of Personal Information: Any personal safeguarding information shared with external agencies will be done securely, such as via secure email, password protection, or recorded delivery.

5. No Photographic Evidence: Staff must not take photographs of injuries or marks. Body maps are used according to recording guidelines to document any physical concerns.

5. Transfer of Files: When a student transfers to another institution, the safeguarding file will be securely sent within five days, and a receipt will be obtained. Liaison between DSLs at both institutions will ensure a smooth transition. A copy of the file chronology will be retained.

6. Staff Feedback and Confidentiality: Feedback to staff will be on a need-to-know basis. Staff are informed about students with safeguarding files or those open to social care where relevant.

Signposting

Wakefield	Leeds	Kirklees	Barnsley
Children's Social Work Services (office hours 8:30am – 5pm) - **0345 8503 503** Children's Social Work Services – Emergency Duty Team (outside of office hours) - **0345 8503 503** Local Authority Designated Officer (LADO) - **01977 727032** Adult Social Care (office hours 9am – 5pm) - **0345 8503 503** Adult Social Work Services – Emergency Duty Team (outside of office hours) - **0345 8503 503** ***Same number for adults, children, and emergencies.**	Children's Social Work Services (office hours 9am – 5pm) - **0113 3760 336** Children's Social Work Services – Emergency Duty Team (outside of office hours) - **0113 5350 600** Local Authority Designated Officer (LADO) - **0113 378 9687** Adult Social Care (office hours 9am – 5pm) - **0113 2224 401** Adult Social Work Services – Emergency Duty Team (outside of office hours) - **0113 3780 644**	Children's Social Work Services - Public Line (office hours 9am - 5pm) - **01484 414960** Children's Social Work Services - Professionals Line (24 hours) - **01484 414960** Local Authority Designated Officer (LADO) - **01484 221126** Adult Social Care (office hours 8am – 5pm) - **0300 304 5555** Adult Social Work Services – Emergency Duty Team (outside of office hours) - **01484 414933**	Children's Social Work Services (office hours 9am – 5pm) - **01226 772423** Children's Social Work Services – Emergency Duty Team (outside of office hours) - **01226 787789** Local Authority Designated Officer (LADO) – **01226 772341** Adult Social Care (office hours 9am – 5pm) - **01226 773300** Adult Social Work Services – Emergency Duty Team (outside of office hours) - **01226 774466**
If a person is in immediate danger, please call the police on **999**. For contact details of other local authorities please check their local council website.			