OVERVIEW CHILD PROTECTION AND SAFEGUARDING POLICY

PYE BANK CE PRIMARY SCHOOL

Last reviewed on:	September 2022
Next review due by:	September 2023

Contents

1. Introduction

This overview policy is to be read in conjunction with the Sheffield Policies and Procedures documents.

1.1 Aims and School Commitment

In order to achieve our school aim of each child having the opportunity to reach his or her full potential, it is essential that we ensure that every pupil has a right to protection from abuse of any kind. This principle is the cornerstone of this policy and will also be supported by the relevant parts of the Anti-Bullying, Behaviour and Inclusion, SEN, Equality, Online Safeguarding and Health and Safety Policies.

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults helps prevent and deal more successfully with safeguarding incidents.

1.2 Our Principles

Safeguarding arrangements at Pye Bank CE Primary are underpinned by these key principles:

- Safeguarding is everyone's responsibility: anyone who has contact with a child or young person including governors and volunteers should play their full part in keeping children safe
- We will aim to protect children using national, local and school child protection procedures
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018 (update September 2020)
- Anyone who has contact with a child or young person *must have a clear understanding regarding abuse and neglect in all forms and how to identify, respond and report it. This also includes knowledge in the process for allegations against professionals.*
- *Staff, governors and volunteers, should feel confident that they can report any safeguarding concern to the school and that these will be dealt with in an appropriate manner.*
- A child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

Our school will therefore:

- Take all allegations seriously and respond to them quickly and confidentially in line with the guidance in the Sheffield Safeguarding Policy.
- Recognise that all staff have a duty to report any suspicions or allegations that any child may be suffering or at risk of suffering significant harm or abuse.
- Ensure and maintain an ethos where children feel secure and are encouraged to express their feelings and are listened to. This ethos is a key part of our behaviour policy expectations.
- Include PHSE in our curriculum which will equip pupils with knowledge and skills needed to help keep themselves safe from abuse.
- Make the children aware of the adults in school who they can approach with worries or problems.
- Ensure that effective relationships are established between school, parents and other agencies so that incidents can be investigated fairly, confidentially and successfully.
- Complete an evaluation of needs, barriers and possible issues for individual children through our Targeted Support Register process and in response provide for individual needs and vulnerable children.
- Implement Sheffield Safeguarding Children's Board Policies when dealing with issues. These can be found in school and on the School website and at http://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-educationsettings/Schools-Education-Settings-Policies-Procedures.html
- Ensure that all have appropriate training to carry out their roles, including ensuring that all staff attend 3 yearly one day basic training from an outside provider. For new staff there is a comprehensive section of the induction training devoted to safeguarding. Where lessons are covered by Supply staff key information regarding Safeguarding Leads and procedures is given on arrival.

1.3 Our responsibilities:

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and trustees in the academy and is consistent with the procedures of the 3 safeguarding partners. These are the the Police and the Sheffield Safeguarding Children Partnership. Appropriate information sharing, in line with the data protection act and GDPR, across our safeguarding partners is key to the successful implementation of this policy.

Pye Bank CE Primary fully recognises its responsibilities for child protection and safeguarding. This overarching policy sets out how we will deliver these responsibilities.

2. Legislation, statutory guidance and definitions

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

This policy also complies with our funding agreement and articles of association.

Furthermore, we will follow the policies and procedures set out by the Sheffield Children Safeguarding Partnership (SCSP). These can be found in our main office and on the school website. We carry out an annual audit of our safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the SSCP. We also complete an audit for DSAT our Academy Trust.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment

- Preventing impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

3. The Safeguarding Team and contacts

- Our Designated Safeguarding Leads are Rhea Kurcewicz (Headteacher) and Deborah Maskrey (Strategic Lead for Safeguarding and Pastoral Care)
- Our Deputy Designated Safeguarding Leads are Maureen Andrews (Executive Headteacher), Stephanie Lee (SENDco) and Zabeda Hussain (Pastoral Manager).
- Our Appointed Teacher for Looked After Children is Stephanie Lee.
- The designated Link Governor for Safeguarding and Looked After Children is Lucy Davies
- Chair of Governors: Steve Chew

The DSL and Deputy DSL complete Advanced Safeguarding training and refreshers and other relevant Safeguarding Training in line with regulations. A full record of their training is held in school.

Other important contact details

- LADO and Prevent (Local Authority Designated Officer) is Andrew Adedoyin, LADO
- **To contact: 0114 2734855** then select **option 1** or email on LADO.@sheffield.gov.uk. Office hours are Monday Thursday (8:45am – 5:15pm) Fri (8:45am – 4:45pm)
- **Police** Non Emergencies: 101
- **DfE-** one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults Report Child Abuse
- **CEOP**: 0370 496 7622
- **NSPCC** National Helpline: 0808 800 5000
- **ChildLine**: 0800 11 11
- **Nevine Towers** (DSAT Head of Business Operations/Chief Operations Officer) 01709 718640 Option 1 and ntowers@dsat.education

4. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy

- Pastoral support system

- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

  ✓ Healthy and respectful relationships

  ✓ Boundaries and consent

  ✓ Stereotyping, prejudice and equality

  ✓ Body confidence and self-esteem

  ✓ How to recognise an abusive relationship (including coercive and controlling behaviour)

  ✓ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support

  ✓ What constitutes sexual harassment and sexual violence and why they're always unacceptable

4.1 The main duties of the Safeguarding Team will be as follows:

The DSLs and DDSLs are all members of the senior leadership team. The DSLs/DDSLs take a lead responsibility for child protection and wider safeguarding in the school. Our Lead DSL is Deborah Maskrey as the Strategic Lead for Safeguarding and Pastoral Care. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Contact details for the DSLs are shown on our setting overview. The Executive Headteacher, Headteacher and DSLs can be contacted out of hours and their numbers are known to all staff internally within school. The DDSL can be contacted on 07940552467.

When the DSL is absent, the DDSLs shown above will act as cover.

The DSLs and DDSLs carry out their roles collaboratively as a team and are given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

- Contribute to the assessment of children

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- Have a good understanding of harmful sexual behaviour

The DSLs will also:

- Keep the Executive Headteacher informed of any issues

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

All allegations and suspicions will be reported to this team who will then, in consultation with the Sheffield Safeguarding Advisory Service and where necessary Social Care, decide on the next steps to be taken. They will work fully in line with the Sheffield Policies and Procedures.

- To receive, investigate and record any reports from anyone regarding possible safeguarding concerns.
- To make decisions about the necessity to involve Social Care and/or the Police regarding any reported incidents, allegations or suspicions.
- To report allegations or incidents to the police or the PREVENT officer where appropriate.
- To take any steps necessary to secure the immediate safety of any child who may be at risk.
- To make clear notes of incidents containing names, dates, times, nature of concerns, child's explanations where appropriate and any further observations.
- To ensure that all child interviews are carried out in a non-leading way in order to receive a correct message from the child.
- To ensure confidentiality at all times and the safe keeping of the school reports and records in a locked facility as well as on an electronic record on CPOMs.
- To work with parents and other agencies in preparing FCAFs where appropriate.
- To make decisions on whether to inform or consult parents, taking advice from Social Care on this measure if appropriate.
- To inform the Chair of Governors and DSAT of incidents where appropriate.
- To attend and report to Child Protection Meetings held by the investigating authorities.
- To attend and contribute to any internal enquiries as needed.
- To attend training and make other staff aware of their responsibilities under this policy.

4.2 The Executive Headteacher

The Executive headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - ✓ Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - ✓ Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

- Communicating this policy to parents/carers when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

- Ensuring the relevant staffing ratios are met, where applicable

- Making sure each child in the Early Years Foundation Stage is assigned a key person

* Decisions will be made by or in consultation with a Designated Safeguarding Lead or with another member of the team where possible, unless this would delay the decision making process.

4.3 Roles and responsibilities of all staff and Governors

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will:

- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance

- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, acceptable use and online safety policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

The Local Governing Body

The Local Governing Body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a Link Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Make sure:
  - ✓ The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
  - ✓ Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
  - ✓ The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
  - ✓ The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
  - ✓ That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
  - ✓ Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
  - ✓ Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
  - ✓ Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors, in collaboration with the Trust leaders will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others. DSLs and DDSLs within school will work in partnership with them when appropriate.

5. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

6. Confidentiality

The school has a separate GDPR Policy which can be found on line and is available to all staff who sign to say they have full awareness of it. Decisions on information sharing linked to safeguarding are made by the DSL/DDSL collaboratively with appropriate agencies. We work in line with Information Sharing protocols as outlined within the Sheffield Safeguarding Boards Policy and Procedures documents which can be found on our website https://www.pyebank.sheffield.sch.uk/virtual-office/safeguarding-1

- Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

    o There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

    o The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

    o The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

- Regarding anonymity, all staff will:

  ✓ Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system

  ✓ Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved

  ✓ Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

- Confidentiality is also addressed in the Sheffiels Safeguarding Board Policies and Procedures (See Section 7)

7. Safeguarding Procedures

The school follows all Sheffield Safeguarding Board Policies and Procedures which are known by all staff and can be found on the school's internal Staff Share Policies Folder and on the school website.

IF A CHILD IS SUFFERING OR LIKELY TO SUFFER HARM, OR IN IMMEDIATE DANGER

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

Contact children's social care:
0114 273 4855

And, if appropriate, the police on 101 or 999

https://www.gov.uk/report-child-abuse-to-local-council


- If staff or volunteers have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) the process is outlined within the **Sheffield Safeguarding Policy: Referring your Safeguarding Concerns and Flowchart.**

- This illustrates the procedure to follow if you have any concerns about a child's welfare. This is available within the staff safeguarding folders and reinforced regularly within training and communication.

The flowchart is available on our website
https://www.pyebank.sheffield.sch.uk/virtual-office/safeguarding-1

- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care: 0114

Safeguarding concerns - flow chart for education settings
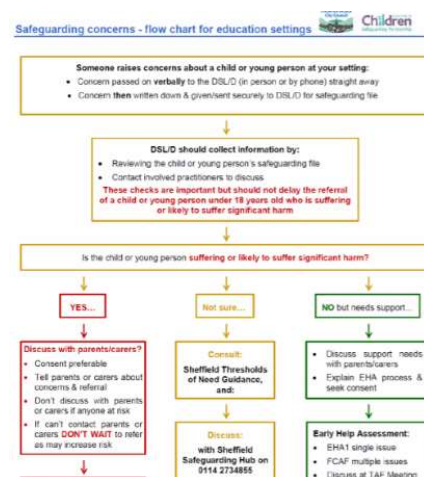
2734855. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Early help
- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral
- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. This is done in line with the procedures set out within the Sheffield Safeguarding Policy document and Appendix 4.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves

If a child makes an allegation of a safeguarding issue to a member of staff or tells someone about abuse, they should: * Please note that previously these were referred to as disclosures.

- Listen to and believe them. Allow them time to talk freely and not ask leading questions
- Stay calm and not show that they are shocked or upset
- Tell the child they have done the right thing in telling them. They do not tell them they should have told them sooner
- Explain what will happen next and that they will have to pass this information on. They do not promise to keep it a secret
- Write up their conversation, using the concern log provided, as soon as possible using the child's own words at the relevant point.
- In writing up the report stick to the facts, and do not put their own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, they make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that they have done so. Aside from these people, they do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

INFORM THE DSL WITHOUT DELAY

It is important for all staff to bear in mind that some children may:
- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child.
- All allegations need to be recorded on the Cause for Concern Forms which can be found on the school network, in class safeguarding files, in the office and in the staffroom. These need to be carefully completed recording all relevant information in line with training.
- ***These forms need to be passed to a member of the Safeguarding Team immediately.*** You may be asked for more information. If you have a concern about a child and there has not been an allegation, a Cause for Concern form should also be completed and passed on to the Safeguarding Team as soon as possible.
- All concerns received are then recorded on CPOMS by the appropriate member of the Safeguarding team, and will be actioned appropriately. School is required to keep safeguarding information on pupils securely at least until the subject is 85 years old (currently indefinitely until further direction from the Independent Inquiry into Child Sexual Abuse). These records are maintained electronically on CPOMS. If it is necessary to hold a document in paper format this is stored securely in the individual child's folder.

Records will include:
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Detailed information is available within the Safeguarding Policy Documents attached, entitled Safeguarding Records and Access Requests.

In the case of a complaint or allegation made against staff they should inform the Headteacher or Executive Headteacher immediately. (See allegations section below and flowchart in appendices) If the complaint or allegation is about the Headteacher it is reported to the Executive Headteacher (07940 552467). Karen Stanley, School Business Manager, will always know where the EHT is based and they can be contacted directly in those schools.

The Executive Headteacher will report to the Chair of Governors and the Trust and follow procedures for allegations against members of staff. If the complaint or allegation is about the Executive Headteacher, then staff should consult the Chair of Governors, contact details can be obtained from the Business Manager or Head of School. The Chair of Governors will contact the Trust for support.

> STAFF MUST NOT DISCUSS THE COMPLAINT OR ALLEGATION WITH ANY OTHER MEMBER OF STAFF. TO DO SO UNDERMINES INVESTIGATION AND CAN POTENTIALLY LEAVE CHILDREN AND THE MEMBER OF STAFF VULNERABLE.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner.

To allow the new school/college to have support in place when the child arrives, this should be within:
-   **5 days** for an in-year transfer, or within
-   **The first 5 days** of the start of a new term

We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Electronic CPOMs files are transferred in a timely way.

Any information recorded prior to the use of CPOMs has been scanned into CPOMS. As stated above if it is necessary to keep a paper copy of a document this will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above); two contacts must be provided
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we will:
- Put systems in place for pupils to confidently report abuse: there are a range of trusted adults in terms of school leaders and pastoral staff.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

8. Allegations against staff and volunteers
- The School will adhere to the procedures set out under 'Allegations against Persons who work with Children (including Staff, Carers and Volunteers)' (allegations of abuse by teachers and other staff). This document can be

found on the Sheffield Children Safeguarding Partnership website and there is a paper copy in the safeguarding file on each site.
- If a member of staff has concerns about another member of staff (including supply staff or temporary staff), this should be referred to the Executive Headteacher or Headteacher. Where there are concerns about the Headteacher this will be referred to the Executive Headteacher and if concerns are against the executive Headteacher this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) and the Trust in every case.
- Where there are allegations that are substantiated, the school will fully ensure any specific actions are undertaken on management and exit arrangements as advised by our HR providers and supported by relevant guidance.

Allegations: Low Level Concerns
- In line with Keeping Children Safe in Education 2021 we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately.
- This includes allegations that do not meet the harms threshold (see Part Four - Section one of KCSIE). These are shared responsibly and with the right person, recorded and dealt with appropriately.
- This enables us to identify concerning, problematic or inappropriate behaviour early; minimising the risk of abuse. We ensure our training addresses the professional boundaries required from all staff.

What is a low level concern?
The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338.
A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Examples of such behaviour could include, but are not limited to:
- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

9. Safeguarding in the Curriculum

The curriculum addresses safeguarding in two ways: Firstly, the curriculum, in subjects such as Personal, Social and Health Education and Relationships, Sex and Health Education discusses relevant issues with the children. The school uses the Jigsaw programme, which has been aligned to up to date RSHE guidance. Topics include such themes as Drugs, Sex and Relationships, online safety, and Stranger Danger. Children are encouraged to explore and discuss these issues and are equipped with skills they need to stay safe and know whom to turn to for help. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as:
- Using equipment properly in PE and Design and Technology
- Road safety (Road Safety Officers)
- Food hygiene and healthy choices (Cooking Clubs and Healthy Eating Week)
- Online Safety lessons incorporated into all ICT lessons and taught

The mini police programme supports this work and supports children in understanding how to keep themselves safe. The Pastoral Team work with parents to support them in understanding all elements covered within the curriculum. The children in personal development through the development of 'The Zones of Regulation'. This gives the children the common language to discuss emotions and feelings. Where additional support is required personal plans develop the use of the zones in a more personalised way.

10.   Recognising Abuse, Induction and Training

All Staff (Governors and Volunteers) working within school should be alert to the potential need for early help for children, following the procedures identified for initiating early help using the local and current Sheffield Safeguarding Partnership Threshold. Children who are most at risk are those who:

• *Are disabled and have specific additional needs.* • *Have special educational needs.* • *Are a young carer.* • *Are privately fostered.* • *Have returned home to their family from care.* • *Are showing signs of engaging in anti-social or criminal behaviour.* • *Are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, and domestic violence.*	• *Are showing early signs of abuse and/or neglect.* • *Are showing signs of displaying behaviour or views that are considered to be extreme.* • *Are misusing drugs or alcohol themselves.* • *Are not attending school or are at risk of exclusion from school.* • *Frequently go missing/goes missing from care or from home.* • *Are at risk of modern slavery, trafficking, exploitation, radicalised.*

In relation to children safeguarding and promoting their welfare is defined as:
- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

There are four types of child abuse as defined in 'Keeping Children Safe in Education' (2021):

1. Physical Abuse   2. Emotional Abuse   3. Sexual Abuse   4. Neglect

All staff have Safeguarding induction training and are able to recognise and report any concerns immediately. Safeguarding induction training includes sections on behaviour guidelines for staff, sharing information, definitions of abuse and procedures to follow if abuse is suspected.

Training is regularly reviewed and updated to reflect national and local issues such as Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) and radicalisation and extremism (PREVENT duty) and (CCE), Child Criminal Exploitation

Training and induction ensures that all staff have a full awareness of the signs of abuse outlined below:

Physical Physical abuse may involve • hitting • shaking • throwing • poisoning • burning or scalding • drowning • suffocating • and/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.
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 they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person • not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate • age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond the child's developmental capability • overprotection and limitation of exploration and learning • preventing the child participating in normal social interaction • seeing or hearing the ill-treatment of another • serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger • 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.
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 or watching sexual activities
• encouraging children to behave in sexually inappropriate ways
• grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Neglect
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to
• provide adequate food, clothing and shelter (including exclusion from home or abandonment)
• protect a child from physical and emotional harm or danger
• ensure adequate supervision (including the use of inadequate care-givers)
• ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying and forms of bullying on- and off-line including prejudice based and cyber bullying is also abusive and will include at least one or more, of the defined categories of abuse above.

Training for all staff
• All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.
• This training will be regularly updated and will:
• Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
• Be in line with advice from the 3 safeguarding partners
• Have regard to the Teachers' Standards to support the expectation that all teachers:
• Manage behaviour effectively to ensure a good and safe environment
• Have a clear understanding of the needs of all pupils
• All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
• Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).
• Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
• Volunteers will receive appropriate training, if applicable.

The DSL and Deputy DSLs
• The DSL and DDSLs will undertake child protection and safeguarding training at least every 2 years.
• In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
• They will also undertake Prevent awareness training.

Governors
• All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is provided by the Trust or the school.
• This is to make sure that they:
- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

11.   Recognising signs and symptoms of abuse:

• A child or young person alleges that abuse has taken place or that they feel unsafe;

• A third party or anonymous allegation is received

• A child or young person's appearance, behaviour, play, drawing or statements cause suspicion of abuse and/or neglect;

• A child or young person reports an incident(s) of alleged abuse which occurred some time ago;

• A report is made regarding the serious misconduct of a worker towards child or young person.

More detailed information regarding recognising signs and symptoms of abuse, can be found in Appendix 1 and within the Sheffield Policy Documents, where there is detailed information available.

12.   Specific Safeguarding Issues

There are a number of specific issues that have become critical issues in safeguarding. The school will endeavour to ensure their staff, governors and volunteers are familiar with these issues, namely:

• Bullying including cyber bullying • Child Sexual Exploitation (CSE) and Children at Risk of Exploitation (CRE) as defined by Working Together 2018 (Update September 2020) • Child Criminal Exploitation (CCE) as defined by local safeguarding partnership procedures, including County Lines • Domestic Violence • Drugs • Fabricated or induced illness • Faith abuse	• Female Genital Mutilation (FGM) • Forced Marriage • Gangs and Youth Violence • Gender based violence/Violence against women and girls (VAWG) • Hate • Mental Health • Private Fostering • Child on Child abuse • Preventing Radicalisation	• On line safety, abuse and cyber crime • **Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) • Sexual violence and sexual harassment between children in schools • Teenage Relationship abuse • Trafficking • Missing children and vulnerable adults • Child sexual abuse within the family • Poor parenting, particularly in relation to babies and young children

* The issues highlighted are outlined below: all other specific issues are included in the Sheffield Safeguarding Policy documents.

• All the specific concerns above are outlined within the Sheffield Policy and Procedures documents, which outline the action the school would take.

• In understanding the signs and indicators of specific issues listed earlier in this policy, Pye Bank will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff induction training, and ongoing development training for all staff and anyone who has contact with a child or young person including governors, supply teachers and volunteers.

• We will also access government guidance, local procedures, strategies and tools through the Sheffield Children Safeguarding Partnership.

• All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

12.1 Preventing Extremism & Radicalisation

• The 'Prevent' duty: 7 From 1 July 2015 all schools, FE & HE Institutions must have "due regard" to the need to prevent people from being drawn into terrorism & extremism. This means placing an appropriate amount of weight on this need when considering other factors that are relevant to carrying out your usual functions.

• Extremism is defined as:
   ✓ Far right views, animal rights activism, & various forms of religious fundamentalism

- ✓ Opposition to fundamental values, e.g. democracy, the rule of law, individual liberty, respect and tolerance of different faiths and beliefs.
- Protecting students from these risks is similar to protecting them from harm and abuse. However, the Prevent programme must not involve any covert activity against people or communities, but specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support.
- Factors that make a student vulnerable include:
  - ✓ Pressure from peers, other people or the internet
  - ✓ Crime against them or their involvement in crime
  - ✓ Anti-social behaviour and bullying
  - ✓ Family tensions • Race or hate crime
  - ✓ Lack of self-esteem or identity
  - ✓ Personal or political grievances

Education settings should ensure that:
- They are alert to changes in behaviour which could indicate that a student needs help or protection
- They discuss & challenge ideas through the curriculum, student debates, outside speakers, etc.
- They understand & use the policies and procedures of the Sheffield Safeguarding Children Board (SSCB) to protect and assess students at risk. Designated Safeguarding Leads & Deputies: undertake mandatory 'Workshop for Raising Awareness of Prevent' (WRAP) training and provide briefings, awareness, advice and support to staff & volunteers
- Students are safe from terrorist and extremist material when accessing the internet
- They give a proportionate response to this risk
- They work with all services, e.g. Youth Justice, Social Care, & Community Youth Teams, to ensure the welfare of learners, staff and visitors.

If you think a student might be at risk:

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. Staff should inform the DSL immediately. (If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral).
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The DSL/D can also, when appropriate, assess the needs of the pupil and their family with their consent through a Family Common Assessment (FCAF), and the FCAF can be used to request support through the Multi-Agency Support Teams (MAST) e.g. Channel programme (voluntary)
- However, if the concern is serious and/or immediate, the DSL/D will refer this straight away to the following agencies:
  1. *Safeguarding Children Advisory Service (contact details below),*
     or
  2. *Jo Batty and Brendan Pakenham, SY Police 'Prevent' team, via 101 or local Police contact*
- If necessary, a 'Strategy Meeting' will be held between agencies such as Social Care and the Police to discuss the concerns & involve other services as required
- All staff will receive yearly training on procedures as part of their ongoing professional development. The DSL and Deputy DSL will receive regular training from the local authority at least half a day every year.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
  - ✓ Think someone is in immediate danger
  - ✓ Think someone may be planning to travel to join an extremist group
  - ✓ See or hear something that may be terrorist-related

12.2 Female Genital Mutilation

- Female Genital Mutilation (FGM) is a form of child abuse and violence against women and that this affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice,

which involves the 'partial or total removal of the external female genitalia for non-medical reasons'. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

- Protecting students from this risks is similar to protecting them from harm and abuse. Safeguarding leaders work proactively with other professionals to address concerns and support families when FGM orders are in place.

However, dealing effectively with the risks posed linked to FGM is quite complex and the following measures are also in place:
- Additional training for identified leaders
- Staff are aware of the potential signs of FGM for pupils in the school but are also aware of risks to older siblings.
- Parent workshops are used to raise awareness across the school community.
- Staff are made aware that section 5b of the FGM Act 2003 introduced a mandatory reporting duty, which requires that health and social care professionals as well as teachers in England and Wales must report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe any physical signs that FGM has been carried out. Teachers will face disciplinary sanctions for failing to meet it.

If a member of staff discovers that FGM has taken place or a pupil is at risk of FGM
- Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:
- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

… must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Other Staff
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

- The duty for teachers mentioned above *does not apply in cases where a pupil is at risk of FGM* or FGM *is suspected* but is not known to have been carried out. Staff should not examine pupils.
- Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

Risk Factors: signs that FGM may occur	Signs that FGM has occurred
- A relative or someone known as a 'cutter' visiting from abroad. - A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'. - A female relative, like a mother, sister or aunt has undergone FGM. - A family arranges a long holiday overseas or visits a family abroad during the summer holidays. - A girl has an unexpected or long absence from school. - A girl struggles to keep up in school or a change in behaviour occurs. - A girl runs away – or plans to run away - from home.	- Having difficulty walking, standing or sitting. - Spending longer in the bathroom or toilet. - Appearing quiet, anxious or depressed. - Acting differently after an absence from school - Reluctance to go to the doctors or have routine medical examinations. - Asking for help – though they might not be explicit about the problem because they're scared or embarrassed.

12.3 Forced Marriage

- Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

- Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they should speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.
- The DSL will: speak to the pupil about the concerns in a secure and private place, activate the local safeguarding procedures and refer the case to the local authority's designated officer, seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk, refer the pupil to an education welfare officer, class teacher, learning mentor, or member of the leadership team as appropriate.

12.4 Child Sexual Exploitation (CSE), Children at Risk of Exploitation (CRE) and Child Criminal Exploitation (CCE)

- CSE, CRE and CEE are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Risk factors may include the following:

• Going missing, staying out unusually late • Engagement in offending • Disengagement from education • Using drugs or alcohol • Unexplained gifts/money • Overly secretive • Repeat concerns about sexual health	• Decline in emotional wellbeing • Unexplained Absence from school • Association in gangs • Unexplained injuries • Carrying weapons, access to or carrying unusual number of mobile phones

- Children and young people involved with gangs and criminal exploitation need help and support. This can include those involved in serious violent crime. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.
- Signs which may indicate criminal exploitation:
  - ✓ *Persistently going missing from school or home and / or being found out-of-area*
  - ✓ *Unexplained acquisition of money, gifts, clothes, or mobile phones or unexplained injuries*
  - ✓ *Excessive receipt of texts /phone calls*
  - ✓ *Relationships with controlling /older individuals or groups or changes in relationships*
  - ✓ *Leaving home / care without explanation*
  - ✓ *Suspicion of physical assault /unexplained injuries*
  - ✓ *Parental concerns*
  - ✓ *Carrying weapons*
  - ✓ *Significant decline in school results / performance*
  - ✓ *Associating with other young people involved in exploitation*
  - ✓ *Gang association or isolation from peers or social networks*
  - ✓ *Self-harm or significant changes in emotional well-being*
  - ✓ *Non-engagement with school and learning*

- Criminal exploitation of children is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals. This will mean a referral into the Police and Social Care.

Child sexual exploitation (CSE)
- CSE is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants

and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

- The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
- The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
- CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

- In addition to the CCE indicators above, indicators of CSE can include a child:
  - ✓ Having an older boyfriend or girlfriend
  - ✓ Suffering from sexually transmitted infections or becoming pregnant
  - ✓ If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

- As these risks are viewed as a significant risk factor in the community as a whole, Safeguarding leaders undertake additional training to ensure they have an understanding of the current risk and risk factors. On line Safety is addressed rigorously within the school to support children in keeping themselves safe in the community and parent workshops take place to encourage open and transparent conversations, addressing fear and anxiety. All suspected or actual cases of CSE/CRE/CEE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they should refer to the Designated Safeguarding Lead/s within the school.
- Additional training linked to County Lines is delivered to all staff.

12.5 Carry Knives/offence Weapons and Gang Culture

- Children bringing and carrying a knife/offensive weapon on to the school premises is a criminal offence and immediate action will be taken by calling the police. The guidance on 'Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018' will be consulted and we will consider and may apply the disciplinary procedure.
- If a member of staff suspects a pupil being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority.

12.6 The sending of indecent images (Nudes and semi-nudes) from one person to another through Digital Media Devices

- Pye Bank recognises this as a safeguarding concern for all of our children. There are examples of children of all ages sending and receiving indecent images through digital media. There is a growing use of social media across school and children must be supported if they receive any such images.
- If a member of staff becomes aware of an incident involving the **consensual or non-consensual** sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.
- In the event of such a safeguarding concern, we will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to. We will respond by working closely with parents and carers. We will teach children about this aspect of safeguarding through online safety lessons. These are linked to our RSE and online safety policies and PHSE curriculum.
- See Appendix 5 for an overview of procedures and actions to take.
- As referenced above see the Online Safety policy to support information in this area.

We will refer to:
- "Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety
- The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools
- The DfE guidance, June 2019 on Teaching Online Safety in Schools

12.7 Online Safety and use of mobile technology

- We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.
- To address this, our school aims to:
  - ✓ Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
  - ✓ Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
  - ✓ Set clear guidelines for the use of mobile phones for the whole school community
  - ✓ Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:
1. **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
2. **Contact** – being subjected to harmful online interaction with other users, such as 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
3. **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
4. **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
  - ✓ The safe use of social media, the internet and technology
  - ✓ Keeping personal information private
  - ✓ How to recognise unacceptable behaviour online
  - ✓ How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - ✓ Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
  - ✓ Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and acceptable use policy, which you can find on our website https://www.pyebank.sheffield.sch.uk/virtual-office/safeguarding-1

Early Years: Children in early years are particularly vulnerable and it is vital that al staff are completely attentive to the children and their safety. For this reason the following restrictions are in place:

- *In our Foundation Stage classes mobile phones must **not** be used during working hours. Staff mobile phones will be kept in the office or in lockers, away from children and must be on silent.*
- *Under no circumstances does a member of staff use a personal device to contact a parent/carer. Users bringing personal devices into Foundation Stage must ensure there is no inappropriate or illegal content on the device. Staff are permitted to use their mobile phones during their lunch breaks away from the children in designated staff areas, and in line with the Acceptable Use Policy.*
- *It is the responsibility of all members of staff to be vigilant and to report any concerns to the Head of School or Executive Headteacher (See whistleblowing policy)*
- *If any staff member has a family emergency or similar, their mobile can be left with office staff or family members are asked to contact the main school office. They would be informed immediately by office staff and released to take a call. Prior permission must be sought from the Head of School.*
- *Photos are never taken on personal devices.*

11.8 Contextual Safeguarding

- Safeguarding concerns can be associated with factors outside the home environment and all staff (but especially safeguarding teams) should be aware of the context that such concerns can occur. This includes issues that arise in an academy, between peers, within the local community or online. This is known as contextual safeguarding. Staff receive training linked to the risk factors within annual updates and Statutory training.

12.9 Serious Violence

- As included in KCSIE 2021, all staff should be aware of indicators, which may signal children 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 of self-harm or significant change in well-being; • signs of assault or unexplained injuries; • unexplained gifts or new possessions.

12.10 Child on Child Abuse

- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.
- We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.
- Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
  ✓ Is serious, and potentially a criminal offence
  ✓ Could put pupils in the school at risk
  ✓ Is violent
  ✓ Involves pupils being forced to use drugs or alcohol
  ✓ Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)
  ✓ See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

- If a pupil makes an allegation of abuse against another pupil:
  ✓ You must record the allegation and tell the DSL, but do not investigate it
  ✓ The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
  ✓ The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
  ✓ The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
  ✓ If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures

against the alleged perpetrator. We will ask the police if we have any questions about the investigation. Ensuring there is support for victims, perpetrators and any other child affected will be a priority for school.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

- We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

- To achieve this, we will:
- ✓ Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- ✓ Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ✓ Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- ✓ Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- ✓ Ensure staff reassure victims that they are being taken seriously
- ✓ Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- ✓ Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- ✓ Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- ✓ Ensure staff are trained to understand:
  - o How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - o That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
  - o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
  - o That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - o That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - o The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
  - o That they should speak to the DSL if they have any concerns
  - o That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

- The DSL and Executive Headteacher will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

- Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly.

- We will consider these matters on a case-by-case basis, taking into account whether:
- ✓ Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- ✓ There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

12.10.1 Sexual violence and sexual harassment between children in schools

- Sexual violence and sexual harassment can occur:
- ✓ Between 2 children of any age and sex
- ✓ Through a group of children sexually assaulting or sexually harassing a single child or group of children

- ✓ Online and face to face (both physically and verbally)
- Sexual violence and sexual harassment exist on a continuum and may overlap.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.
- If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- When supporting victims, staff will:
  - ✓ Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
  - ✓ Regularly review decisions and actions, and update policies with lessons learnt
  - ✓ Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
  - ✓ Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
  - ✓ Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs
- Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.
  - ✓ Staff should be aware of the importance of:
  - ✓ Challenging inappropriate behaviours
  - ✓ Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
  - ✓ Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

- Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

  - ✓ Increased absence from school
  - ✓ Change in friendships or relationships with older individuals or groups
  - ✓ Significant decline in performance
  - ✓ Signs of self-harm or a significant change in wellbeing
  - ✓ Signs of assault or unexplained injuries
  - ✓ Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

- Risk factors which increase the likelihood of involvement in serious violence include:

  - ✓ Being male
  - ✓ Having been frequently absent or permanently excluded from school
  - ✓ Having experienced child maltreatment
  - ✓ Having been involved in offending, such as theft or robbery

- Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

12.11 Children missing from Education

- A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues.
- This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.
- This is also an increasing risk within our community due to COVID, following Brexit and increasing levels of deprivation, which have impacted on tenancies.
- There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:
  - ✓ Are at risk of harm or neglect
  - ✓ Are at risk of forced marriage

- ✓ FGM
- ✓ Come from Gypsy, Roma, or Traveller families
- ✓ Come from the families of service personnel
- ✓ Go missing or run away from home or care
- ✓ Are supervised by the youth justice system
- ✓ Cease to attend school
- ✓ Come from new migrant families
- ✓ Insecure tenancies and problems with landlords.

- We will follow our procedures and local authority procedures (outlined in policy documents) for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.
- This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority when applicable when removing a child's name from the admission register at non-standard transition points.

12.12 Domestic Abuse

- Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

- If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at academy the following day. The DSL will provide support according to the child's needs and update records about their circumstances. It is likely that in this instance, Operation Encompass will contact the school. The DSL will seek further information from the Safeguarding Hub and will follow any advice given. The Operation Encompass alert is uploaded to CPOMS.

- There has been an increase in Domestic Violence during the COVID 19 Pandemic and the school remains alert and vigilant to the indicators that a child is suffering through Domestic Abuse.

12.13 Mental Health

- It is important that staff understand that children's vulnerabilities related to mental health may be that they could be more likely to be impacted by other safeguarding concerns. When making referrals, the child's mental health should be shared.
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps outlined in section 5.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. There are a range of support mechanisms in the school to support students with their mental health. Significant concerns will be referred to their GP or directly to CAMHS.
- Further information is included in the Appendices: Appendix 8.

12.14 Faith Based Abuse

- Child abuse linked to faith or belief. It can happen due to beliefs that spiritual possessions, demons or the devil are acting through children or leading them astray, or beliefs that children have caused misfortune by supernatural means.
- Abuse usually occurs in the home, but can also happen in a place of worship where a 'diagnosis' and 'exorcism' take place. Parents or carers might believe that they're doing the right thing by 'driving out the devil'.
- It can happen as:
  - ✓ Physical abuse: for example, beating, shaking, burning, tying up the child, rubbing chilli peppers or other substances on the child's genital or eyes, or placing chilli peppers or other substances in their mouth
  - ✓ Emotional abuse: for example, isolating the child, or telling them they're evil or possessed
  - ✓ Neglect
  - ✓ The child might also be more vulnerable to sexual exploitation.

- **Faith-based abuse isn't limited to one faith, nationality or ethnic community** – examples have been recorded worldwide across Christian, Muslim, Hindu, pagan and other faiths.
- For information regarding how school deals with incidents of this nature see Appendix 6.

13. Non-Collection of children

If a child is not collected at the end of the session/day:
- A check will be made for information about changes to the normal collection routines. Staff might, if appropriate, talk to the child to see if they have any awareness of a possible reason for late collection. This will be done sensitively and in an age appropriate way, to ensure no child is left worrying. Children are reassured.
- Reasonable attempts will be made to contact: parents, carers or others with parental responsibility at home or at work or other adults authorised to collect the child or vulnerable young person from the setting. The contacts provided will be used in priority order as recorded on Arbor.
- Senior staff and the DSL/DDSL are informed.
- The child or vulnerable young person will not leave the premises with anyone other than parents, carers, others with parental responsibility or other authorised person
- If no-one can be contacted to collect the child or vulnerable young person after one hour, the Sheffield Safeguarding Hub or Police will be contacted
- The child or vulnerable young person will stay at the setting in the care of two staff members until safely collected either by the parent, carer, a person with parental responsibility, other authorised person, social worker or police officer
- Staff should never take the child or vulnerable young person home with them or provide a lift to them in their own car etc.
- A full written report of the incident and outcome must be recorded on CPOMs.

14. Pupils with additional needs or vulnerabilities

Pupil with special educational needs, disabilities or health issues

- We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers.
- Additional barriers can exist when recognising abuse and neglect in this group, including:
  - ✓ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - ✓ Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
  - ✓ The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
  - ✓ Communication barriers and difficulties in managing or reporting these challenges

- We offer extra pastoral support for these pupils. This includes:
  - ✓ One to one meetings and check ins with Pastoral Staff
  - ✓ Small group intervention work, including speech and language work as well as therapeutic groups to help empower children in terms of confidence and speaking out.
  - ✓ Life skills work when appropriate
  - ✓ Safety work and understanding how to recognise harms

- Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with a social worker:
- Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

- The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

- Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- ✓ Responding to unauthorised absence or missing education where there are known safeguarding risks
- ✓ The provision of pastoral and/or academic support (See above)

Pupils Looked After or Previously Looked After:
- We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:
  - ✓ Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
  - ✓ The DSL has details of children's social workers and relevant virtual school heads

- We have appointed a designated teacher, Stephanie Lee (SENDCO), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

- As part of their role, the designated teacher will:
  - ✓ Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
  - ✓ Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

15. Safer Recruitment and Disclosure Barring Service (previously Criminal records Check)

(See Safer Recruitment Policy)

- The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children. The DBS are responsible for:
  - ✓ Processing requests for criminal records checks
  - ✓ Deciding whether it is appropriate for a person to be placed on or removed from a barred list
  - ✓ Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
  - ✓ Providing an online DBS service

- The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant. A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.
- We will follow advice on DBS checks from our HR provider, and this includes:
  - ✓ Where relevant, a separate Barred Check List has been completed
  - ✓ That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this
  - ✓ A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants
  - ✓ A Section 28 Direction Check where relevant, and in any case for all governors.

- If a person in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, we will ensure a referral is made to the DBS.
- In line with DSAT policy, all staff in school undertake an enhanced DBS check every five years or following a three month break in service. The SCR is kept up to date by the School Business Manager, in collaboration with the Headteacher, and is checked termly by the Chair of Governors.

Recruitment and Childcare Disqualification Regulations
- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required. This school will ensure that safer recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education'. See Appendix 3.
- Schools are now required to check that anyone working in early years provision during or outside school hours, or later years provision provided outside of school hours is not disqualified from working with children. The types of

orders, convictions, cautions or other criteria that disqualify someone from undertaking this type of activity are set out in the Childcare (Disqualification) Regulations 2009. School requires that any staff members such as teachers, teaching assistants, lunchtime supervisors and school leaders, who come into contact with children in the Early Years provision complete the DSAT Self-Declaration check annually.

- Wider school staff are required to report any changes in personal circumstances with regards to such disqualification in the period between DBS checks as necessary. These changes should be reported to the Headteacher, or a member of the Senior Leadership Team.

16. Parents/Carers and Governors

- A copy of this policy is available for parents and carers in the school office or by contacting the Safeguarding Team. Governors have approved this policy and have a duty to ensure it is kept and updated. A governor will be appointed to be the Link Governor for Safeguarding (Lucy Davies) and will meet with the DSL to discuss and review procedures in school every term.

Reporting to and Supporting parents/carers
- **We have a number of parents/carers who have English as an additional language and this can impact on** their understanding within meetings. Parents/carers are often supported by family members and on occasions staff members can translate. However, we also recognise that in some conversations the content is can be sensitive and informal support from family members or friends is not appropriate. In these situations the school will endeavor to provide an interpreter.
- Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or allegation. We recognise that meetings linked to safeguarding or early help can be challenging or upsetting for parents/carers. We have pastoral staff available to support parents within these situations and for all families accessing early help or who are supported at a child in need or Child Protection level, support is given to help them achieve positive outcomes.
- Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.
- If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.
- The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):
- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
    - ✓ Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

17. Conclusion

- This policy is to be read in conjunction with the Local Authority's Policy documents on Safeguarding and with school policies on:

    - ✓ Behaviour Policy and procedures
    - ✓ Anti-Bullying
    - ✓ Online Safety
    - ✓ Exclusion Policy
    - ✓ Equality and accessibility
    - ✓ Intimate Care
    - ✓ Special Educational Needs
    - ✓ Attendance, including CME procedures
    - ✓ Code of Conduct for Employees
    - ✓ Emergency Procedures when a child is missing
    - ✓ Online Safety and Acceptable Use policy
    - ✓ Health and Safety Policy
    - ✓ Administering Medicine & supporting pupils with medical conditions
    - ✓ First Aid Policy

There are 8 Appendices supporting this document

Appendix 1: Types of Abuse

Review: This policy will be reviewed annually.