

Meersbrook Bank



**Community Primary
School**

Child Protection and Safeguarding Policy

June 2022

Revision history

| Date | Changes | Author(s) |
|------------|---|-------------|
| April 2021 | Policy statement to overarch all safeguarding guidance documents from the local authority | GH, CG & CS |
| Oct 2021 | Additional info re distribution of guidance docs | GH & CG |
| July 2022 | <ul style="list-style-type: none">• Named duty holders• Adopted most recent policy in line with LA recommendation. More detail on all aspects of Safeguarding. | GH & CG |

Approval

| Date | Approver(s) | Minute number |
|----------|-----------------------------------|---------------|
| 19.11.20 | Safeguarding & Premises Committee | 9 |
| 18.11.21 | Safeguarding & Premises Committee | 8.1 |
| 07.07.22 | FGB | |

Review: This policy will be reviewed annually

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| Date due for review: |
| November 2022 |

Summary Statement:

At Meersbrook Bank Primary School we follow guidance issued by the local authority from Safeguarding Sheffield Children.

<https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures>

We use all of the policies and procedures in conjunction with our own school specific policies, including our:

- Attendance policy
- Behaviour policy
- Equality & Diversity policy
- Physical Intervention & Restraint policy
- Recruitment & Selection Policy
- Staff code of conduct

Distribution:

All safeguarding documents are given to staff upon induction and annually thereafter.

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Section I: Our school ethos, policy and principles

At Meersbrook Bank Primary School we ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's policies are designed to support the way in which all members of the school and school community can work together in a supportive and considerate way. It aims to promote an environment in which everyone feels happy, safe and secure. These policies are underpinned by robust safeguarding policies and procedures in order to achieve this.

Important contact information and details

- The Senior Designated Safeguarding Lead is: **Caroline Grant** (0114 2814423)
- The Deputy Designated Safeguarding Leads are: **Gemma Harvey** (0114 2814423)
Clare Shaw (0114 2814423)
- The Appointed Teacher for Looked after children/virtual School: **Lisa Bussey** (0114 2814423)
- The Appointed Teacher for SEND: **Lisa Bussey**
- The Designated Link Governor for Safeguarding is: **Julie Petty** (0114 2814423)
- The Designated link Governor for Looked after Children (Child in Care) is: **Julie Petty**
- LADO and Prevent (Local Authority Designated Officer): (0114) 273 4855 (select option 1) or email sheffieldsafeguardinghub@sheffield.gov.uk
- **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

1.1 Our responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors. 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.

Meersbrook Bank fully recognises its responsibilities for child protection and safeguarding. This overarching policy sets out how we will deliver these responsibilities. Our policy is underpinned and written in reference to the following guidance:

- "Keeping Children Safe in Education" (September 2021) which is the statutory guidance for Schools and Colleges.
- 'Working Together to Safeguard Children' (July 2018, updated December 2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

- “What to do if worried a child is being abused” (March 2015)
- “Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- “The Prevent Duty Departmental, advice for Schools and child care providers” (June 2015). The Counter- Terrorism and Security Act
- The Children Act 1989 and 2004
- The Children and Families Act 2014
- Section 175 of the 2002 Education Act
- Ofsted Safeguarding Advice (September 2020)
- Sexual violence and sexual harassment between children advice (May 2018)

Furthermore, we will follow the policies and procedures set out by the Sheffield Safeguarding Children Partnership (SSCP). These can be found in the offices on both sites and in every classroom. 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.

The Designated Safeguarding Lead (DSL) is **Caroline Grant**. In the absence of the DSL, child protection matters will be dealt with by Gemma Harvey or Clare Shaw the Deputy DSLs. The DSL and deputy DSLs will complete training every 2 years and attend refreshers in the interim period.

1.2 Our Principles

Safeguarding arrangements at Meersbrook Bank Primary School 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 has a clear understanding regarding abuse and neglect in all forms and understands 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.

1.3 Our Policy

There are 8 main elements to our policy:

- **Types of abuse:** The types of abuse that are covered by the policy
- **Signs of abuse:** The signs of abuse that anyone who has contact with a child or young person including Governors and volunteers should look out for
- **Reporting:** How to report a concern, who to go to within Meersbrook Bank School; including how /who to report to at the relevant agencies
- **Roles and responsibilities:** in relation to safeguarding
- **Process and procedures:** Expectations of anyone who has contact with a child or young person including governors and volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children
- **Training:** How the school will ensure that anyone who has contact with a child or young person including governors and volunteers are appropriately trained; this includes, receiving regular updates and undertaking annual whole school training in safeguarding.
- **Safer recruitment:** How staff, volunteers and governors are checked for their suitability to work within the school.
- **Implementation:** How the policy will be managed and have its delivery overseen.

Section 2: Recognising signs of abuse

2.1 Children who may require early help

All Staff (Governors and Volunteers) working within the Meersbrook Bank community 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.

2.2 Child Abuse

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):

- **Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.

- 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.
- Respond 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.

2.3 Specific Safeguarding Issues

There are 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 as defined by Working Together 2018 (Update September 2020)
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- 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
- Preventing Radicalisation
- On line abuse/Sexting
- 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

2.4 Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks. Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

2.5 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking,
- Self-harm hair twisting, rocking
- Fear of parent being approached
- Being unable to play regarding their behaviour
- Fear of making mistakes
- Developmental delay in terms of
- Sudden speech disorders

2.6 Sexual Abuse

It is recognised that there is underreporting of sexual abuse with in the family. All staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Stomach pains
- Bruising or bleeding near genital
- Discomfort when walking or sitting area down
- Sexually transmitted disease
- Pregnancy.
- Vaginal discharge or infection

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Acting in a sexually explicit way towards adults.
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)

2.7 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Losing weight, or being constantly
- Constant hunger, sometimes underweight. stealing food from other children.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

Section 3: Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy, Meersbrook Bank School 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 Safeguarding Children 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.

3.1 Prevent Duties

Meersbrook Bank School will ensure all staff including governors and volunteers need to be aware of extremism, including the signs of it, alerts to concerning behaviours, and ideologies considered to be extreme. They need to have an understanding of the British Values agenda and adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Headteacher, Caroline Grant, and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism; Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Provide appropriate and sufficient training on the Prevent duty
- Ensure all Staff (governors and volunteers) implement the duty.

Meersbrook Bank will respond to any concern about Prevent as a safeguarding concern and will report in the usual way using local safeguarding procedures. This may include a referral into Channel using the case pathway process. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate.

3.2 Child Sexual Exploitation (CSE) & Children at Risk of Exploitation (CRE)

We recognise this is relevant to both boys and girls. Risk factors may include;

- 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

All suspected or actual cases of CSE/CRE 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.

3.3 The criminal exploitation of children: County Lines and serious risk of harm

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, 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
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

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.

3.4 Carrying knives/offensive Weapons & Gang Culture

Children bringing and carrying a knife/offensive weapon onto Meersbrook Bank School's 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/student 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.

3.5 The sending of indecent images from one person to another through Digital Media Devices

Meersbrook Bank School 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.

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.

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

3.6 Female Genital Mutilation (FGM) and ‘Honour-Based’ Abuse (HBA)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation (FGM)

"Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons." (World Health Organisation, 2016)

FGM has been an embedded practice for centuries in some countries in the world including Africa, the Middle East, Iran, Iraq, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan (DH, 2015).

The World Health Organisation estimated that between 100 to 140 million women and girls worldwide have undergone FGM, but prevalence of FGM in the UK is difficult to estimate because of the hidden nature of the crime.

All suspected or actual cases of FGM are a safeguarding concern and safeguarding procedures will be followed. This will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s within the School.

It is a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

There are 4 types of FGM, mainly carried out on girls between the ages of five and ten. In some countries it is practised on babies as young as two or three days old and in other areas, it is practised prior to marriage or as part of the wedding rituals.

It is the parent's decision as to whether their daughters are 'cut', but they face tremendous pressure from older members of their families, especially, if they return to their country of origin. In most countries, including the UK, FGM is illegal.

Signs may include:

- Being repeatedly absent from school or absent for a prolonged period
- Not participating in Physical Education
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category (parents from a country who are known to practice FGM) especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating, or having frequent urinary, menstrual or stomach problems
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

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 fm@fco.gov.uk, refer the pupil to an education welfare officer, class teacher, learning mentor, or member of the leadership team as appropriate.

3.7 Allegations of abuse against other children/Peer abuse

We recognise that some children abuse other children or their peers and the reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct.

Peer on peer abuse is a safeguarding concern and normal procedures will be followed. We will consider and may apply the disciplinary procedure outlined in the school’s behaviour for learning policy. We will offer support to a victim.

We recognise peer on peer abuse can take some of these forms:

- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Sexual harassment
- Sexual Violence
- Hate
- Homophobia

- Abuse based on gender differences and orientation
- Up-skirting

We will challenge this type of abuse and will use the curriculum to address and tackle peer on peer abuse.

3.8 Mental Health of Children and Young People

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.

3.9 Children Missing in 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.

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 or 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

We will follow our procedures 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.

3.10 Pupils with special educational needs or disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers. We are mindful of these additional challenges, and where required, will provide extra pastoral support for children with SEN and disabilities. Staff need to be aware of the additional challenges faced by those with SEN or disabilities.

3.11 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.

3.11 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

3.12 Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and improvement officers, will be asked to show photo ID and will be asked to confirm their DBS clearance; or the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

3.13 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
- 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 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.

3.14 Looked-after children and previously looked-after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We are also aware that a previously looked-after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep them safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children, who are a particularly vulnerable group. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.

Section 4 to 6 of the Children and Social Work Act 2017 states designated teachers will have the responsibility for promoting the educational achievement of those who have left care. The virtual school head at the local authority manages the pupil premium plus grant for looked-after children. The designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of the looked-after children in the school and meet the needs identified in each child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked-after children. Statutory guidance on promoting the education of looked-after children contains further information on the roles and responsibilities of virtual school heads.

3.15 Children with family members in prison and part of the court system

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. A guide for 5-11 year olds explains each step of the process and the support and special measures that are available. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families, including for the children involved. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

3.16 Parental alcohol and drug use

Parents' dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include:

- physical maltreatment and neglect
- poor physical and mental health
- development of health harming behaviours in later life, for example using alcohol and drugs and at an early
- poor school attendance due to inappropriate caring responsibilities
- low educational attainment
- involvement in anti-social or criminal behaviour

Where a child has been harmed or is at risk of harm, the DSL will make a referral to children's social care.

3.17 Other vulnerable groups

Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. The school has a responsibility to those who are thinking about or who are about to home educate, including those who have been removed from the school roll with a view to home educate.

Young carers can be more vulnerable or placed at risk. It is important to identify young carers and ensure they are supported to help reach their potential with an understanding that the school will need to refer into early help social care services for an assessment of their needs.

Private fostering occurs when a child is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. The school has a duty to notify the local authority if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous.

Section 4: Safeguarding roles and responsibilities

4.1 Roles and responsibilities of all staff

All Staff / anyone who has contact with a child or young person including Governors and volunteers have responsibility for the following:

- Understanding this policy and their role in it
- Being alert to the signs of abuse, and the need to refer any concerns to the Designated Safeguarding Lead (DSL), the deputy DSLs, or the School link Governor for Safeguarding. The DSL will normally decide take the next step. Note that any member of staff, governor or volunteer can make a referral. In such a case, they may need to complete a witness statement if the safeguarding concern is directed towards the police. You will be given support from the DSL in this situation.
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to
- Being aware of the Sheffield Safeguarding Partnership procedures are followed <https://www.safeguardingsheffieldchildren.org/sscb>
- Have a good understanding of, and be familiar with, the 'Keeping Children Safe in Education' guidance from the Department for Education
- That any safeguarding concerns they have about the Headteacher, should be referred to the Chair of Governors.

4.2 Roles and responsibilities governors and leaders

Governors, and school leaders have responsibility for the school's safeguarding and child protection arrangements and ensuring:

- They understand this policy and their role in safeguarding
- A DSL and/or deputy are in place and that they have access to appropriate and regular training/refresher courses Ensuring the DSL and/or deputy are available during the school day when possible or are contactable
- A nominated Governor for Safeguarding is in place who can also provide a link to the local authority, other partners, and agencies
- An appointed teacher who is responsible for looked after children is in place who understands his/her safeguarding responsibilities
- They are up to date with emerging issues in safeguarding and recognise the strategies by the local authority in trying to keep children safe
- Safeguarding and child protection training for staff and governors is provided regularly as required (and in any case at least annually)
- Procedures are in place for handling allegations against staff, or volunteers and any such concerns are referred to the Local Authority Designated Lead (LADO) in every case
- All staff or anyone who has contact with a child or young person, including governors and frequent visitors, be given a mandatory induction on their responsibilities in relation to safeguarding and child protection
- Important policies linked to this policy, such as those for behaviour, bullying, online safety, safer recruitment etc. are kept up to date

- Children are taught about safeguarding, including on line and sex, relationship, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- The local authority be notified if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan or if it is thought or known that a child or young person may be privately fostered
- That the school use the local authority Case Referral Pathway for reporting concerns about extremism which may include a referral to Prevent and/or social care.
- They are aware of the 'Learning from Serious Case Reviews' (see Appendix A)
- All staff are made aware of the Whistle Blowing policy
- That all child protection and safeguarding records are stored securely, are up to date, and are retained in accordance with the latest version 'Keeping Children Safe in Education'

4.3 Creating a safe environment

We aim to create an environment in which:

- All staff, including governors and volunteers, feel able to raise concerns and are being supported in their safeguarding role.
- The buildings, including its surroundings, are safe and somewhere where children can feel safe
- Parents/carers know about our principles on safeguarding and their role in it
- There are clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made.

Section 5: Safeguarding procedures and processes

The school will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified by the Sheffield Safeguarding Partnership.

5.1 Early help

All staff, including governors and volunteers should be aware of what Early Help means, how to identify emerging needs, and understanding their role within it. This means sharing information and having discussions with the DSL, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

5.2 Referring to Children's Social Care

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. Any concerns about the welfare and safety of a child, should be reported to the DSL as soon as possible. The DSL will act upon the information received. It should be noted that anyone can make a referral into social care.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. Details should include: who undertook the assessment, and their contact details.

When there are concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team, they should discuss whether to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated social worker then the appropriate numbers to contact can be found in the safeguarding file.

We will ensure we have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family
- Address and daytime phone numbers for the parents, including mobile
- The child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family's main language Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter etc.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- The details of the person making the referral

Other information that may be essential:

- Previous addresses and addresses of wider family members
- Schools and nurseries attended by the child and others in the household
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse
- Hospital ward/consultant/Named nurse and dates of admission/discharge
- Details of other children who may be in contact with the alleged abuser
- Details of other practitioners involved with the family
- Child's legal status and anyone not already mentioned who has parental responsibility
- History of previous concerns and any previous CAF or Initial Assessments completed
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

5.3 Records

All concerns about a child will be recorded and records kept in accordance with the rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential

records but allow access to key staff that is designated in a role to safeguard children at Meersbrook Bank.

There are different levels of confidentiality when recording and sharing safeguarding concerns. It is important that staff are aware of parent's right to request information recorded about their child. Reports on CPOMs should be accurate and follow the guidelines below.

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

We use the system of CPOMs to record and save safeguarding concerns. This is an online tool that can only be accessed through user name and password. The DSL and deputy DSL are the only members of staff that have access to all records. All other staff are able to add incidents. Training will support the use of accurate recording of safeguarding concerns.

Records will be kept in writing and electronically through CPOMS. Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

5.4 Recruitment

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'. This includes:

- Verifying the identity of candidates
- A check of professional qualifications.
- Checking the right to work in the UK.
- DBS checks (see Section 5.5)
- Prohibition checks (where required)
- Additional overseas checks where relevant
- Asking for and follow up at least two references
- Scrutinising applications for gaps in employment.

Some of these will be done by our HR service Capita.

All interview panels will have at least one member who has undergone safer recruitment training and we will include questions regarding safeguarding. We will have a Single Central Record which will cover all staff, including governors, and volunteers, frequent visitors, agency and supply, and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed regularly.

We will ensure staff are aware of their responsibilities as per the Staff Code of Conduct document. This also includes advice on conduct, safe use of mobile phones and guidance on

personal / professional boundaries in emailing, messaging, or participating in social networking environments.

5.5 The Disclosure and Barring Service (DBS)

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 prerecruitment 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.

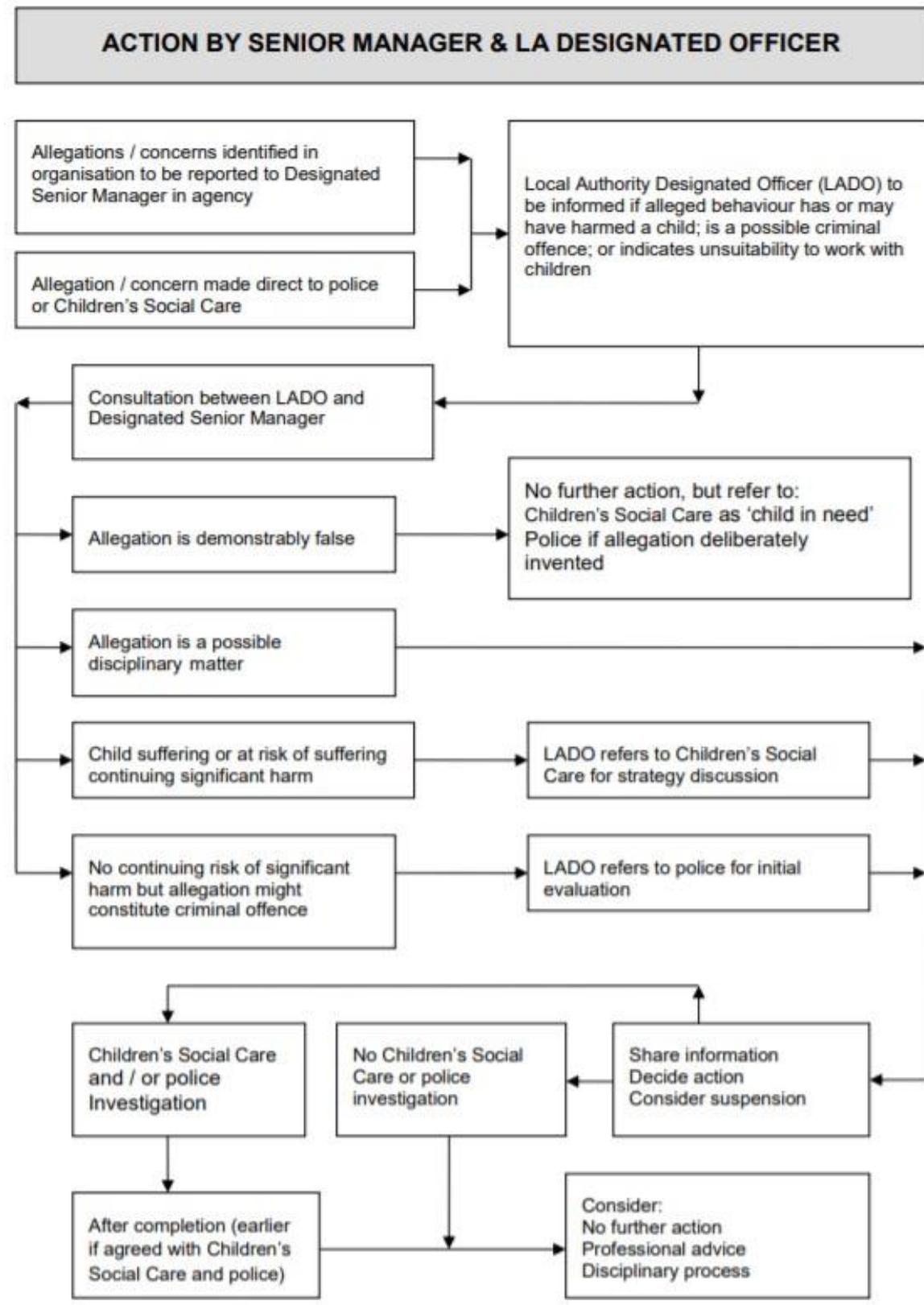
5.6 Dealing with allegations against staff and volunteers who work with children

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 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 Headteacher. Where there are concerns about the 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) 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 Capita and supported by relevant guidance.

Flow chart to support:



Section 6: Management of the Policy

All governors need to be effective in their management of safeguarding. The governing board will ensure:

- All staff, including governors and volunteers, have read the policy
- That it is displayed on the school's/college's website
- The implementation of the policy
- Review the policy on an annual basis.

The Headteacher will report termly on safeguarding activity and progress to the Governing Board.

The DSL will complete the SI75 Safeguarding Audit and with an Action Plan which will be used to report on safeguarding activity and progress. A copy of which will be submitted to the local authority. This will be held on file and reported to the Sheffield Safeguarding Children's Partnership.

The Head Teacher should report any significant issues to the Chair of the Governing Board that may have an impact on safeguarding in the school and using the normal protocols to inform the local authority if deemed necessary.

Signed by:

Chair of Governors

Headteacher

Date:

Date:

Appendix A

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Sheffield Safeguarding Children Body recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding years. In 2012 we have learnt that: **Babies** are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage

Parents- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men

In 2016/17 in summary form we learnt that:

- The importance of authoritative practice
- To be alert to disguised compliance risk

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

- Domestic Abuse
- Substance Misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have overoptimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current
- The importance of professional curiosity
- To be alert to the possibility of abuse
- That all professionals to consider the need for an Early Help Assessment
- Hear the voice of the child

- Understand and record the child's lived experience.

Learning for Schools from SCR's and Serious Incident Learning Reviews (SIR's)

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
 - Effective multi-agency working
 - Working more SMART (ly) with children and Young people
 - Effective information sharing to inform assessments
 - Staff to be curious, inquisitive and ask more questions
 - Reflection and constructive challenge for staff when working with vulnerable children and young people
 - Staff to observe safer working practices
 - Staff to be reminded of a code of conduct and staff to operate by one
- In summary form we need:
- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
 - A need for professional curiosity into parental capacity & the mental health of parents
 - To find out about the role of fathers/male partners/boyfriends in families

- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation, and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding body where there are professional disagreements
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools /colleges can be found on the Sheffield Safeguarding Children's Body website Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy.

Appendix B

**Sheffield
Safeguarding Hub**
Children and Young People

**To report that a child or
young person is suffering
or likely to suffer harm call**

0114 273 4855

Email: C&FScreeningTeam@sheffield.gcsx.gov.uk

Police
child or young person in immediate danger?
Call 999

Early Help
Request support on an
Early Help Assessment part 1 form
www.sheffield.gov.uk/earlyhelp
or for further advice call 0114 2037485

www.safeguardingsheffieldchildren.org



South Yorkshire
POLICE

NHS
Sheffield
Clinical Commissioning Group

