

Sheffield  
Catholic  
Schools  
Partnership



# SJF SAFEGUARDING POLICY

September 2020

## VISION & MISSION

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special



## INTRODUCTION

St John Fisher Primary School has always strived to be creative, innovative and support our parents and children in the best way possible to make learning purposeful.

St John Fisher's Remote Learning provision will be high-quality, safe and align as closely as possible with in-school curriculum content. Our aim is to develop remote education so that it is integrated into school curriculum planning so that no-one need fall behind. It may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or for all pupils in the case of bubble self-isolation or local/national lockdown.

## AIMS

The Safeguarding/Child Protection Policy will be reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Other policies within school are considered and reviewed as part of safeguarding procedures, when required. Any deficiencies or weaknesses identified will be remedied without delay.

Please note this is an overarching safeguarding policy and beneath it sits all the policies/procedures from Safeguarding Sheffield Children and the Sheffield Children Safeguarding Partnership (SCSP) requirements.





There is a hard copy of these policies and procedures in each setting plus they can be found [here](#) or by clicking this link at the top of the next page.

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

Individual SJF procedures can be found in [Appendix Four](#).

***We all have a statutory duty to "safeguard and promote the welfare of children"***

If you have any concerns about the health and safety of a child at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues e.g. a child's appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting.

Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation?

However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.





## HOW WE SAFEGUARD PUPILS

### Safe inclusive learning environment where students:

- are respected
- are protected from bullying & discrimination
- can talk & express views, be listened to & get feedback
- have their needs met & fulfil their potential
- know how to get help
- know when discussion is confidential
- learn about online-safety, bullying, healthy relationships, abuse, neglect, exploitation

### Trained volunteers, staff & management:

- clear safeguarding roles & responsibilities
- onsite safeguarding induction & refreshers
- high quality SCSP basic & advanced staff training
- regular DSL/D staff safeguarding updates of skills & knowledge

### Early help & support:

- prompt identification and assessment of need
- ongoing support, planning and review
- appropriate info sharing with pupils/families and agencies
- prevent concerns escalating

### Partnership with parents and carers:

- open, honest, respectful relationships
- comfort & privacy to talk and get advice where appropriate

### Secure information access, storage & sharing:

- following legislation & guidance
- IT filters & monitoring systems in place
- explaining how, what & when information is shared
- detailed, accurate & secure written records of discussions, decisions & actions, shared appropriately

### Safeguarding & promoting the welfare of children is everyone's responsibility:

- protecting children from maltreatment
- preventing impairment of children's mental & 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

### A child is anyone under 18yo

### 'Working Together to Safeguard Children' (DfE 18)

We are child-centred setting and will promote students' health, wellbeing and personal and emotional development.

### Safeguarding policies, procedures & guidance:

- available publically for students, families, staff
- following national & SCSP guidance & arrangements
- include staff/pupil behaviour & relationships & online communications
- updated annually

### Safe recruitment & management practices:

- ensure unsuitable people do not work with children
- positive & open culture and environment
- whistle-blowing process for staff concerns about organisational practice
- report all allegations of abuse by staff, carers or volunteers

### Coordinated approach to concerns:

- quick staff response to inform DSL/D about student concerns
- timely referrals to Children's Social Care & Police where risk of significant harm exists
- work with all agencies to support students & families through multi-agency meetings e.g. child protection conferences, plans & actions

- involvement & inclusion at all stages of student's education & care
- understanding of culture & diversity
- clear explanations & use of professional interpreters

- up to date emergency contact details
- information about our complaints procedure
- support & signpost to adult services if vulnerable







If you have any concerns about a student at this setting please share this information with us straight away. Issues such as appearance, hygiene, behaviour, can be shared with teaching or support staff. Do not worry about reporting small matters – we would rather you tell us than miss a worrying situation.

However, if you think that a student or an adult who cares for them has been or might be harmed; please talk to a member of our trained safeguarding team immediately (details below).

You can ask any member of staff to find them and speak to you about a confidential and urgent matter.

If you are unhappy with the way we have dealt with something, please tell us. If you wish to report it to us formally please use our complaints procedure or write directly to the Head Teacher or Chair of Governors.

A concern, allegation or disclosure of abuse involving someone working with children or adults in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

## THE SJF SAFEGUARDING TEAM

### Designated Safeguarding Lead (DSL)

- Frank Barratt
- Headteacher
- 0114 2485009
- [enquiries@st-johnfisher.org](mailto:enquiries@st-johnfisher.org)
- Headteacher's Office (next to School Office)



### Deputy Designated Safeguarding Lead (DDSL)

- Mags Barrett
- Deputy Headteacher
- 0114 2485009
- [enquiries@st-johnfisher.org](mailto:enquiries@st-johnfisher.org)
- LMT Office in 'The Butterfly Wing'



### Deputy Designated Safeguarding Lead (DDSL)

- Ivana Hadfield
- Lead for Inclusion (SEND & Safeguarding)
- 0114 2485009
- [enquiries@st-johnfisher.org](mailto:enquiries@st-johnfisher.org)
- LMT Office in 'The Butterfly Wing'



### Deputy Designated Safeguarding Lead (DDSL)

- Angela Pickering
- Inclusion & Learning Mentor
- 0114 2485009
- [enquiries@st-johnfisher.org](mailto:enquiries@st-johnfisher.org)
- The Ark



### Safeguarding Link-Governor (SLG)

- Clair Prestidge
- Link-Governor for Safeguarding
- 0114 2485009
- [enquiries@st-johnfisher.org](mailto:enquiries@st-johnfisher.org)

### Chair of Governors (CoG)

- Sarah Ludlam
- CoG & Link-Governor for SEND
- 0114 2485009
- [enquiries@st-johnfisher.org](mailto:enquiries@st-johnfisher.org)





This school recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children.

As such:

- ✓ it is everyone's responsibility to safeguard children;
- ✓ everyone who comes into contact with children and families has a role to play; and
- ✓ everyone working with children should make sure the approach is child-centred and always consider what is in the best interests of the child.

We believe strongly that:

- ✓ all schools can contribute to the prevention of abuse;
- ✓ all children have the right to be protected from harm – to feel happy, safe and loved;
- ✓ the support children receive should match their individual needs - including those who may have experienced abuse;
- ✓ all children need to feel happy, safe, loved and respected in school and in all areas of their lives;
- ✓ all children need to feel that they can talk openly, confident that they will be listened to actively; and
- ✓ both the mental and physical health/wellbeing are relevant to safeguarding and the welfare of children.

Specifically, these responsibilities apply to **all** adults in school; including permanent staff, supply staff, temporary staff, Governors and volunteers, parents supporting activities, contractors and any visitors – in fact **any** adult working in the school. Everyone is expected to play a full and active part protecting our pupils from harm. This policy covers **EYFS requirements**.

## SAFEGUARDING & COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to the coronavirus (COVID-19) pandemic.

The Department for Education (DfE) has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

Please follow the link:

[www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers)

The DfE has also issued guidance on the full opening of schools. Please follow the link:

[www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)

Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#) (KCSIE 2020).

Designated Safeguarding Leads and deputies (DSLs and DDSLs) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's Social Care and other





agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

## MEETING OUR RESPONSIBILITIES

St John Fisher School will fulfil local and national responsibilities as laid out in the following documents:

- **KCSIE 2020**
  - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/828312/Keeping\\_children\\_safe\\_in\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf)
- **Working Together to Safeguard Children**
  - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- **Statutory guidance on children who run away or go missing from home or care**  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- **What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners**
  - <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- **Statutory Framework for the early years foundation stage**  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Information sharing** - Advice for practitioners providing safeguarding services to children, young people, parents and carers <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- **Children Act 1989** (as amended 2004 Section 52)
- **Education Act 2002 s175/s157**
- **The Teachers' Standards 2012**
- **The Counter-Terrorism and Security Act 2015** (Section 26: 'The Prevent Duty')





## KCSIE 2020: EXPECTATIONS (Page 4)

### All SJF school staff will:

- ✓ read and be familiar with Part One of Keeping Children Safe in Education (DfE 2020)
- ✓ attend appropriate safeguarding training every 3 years

### Everyone working in school either paid or on a voluntary basis will:

- ✓ be familiar with the school's safeguarding policy including issues of confidentiality
- ✓ be active in preventing impairment to children's mental and physical health or development.
- ✓ remember that the child's welfare and interests must be the paramount consideration at all times.
- ✓ never promise to keep a secret or confidentiality, where a child discloses abuse.
- ✓ be alert to signs and indicators of possible abuse
  - see Part One of KCSIE (DfE 2020) for current definitions of abuse and examples of harm.
- ✓ inform the safeguarding lead/deputy safeguarding lead verbally of concerns
- ✓ deal with a disclosure of abuse from a child in line with the recommendations in [Appendix One](#)
  - must be passed to one of the Safeguarding Team, followed-up with a written account (CPOMS).
  - staff should **not** take it upon themselves to investigate concerns or make judgements
- ✓ be involved in on going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans
- ✓ be subject to **Safer Recruitment** processes and ongoing checks
  - covers new staff, supply staff, contractors, volunteers etc.
- ✓ be expected to behave in line with **Safeguarding Sheffield Children's Board** (SSCB) guidance/policies
- ✓ understand that confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding
  - school recognises that the only purpose of confidentiality in this respect is to benefit the child
- ✓ be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school
- ✓ all staff, especially the DSL and DDSs, must consider the context within which such incidents and/or behaviours occur
  - this is known as contextual safeguarding
- ✓ assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. (**Working Together to Safeguard Children** July 2018 & **KCSIE** Sep 2020)







- ✓ Additional information regarding contextual safeguarding is available here:
  - <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>.
- ✓ Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: general guidance on whistleblowing can be found via:
  - 'Advice on Whistleblowing'
  - the NSPCC's '**What You Can Do To Report Abuse**' dedicated helpline
  - staff can call **0800 028 0285** (8.00am to 8.00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).)
- ✓ the DSL and DDSs will use the NPCC's '**When to Call the Police**' guidance in order to help understand when the police should be called and what they will be expected to do

## KCSIE 2020: MENTAL HEALTH (Page 10)

- ✓ all staff should be aware that 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
- ✓ only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or are at risk of developing one
- ✓ where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education
- ✓ if staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the designated safeguarding lead or a deputy
- ✓ the department has published advice and guidance on:
  - [preventing and tackling bullying](#)
  - [mental health and behaviour in schools](#)

## KCSIE 2020: SJF SAFEGUARDING TEAM RESPONSIBILITIES (Pages 17 & 97)

The governing body of this school will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

Schools should have at least **two emergency contacts** for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (KCSIE 2020)





## The Designated Safeguarding Lead Role

- ✓ the **DSL** will take lead responsibility for safeguarding and child protection (including online safety)
- ✓ the **DSL** has ultimate responsibility for ensuring that **DDSLs** are informed so that roles can be delegated
- ✓ this should be explicit in the role holder's job description
- ✓ the **DSL** will have the appropriate status and authority within the school to carry out the duties of the post
- ✓ the **DSL** will:
  - be given the time, funding, training, resources and support to provide advice and support to all staff on child welfare and child protection matters
  - take part in strategy discussions and inter-agency meetings
  - support other staff to take part in strategy discussions and inter-agency meetings
  - contribute to the assessment of children
- ✓ The **DSL** and **DDSLs** will have a complete SJF safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns (KCSIE, 2020).

## Discussing Concerns with the Family & Child – Advice for DSLs and DDSLs

- ✓ Generally, you should always discuss any concerns the school may have with the child's parents.
  - They need to know that you are worried about their child.
  - You should **not** discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- ✓ If the DSL or DDSL dealing decides not to discuss your concerns with the child's parents or carers, this must be recorded and shared on CPOMS with a full explanation for your decision.
- ✓ It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare.
  - Capturing the lived experience of the child is paramount to ensure that actions remain child-centered.
- ✓ When talking to children, you should take account of their age, understanding and preferred language, (which may not be English). It is also important to consider how a SEND child may need support in communicating.
- ✓ How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the '**Integrated Front Door**' or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- ✓ If concerns have arisen because of information given by a child, it is important to reassure the child but not to promise confidentiality.
- ✓ It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the '**Integrated Front Door**', unless you consider that this would place the child at increased risk of significant harm.
- ✓ You do not need the parents' consent to make a referral if you consider the child needs protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to **The Sheffield Safeguarding Hub** (0114 273 4855).





- ✓ If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- ✓ When you make your referral, you should agree with The Sheffield Safeguarding Hub, what the child and parents will be told, by whom and when.

## Making a Referral

- ✓ If a child is at risk of harm, abuse or neglect please report it to **The Sheffield Safeguarding Hub**
  - (0114 273 4855)
  - 8.45am to 5.15pm (Monday to Thursday)
  - 8.45am to 4.45pm (Friday)
- ✓ At all other times (including Bank Holidays), calls will be responded to by the **Emergency Duty Service**

**Professionals and members of the public can call The Sheffield Safeguarding Hub at any time; they will be put through to a social worker to discuss your safeguarding concerns about a child or young person.**

- ✓ Includes:
  - South Yorkshire police officers
  - social workers (including Early Help Prevention and Intervention social workers)
  - independent domestic violence advisers and health staff
- ✓ The Hub will:
  - respond to **new** concerns about vulnerable children and young people by providing an integrated service
  - with swift and secure information sharing between professionals
  - **not** replace Early Help services where children are not at risk but may need support
  - **not** replace police reporting mechanisms - to report non-urgent matters for police action ring **101**
  - **not** deal with open cases where the child/family have an existing social worker, please contact the area team directly here: [Children's Social Care](#)

**If a child or young person is in immediate danger, contact the police on 999**

To make a referral, complete:

- ✓ [Early Help Assessment part 1 form](#) where the children's needs meet [Thresholds of Need 2 and 3](#)
- ✓ [Family Common Assessment Framework \(FCAF\)](#) where the children's needs meet [Threshold of Need 4](#)
- ✓ For further advice ring the **Multi Agency Support Teams on 0114 2037485**





## What will happen when I contact the Sheffield Safeguarding Hub?

You will be put through to a trained 'screening' social worker, who will:

- ✓ take information from you
- ✓ offer advice and decide on how the concern will be dealt with
- ✓ tell you what will happen next
- ✓ if you are a professional and your concerns are not considered to require an immediate response but meet the threshold for social care intervention you will be asked you to complete a [Multi-Agency Confirmation Form \(MACF\)](#)
- ✓ the MACF should be completed and returned to the Safeguarding Hub within 24 hours via the [Anycoms](#) system
- ✓ telephone advice given to professionals will not be recorded unless an immediate response is required
- ✓ the Hub will update parents, carers and professionals of the outcome in writing within 3 days of all completed referrals

## Members of the public can discuss concerns in confidence and anonymously

We expect professionals to:

- ✓ follow the guidance:
  - [Making a Referral following the Identification of Child Safety and Welfare Concerns](#)
  - the SCSP Child Protection and Safeguarding Procedures Manual
- ✓ inform the family that they are contacting Children's Social Care unless this will put the child at risk
  - though not essential to obtain consent for information sharing with other professionals, if consent is obtained the decision-making process will be speeded up
- ✓ be clear about their safeguarding concern, what it is and who it is about
- ✓ refer to the [Thresholds of Need Guidance](#) to support judgements about levels of concern being raised
- ✓ where advised, please follow up their contact with the Safeguarding Hub by completing a [Multi-Agency Confirmation Form \(MACF\)](#)

## Useful Resources

- ✓ [Advice on Completing the MACF](#)
- ✓ [Sheffield Safeguarding Hub Poster](#)







## KCSIE 2020: DEPUTY DESIGNATED SAFEGUARDING LEADS (Page 97)

At this school, the deputy safeguarding lead(s) will be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL. This lead responsibility should not be delegated (further details of the role of the DSL can be found on page 97, KCSIE 2020).

- ✓ All schools must ensure the designated safeguarding lead(s) for child protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These must be evidenced by minutes and records.
- ✓ The designated safeguarding lead(s) must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- ✓ Where the school has concerns about a child, the designated safeguarding lead will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- ✓ The designated safeguarding lead is responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team. Keeping Children Safe in Education (DfE 2020) dictates that anyone in the school setting can make a referral, however, wherever possible this should be done by appropriately trained designated safeguarding staff. In the case of FGM, the person discovering this should make the referral
- ✓ The designated safeguarding lead/deputy will liaise with the head teacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- ✓ Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the designated safeguarding team feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family
- ✓ Child protection records will be stored securely. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation
- ✓ Access to these by staff other than the designated staff will be restricted.
- ✓ Designated staff must ensure each member of staff and volunteer has access to and understands the schools or college's child protection policy and procedures, including new and part time staff – this will





be via a structured induction programme. The induction includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, September 2020 and other related policies.

- ✓ Designated staff must obtain access to resources and attend any relevant or refresher training courses. This is in order that designated staff have a working knowledge of the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments and of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ✓ Designated staff must encourage a culture of listening to children and taking account of their wishes and feelings, among all staff;
- ✓ Ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ✓ Ensure the safeguarding policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- ✓ Link with the local authority and Sheffield Children Safeguarding Partnership - SCSP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- ✓ Designated Safeguarding Staff must have attended the 2-day Children's Services Education child protection training course (or equivalent), and Under 5's Training. They will attend refresher training at least every year.
- ✓ Training completed will be recorded by the school; a printout of the school's training history can be obtained from Safeguarding Sheffield Children Board.
- ✓ The designated safeguarding lead will take the lead role for Operation Encompass in the school and ensures the school meets all requirements set out in the South Yorkshire Countywide Partnership – Memorandum of Understanding "Making the Next School Day Better". This includes informing all members of the school's community about the project.
- ✓ Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.





## KCSIE 2020: RESPONSIBILITIES OF THE GOVERNING BODY (Page 97)

- ✓ They are responsible for liaising with the Head teacher/Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- ✓ The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- ✓ The designated lead officer and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- ✓ The designated safeguarding lead must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/SCSP. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.
- ✓ The governing body should have child protection training every three years, on their strategic responsibilities to provide appropriate challenge and support for any action to progress areas of weakness or development in the school/college's safeguarding arrangements.
- ✓ The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school.
- ✓ In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the 'Designated Officer' within one working day.
- ✓ Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children
- ✓ Governors, including the Nominated Governor will attend specific training on their role, updated at least every three years.





## CHILD PROTECTION RESPONSIBILITIES

### Child Protection Records

- ✓ Child protection records should be held securely with only the designated team or headteacher having access. The following information must be kept securely:
  - chronology
  - any child protection information received from the child's previous educational establishment
  - records of discussions, telephone calls and meetings with colleagues and other agencies or services
  - professional consultations
  - letters sent and received relating to child protection matters
  - referral forms (sent to Children's Social Care, other external agencies or education-based services)
  - minutes or notes of meetings, eg child protection conferences, core group meetings, etc, copied to the file of each child in the family, as appropriate
  - formal plans for or linked to the child, eg child protection plans, early help (previously known as CAF's), risk assessments etc.
- ✓ Where children leave the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- ✓ There is no need to keep copies of the child protection file, apart from the chronology summary and in either of the following instances:
  - where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*
  - where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.
  - where the destination school is not known, *(the original file should be retained by the school)*
  - where the child has not attended the nominated school *(the original file should be retained by the school)*
  - there is any on-going legal action *(the original file should be retained by the school and a copy sent)*
- ✓ Children records should be transferred in a secure manner. Records can be transferred via CPOMS if the receiving school operates this system. Otherwise, where possible, this will be done by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt.
- ✓ If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should always be done with a face to face handover







- ✓ If sending by post children records should be sent, "Special Delivery", a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
- ✓ For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- ✓ If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- ✓ If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the local authority children's services EHE team, following the above procedure for delivery of the records.
- ✓ When a designated safeguarding lead/member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- ✓ In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- ✓ All Designated Safeguarding Team members receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- ✓ All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section below.

## Archiving

- ✓ The responsibility for the pupil record once the pupil leaves the school.
- ✓ The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record
- ✓ The recommended retention periods are 35 years from closure when there has been a referral to Children's Social Work Social Services.
  - if no referral has been made to Children's Social Work Service, the child protection record should be retained until the child's 25<sup>th</sup> birthday
  - the decision of how and where to store these files must be made by the school via the governing body.
  - due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher





## Access to files

- ✓ A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under GDPR. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner

## Children's and parents' access to child protection files

- ✓ Under GDPR 2018 a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- ✓ Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
  - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority;
  - it is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from legal services; and
  - the establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference

## Safe Destruction of Pupil Record

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of GDPR 2018 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.





## KCSIE 2020: INFORMATION SHARING (Pages 12 and 22)

- ✓ When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police, and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If designated safeguarding leads are in doubt, they should consult the Sheffield Safeguarding Hub on 0114 2734855, part of the Sheffield Children Safeguarding Partnership on 0114 2734450
- ✓ On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns.
- ✓ It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- ✓ However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family, or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
  - prejudice the prevention, detection, or prosecution of a crime; or
  - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult
- ✓ Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.
- ✓ Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the SCSP procedures and contact Children's Social Care Duty and Advice team to discuss their concerns.
- ✓ In general, we will discuss concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding lead. However, there may be occasions when school will contact another agency before informing parents / carers if the school decides that contacting them may increase the risk of significant harm to the child.
- ✓ Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:





- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but 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.
- For schools, not providing pupils' personal data where the serious harm test under legislation is met. For example, in a situation where a child is in a refuge or other form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and GDPR. Where in doubt schools should seek independent legal advice.

### Further details on information sharing can be found:

- ✓ in chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing;
- ✓ at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful;
- ✓ at The Information Commissioners' Office (ICO) which includes ICO GDPR FAQ's and guidance from the department;
- ✓ in '**Data Protection: A Toolkit for Schools**' - guidance to support schools with data protection activity, including compliance with the GDPR

Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision.

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information.

This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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. (KCSIE 2020)







## KCSIE 2020: MULTI-AGENCY WORK (Page 21)

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies.

Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access





for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

- ✓ We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Care. Referrals (contact) should be made, by the Safeguarding Designated Staff to Sheffield Safeguarding Hub (0114 2734855), part of the Sheffield Children Safeguarding Partnership 0114 2734450
- ✓ The designated safeguarding lead and deputies should liaise with the three safeguarding partners and work with other agencies in line with **Working Together to Safeguard Children** and with the **NPCC** when to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- ✓ Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.
- ✓ We will co-operate with Children's Social Care conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial or Review Child Protection conferences, and Planning and Core Group meetings, as well as family support meetings.
- ✓ We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- ✓ Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.
- ✓ When a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved.

## KCSIE 2020: OPPORTUNITIES TO TEACH SAFEGUARDING (Page 24)

- ✓ We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.
- ✓ Relevant and current issues will be addressed thorough the curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when





introducing these subjects. The statutory guidance can be found here: Statutory Guidance: relationships education relationships and sex education (RSE) and health education.

- ✓ The following resources may help schools and colleges:
- DFE advice for schools: [teaching online safety in schools](#)
  - UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#)
  - National Crime Agency's CEOP education programme: **Thinkuknow**
  - Public Health England: [Rise Above](#)
  - Children recognise when they are at risk and how to get help when they need it
  - We will offer appropriate support to individual children who have experienced abuse or who have abused others.

Our school will support all pupils by providing them with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it' (KCSIE 2020).

## INSPECTION

From September 2019, Ofsted's inspections of early years, schools and post-16 provision will be carried out under Ofsted's Education Framework. Inspectors will always report on whether arrangements for safeguarding children and learners are effective. In addition to the Framework and Inspections Handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education, and skills.

## KCSIE 2020: RADICALISATION & EXTREMISM (Pages 89 and 90)

All children are vulnerable to extremist ideology and radicalisation.

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

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Terrorism is an action that endangers or causes serious violence to a person/people; causes damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).





However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the **Channel** programme.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

**Prevent** referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

It is important that staff can recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- ✓ use of inappropriate language
- ✓ possession of violent extremist literature
- ✓ changes in behaviour, language, clothing, or appearance
- ✓ the expression of extremist views







- ✓ advocating violent actions and means
- ✓ association with known extremists
- ✓ seeking to recruit others to an extremist ideology

## KCSIE 2020: THE PREVENT DUTY (Page 90)

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".<sup>104</sup> this duty is known as the Prevent duty. The HT/identified governors/DSL/DDSL have received Prevent training and this has been disseminated to staff in school.

### PREVENT

This is part of the UK's counter terrorism strategy, it focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

### Responding to Concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the designated safeguarding lead who should contact the Sheffield Safeguarding Hub (0114 2734855) part of the Sheffield Children Safeguarding Partnership on 0114 2734450

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. The Education & Early Years Child Protection Team and the PREVENT lead can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available.

## KCSIE 2020: SO CALLED 'HONOUR-BASED' ABUSE (HBA) (Pages 87 and 88)

This includes Female Genital Mutilation and forced marriage.

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.





Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>99</sup> that requires a different approach (see following section).

### FGM & The Mandatory Reporting Duty for Teachers

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

### Signs and Symptoms to be Aware of

- ✓ a family arranging a long break abroad during the summer holidays.
- ✓ unexpected, repeated or prolonged absence from school.
- ✓ academic work suffering
- ✓ a child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.





Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. 100 Unless the teacher has good reason not to, they should still consider and discuss any such case with the schools or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following FGM Fact Sheet, is a useful summary of the FGM mandatory reporting duty:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

## KCSIE 2020: PEER ON PEER ABUSE (Pages 26 and 91)

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to)

- ✓ bullying
  - including cyberbullying
- ✓ physical abuse
  - such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- ✓ sexual violence
  - such as rape, assault by penetration and sexual assault
- ✓ sexual harassment
  - such as sexual comments, remarks, jokes, and online sexual harassment
  - can be a stand-alone or part of a broader pattern of abuse
- ✓ The Voyeurism (Offences) Act
  - commonly known as the 'Upskirting' Act
  - came into force on 12 April 2019
  - 'upskirting' typically involves taking a picture under a person's clothing without them knowing
  - the intention is to view their genitals or buttocks
  - aim = sexual gratification; to cause humiliation/distress/alarm to the victim
  - it is a criminal offence
  - anyone of any gender can be a victim
- ✓ sexting
- ✓ initiation/hazing type violence and rituals

## KCSIE 2020: DOMESTIC ABUSE (Page 85)

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/ or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.





Our school is fully engaged in **Operation Encompass** and we recognise the importance of all staff having a basic understanding in relation to domestic violence and the impact it can have on children. Encompass is a process used to inform schools when the police have attended an incident of domestic abuse, where domestic abuse incidents have occurred in the homes of their pupils since the previous school day.

The purpose of the information sharing is to ensure schools have more information to support safeguarding of children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours.

Operation Encompass will complement existing safeguarding procedures

### How will it work?

Police will share information with the Sheffield Safeguarding Hub team, providing a list of children of school age each morning who have been affected by domestic abuse incident the previous day. Staff from the Sheffield Safeguarding Hub team will identify the school the child attends and e-mail the school before 9am, and inform the Head teacher and/or the Designated Safeguarding Lead that a child at their school has been affected by a Domestic Violence incident. The school will be informed simply that there was an incident and the name of the child. Basic information will be given at that point. The staff in contact with those pupils will then be in an informed position to support them in a way that is right for that child or young person, either with silent or overt support.

The single most critical factor in how children cope with exposure to domestic violence is the presence of at least one loving and supportive adult in their life. Children without any support, who are isolated or lack nurturing adults in their lives, are more negatively affected by their exposure to domestic abuse.

When we receive an Encompass notification at SJF, we will:

- ✓ be supportive and understanding of the child's needs and possible behaviours
- ✓ share this information on a need to know basis e.g. the class teacher
- ✓ Allow time for the child to talk about how they feel and what has happened.
- ✓ develop a trusting relationship with the child and the parent
- ✓ go at the child's pace; follow their lead
- ✓ monitor their feelings of safety and security
- ✓ support possible safety planning
- ✓ acknowledge what they have been through or what they are going through
- ✓ help them make sense of what has happened/ is happening
- ✓ monitor children at the start of the day; monitor attendance if required.
- ✓ make referrals/signpost to support services for the child and/or parent
- ✓ help the child make sense of the way they are feeling and behaving – wishes and feelings work
- ✓ help the child to develop coping strategies







## SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that 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 a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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

## KCSIE 2020: DOMESTIC ABUSE (Page 92)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- ✓ making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- ✓ not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- ✓ challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

## KCSIE 2020: DOMESTIC ABUSE (Page 86)

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.



## KCSIE 2020: DOMESTIC ABUSE (Pages 83, 84 and 86)

Please refer to The Amber Project: Sheffield Child Exploitation Service in [Appendix Three](#)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation (CCE):

- ✓ can affect any child or young person (male or female) under the age of 18 years.
- ✓ can affect any vulnerable adult over the age of 18 years.
- ✓ can still be exploitation even if the activity appears consensual.
- ✓ can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- ✓ can be perpetrated by individuals or groups, males or females, and young people or adults;
- ✓ is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of CCE:

- ✗ children who appear with unexplained gifts or new possessions.
- ✗ children who associate with other young people involved in exploitation.
- ✗ children who suffer from changes in emotional well-being.
- ✗ children who misuse drugs and alcohol.
- ✗ children who go missing for periods of time or regularly come home late; and
- ✗ children who regularly miss school or education or do not take part in education.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”

## KCSIE 2020: CHILD SEXUAL EXPLOITATION (CSE) (Page 84)

Please refer to The **Amber Project: Sheffield Child Exploitation Service** in Appendix Three

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- a. in exchange for something the victim needs or wants; and/or
- b. for the financial advantage or increased status of the perpetrator or facilitator

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- ✓ can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex.
- ✓ can still be abuse even if the sexual activity appears consensual.
- ✓ can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- ✓ can take place in person or via technology, or a combination of both
- ✓ can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- ✓ may occur without the child or young person's immediate knowledge
  - o e.g. through others copying videos/images they have created and posted on social media)
- ✓ can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off or a series of incidents over time and range from opportunistic to complex organised abuse
- ✓ is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

### Some of the following signs may be indicators of child sexual exploitation:

- ✓ children who appear with unexplained gifts or new possessions.
- ✓ children who associate with other young people involved in exploitation.
- ✓ children who have older boyfriends or girlfriends.
- ✓ children who suffer from sexually transmitted infections or become pregnant.
- ✓ children who suffer from changes in emotional well-being.
- ✓ children who misuse drugs and alcohol.
- ✓ children who go missing for periods of time or regularly come home late.
- ✓ children who regularly miss school or education or do not take part in education.



## KCSIE 2020: CHILDREN WITH SEND (Page 31)

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and may be more vulnerable to abuse. This school acknowledges additional barriers can exist when recognising abuse and neglect in this group of children.

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
- ✓ communication barriers and difficulties in overcoming these barriers

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

### When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- ✓ a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- ✓ not getting enough help with feeding leading to malnourishment
- ✓ poor toileting arrangements
- ✓ lack of stimulation
- ✓ unjustified and/or excessive use of restraint
- ✓ rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- ✓ unwillingness to try to learn a child's means of communication
- ✓ ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting
- ✓ misappropriation of a child's finances
- ✓ invasive procedures

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body.







## KCSIE 2020: ONLINE SAFETY (Page 102)

The **Designated Safeguarding Lead** (DSL) has lead responsibility for online safety.

We recognise that all members of the community have important roles and responsibilities to play with regards to online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- ✓ **content:** being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views
- ✓ **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults
- ✓ **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (Sexting), or online bullying

### The leadership and management team will:

- ✓ ensure that online safety is viewed as a safeguarding issue and that practice is in line with national and local recommendations and requirements
- ✓ ensure there are appropriate and up-to-date policies regarding online safety; including a staff code of conduct/behaviour policy and/or acceptable use policy, which covers acceptable use of technology
- ✓ ensure that suitable and appropriate filtering and monitoring systems are in place and work with technical staff to monitor the safety and security of our systems and networks
- ✓ ensure that online safety is embedded within a progressive curriculum, which enables all learners to develop an age-appropriate understanding of online safety
- ✓ support the DSL and any deputies by ensuring they have sufficient time and resources to fulfil their online safety responsibilities
- ✓ ensure there are robust reporting channels for the community to access regarding online safety concerns, including internal, local, and national support
- ✓ ensure that appropriate risk assessments are undertaken regarding the safe use of technology
- ✓ audit and evaluate online safety practice to identify strengths and areas for improvement





## FILTERS & MONITORING

Education broadband connectivity is provided through Virgin Media.

- ✓ We use 'Smoothwall' which blocks sites which can be categorised as: pornography, racial hatred, extremism, gaming, and sites of an illegal nature.
- ✓ The filtering system blocks all sites on the Internet Watch Foundation (IWF) list.
- ✓ If learners discover unsuitable sites, they will be required to:
  - turn off monitor/screen and report the concern immediate to a member of staff.
  - The member of staff will report the concern (including the URL of the site if possible) to the DSL (or deputy) and/or technical staff.
  - The breach will be recorded via CPOMS and escalated as appropriate.
  - Parents/carers will be informed of filtering breaches involving their child.
- ✓ Any material believed to be illegal will be reported immediately to the appropriate agencies.
- ✓ Technology in this area evolves and changes rapidly. The Governing Body will review this policy at least annually.
  - the policy will also be revised following any national or local policy requirements, any child protection concerns or any changes to the technical infrastructure
- ✓ We will regularly monitor internet use and evaluate online safety mechanisms to ensure that this policy is consistently applied.
- ✓ To ensure they have oversight of online safety, the headteacher will be informed of online safety concerns, as appropriate.
- ✓ The named governor for safeguarding will report on a regular basis to the governing body on online safety practice and incidents, including outcomes.
- ✓ Any issues identified via monitoring will be incorporated into our action planning.
- ✓ The governing body of St Marie's school will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing body will ensure the school has appropriate filters and monitoring systems in place.
- ✓ Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the governing body will consider the age range of the pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
- ✓ The governing body will also have regard to the following:
  - Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. (KCSIE 2020 pg103)

## Education at home

Where children are being asked to learn online at home the government has provided advice to support schools do so safely: [safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education](#).





## KCSIE 2020: SAFER RECRUITMENT, SELECTION & PRE-EMPLOYMENT VETTING (Page 33)

- ✓ The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2020).
- ✓ The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. As an academy, our Chair of Governors will acquire his DBS through the Secretary of State for England.
- ✓ All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- ✓ The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Sheffield SSCB.
- ✓ The school will ensure that where relevant, individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- ✓ The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

## KCSIE 2020: ALLEGATIONS AGAINST STAFF MEMBER/PERSON IN SCHOOL (Page 56)

See [Appendix Two](#).

At our school, the following procedures will be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has: -

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. behaved in a way that indicates s/he may pose a risk of harm to children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children

### Inappropriate behaviour by staff/volunteers could take the following forms:

- ✓ **PHYSICAL**
  - e.g. intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- ✓ **EMOTIONAL**
  - e.g. intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality
- ✓ **SEXUAL**
  - sexualised behaviour towards pupils, sexual harassment, sexual assault, and rape
- ✓ **NEGLECT**
  - e.g. failing to act to protect a child or children; failing to seek medical attention; or failure to carry out appropriate/proper risk assessment etc.





A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the Chair of Governors. The head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with their schools HR Advisor/provider/contact who will then contact the Designated Officer, within one working day.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Head teacher /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded and the outcome reached must be noted to ensure closure.

### Local Authority Designated Officer (LADO):

- ✓ Tel: 07814382424
- ✓ To make a referral to the LADO
  - download & complete the LADO request form
  - Steven Hill
  - securely email to [steven.hill@sheffield.gov.uk](mailto:steven.hill@sheffield.gov.uk)
- ✓ do not investigate this matter yourself before getting advice and support from the LADO
- ✓ if you have concerns about the behaviour of someone who works with a **vulnerable adult**
  - 0114 2736870
  - visit [Adult Safeguarding](#) (Sheffield City Council website)

### KCSIE 2020: SUPPLY TEACHERS (Page 57)

In some circumstances, schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business.

- ✓ Schools should ensure allegations are dealt with properly.
- ✓ In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the DSL/DSLs to determine a suitable outcome.
- ✓ Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or to redeploy them to another part of the school, whilst they carry out their investigation.
- ✓ Agencies should be fully involved and co-operate in any enquiries from the Designated Officer, police and/or children's social services.
- ✓ The school will usually take the lead







- ✓ Supply teachers are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support if an allegation is made.
- ✓ The allegations management meeting which is often arranged by the Designated Officer should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.
- ✓ When using an agency, schools should inform the agency of its process of managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## KCSIE 2020: POOR ATTENDERS & CHILDREN MISSING REGULARLY

Unless authorised by the school, absence will be classed as unauthorised.

A letter or explanation from the parents does not of itself authorise an absence: only the school's acceptance of the explanation offered authorises the absence.

Parents should ensure that the school has at least two emergency contacts for their child.

- ✓ If no contact has been made by a parent/carer the school will arrange a home visit, if no contact is made via the home visit a letter will be sent out to parents.
- ✓ If there are any doubts about the legitimacy of any notes or reasons given for absence this should be reported immediately to the Head teacher who will contact home and in some cases may seek further advice and guidance from the Attendance and Inclusion Officer.
- ✓ Where a pupil is frequently late, parents will be contacted via letter informing them of their child's lateness and need for improvement.
- ✓ The school action plan to improve attendance will be reviewed each term.
- ✓ The school will identify and monitor pupils whose attendance gives cause for concern. This being the 94% or less. A tiered letter system will operate for any child whose absence falls below the 98% school target. Parents/carers may then be invited in for a meeting with the Headteacher, Business Support Manager and, if in year 6, a member of the transitional secondary school pastoral care team.
- ✓ Referrals may be made to Multi Agency Support Team (MAST) Early Help for additional support where support needs are identified.
- ✓ Returns on persistent absences will be monitored by [name of Attendance Manager].
- ✓ Appropriate strategies will be employed to address the attendance of individuals.
- ✓ Where attendance improves to an acceptable level the pupil will be removed from the concerns list.





## PRIVATE FOSTERING (The Children Act 1989)

Private fostering occurs when a child under the age of 16 (under 18, if disabled) 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. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

