

Silverdale School

Safeguarding and Child Protection Policy

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Name and job title of author: K Anderson, Safeguarding and Inclusion Manager
Target audience: Students / Staff / Trainees / Parents / Governors / Trustees / Visitors
Related documents: xxxxxx



This document is designed to provide staff guidance, expectations and standards operated in the Trust/School. It is intended as a reference document to enhance and support existing key policies and procedures for the safe and effective running of the Trust school sites. If staff are unclear what is expected of them they should speak to their line manager. Failure to adhere to the Trust's key policies and procedures may lead to disciplinary action.

All trust staff (including supply staff and trainees) are accountable for the way in which they exercise authority, their professional judgement, manage risks, use resources and protect pupils, themselves and others from avoidable harm.

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Important contacts

| ROLE/ORGANISATION | NAME | CONTACT DETAILS |
|---|---|---|
| Designated safeguarding lead (DSL) Silverdale & Safeguarding and Inclusion Manager – Chorus Education Trust | Katie Anderson | 0114 236 9991 KAnderson@silverdale-chorus trust.org |
| Deputy Head teacher (DSL) | Richard Horton | 0114 236 9991 Ext 1034 RHorton@silverdale-chorusrust.org |
| Designated Safeguarding Deputy (DSD) | Tracey Pawlak Kathy Grieve Rachel Dickens | Ext 1030 Ext 1064 Ext1064 |
| Local authority designated officer (LADO) | Steve Hill | 0114 273 4850, 0114 273 4934 |
| Chair of governors | Mr Jonathan Mordecai | 0114 236 9991 |
| Channel helpline | Prevent – 0114 2734850 | 020 7340 7264 |

1. Legislation and Statutory Guidance

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

Silverdale School accepts the principles, policies and agree to follow the procedures on the Sheffield Safeguarding Children website: <http://www.safeguardingsheffieldchildren.org/sscb>

A full set of Safeguarding Sheffield Children’s Board Policy and Procedures are available here:

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

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

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

We have a committed and caring workforce who fully believe in the importance of robust safeguarding systems and procedures.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment,
- preventing impairment of children’s health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- www.workingtogetheronline.co.uk

2. Aims and Objectives

- To ensure we practice safe recruitment in checking the suitability of staff and volunteers.
- To raise awareness of potential safeguarding issues amongst staff, students and parents.
- To equip students with the skills required to keep them happy, healthy and safe both in and out of the educational setting.
- To continue to develop our knowledge and expertise in order to continue to improve systems and procedures.
- To raise awareness amongst staff of their responsibility to identify and report cases of concern.
- To support students that may need to access support and intervention in a way that is kind and caring but is structured and clear and concise.
- To establish a safe environment where children feel free to learn in a supportive environment to achieve their potential.
- To ensure that all staff abide by the code of conduct relating to their behaviour with children.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

3. Updates DFE Guidance ‘Safeguarding Children in Education’ 2019

- Staff being aware of indicators of children at risk from or being involved in serious violent crime (Section 6.1) and Appendix 4
- Additional reference to upskirting in relation to peer-on-peer abuse (section 10) and Appendix 4
- Contextual Safeguarding – Appendix 4

4. Definition of a child

‘In this document a child is defined as anyone who has not yet reached their 18th birthday’ (source: page 7 of *Working Together*).

5. Equality Statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

6. Roles and Responsibilities

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

6.1 All staff

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

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff handbook (Trust and Silverdale), the role and identity of the designated safeguarding lead (DSL) and deputies (DSD's), Child Protection Online Monitoring System (CPOMS), the behaviour policy and the safeguarding response to children who go missing from education.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification

and assessment. Information to be shared via CPOMS in line with our school procedures.

- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

6.2 The designated safeguarding lead/s (DSL)

The DSL is a member of the senior leadership team. Our DSL is Mr Richard Horton, Deputy Head Teacher and Mrs Katie Anderson, Safeguarding and Inclusion Manager. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the Tracey Pawlak –Emotional Wellbeing Practitioner will act as cover. Kathy Grieve and Rachel Dickens are Deputies who both work within the Hearing Impaired Unit.

If the DSL and deputies are not available, The Head teacher or other member of the Senior Leadership Team will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

6.3 The governing board

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. **The link governor for 2019/20 is Mrs Alex Migali.**

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

All governors will read Keeping Children Safe in Education.

Section 13 has information on how governors are supported to fulfil their role.

6.4 The Headteacher

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

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).

7. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- The government’s information sharing advice for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information

- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 15, and allegations of abuse against staff in appendix 3

8. Recognising Abuse and Taking Action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

This part of the policy refers to ‘you’ so that the policy can be followed as live guidance for all stakeholders.

8.1 Concern that a child is at immediate risk from harm

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

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

Sheffield Safeguarding Hub is open 24hrs Telephone: **0114 2734855** or **Police 999**

<http://www.safeguardingsheffieldchildren.org/sscb>

Further guidance and advice can be found by following the link below.

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

9. Concerns Against a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

10. Allegations of abuse against other pupils including update - upskirting

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- If a pupil makes an allegation of abuse against another pupil:
- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by making pupils aware of who are the DSL/DSD's in the school and where they can be located.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

11. Concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local

authority children’s social care. Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm or is in immediate danger

Figure 1 on page 10 illustrates the procedure to follow if you have any concerns about a child’s welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children’s social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ below). Share any action taken with the DSL as soon as possible.

11.1 Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. Early intervention support will be requested from the Multi Agency Service Team (MAST) through the Early Help Gateway process or via completion of a Family Common Assessment Form.

11.2 Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess

concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

11.3 Referral

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support you to do so.

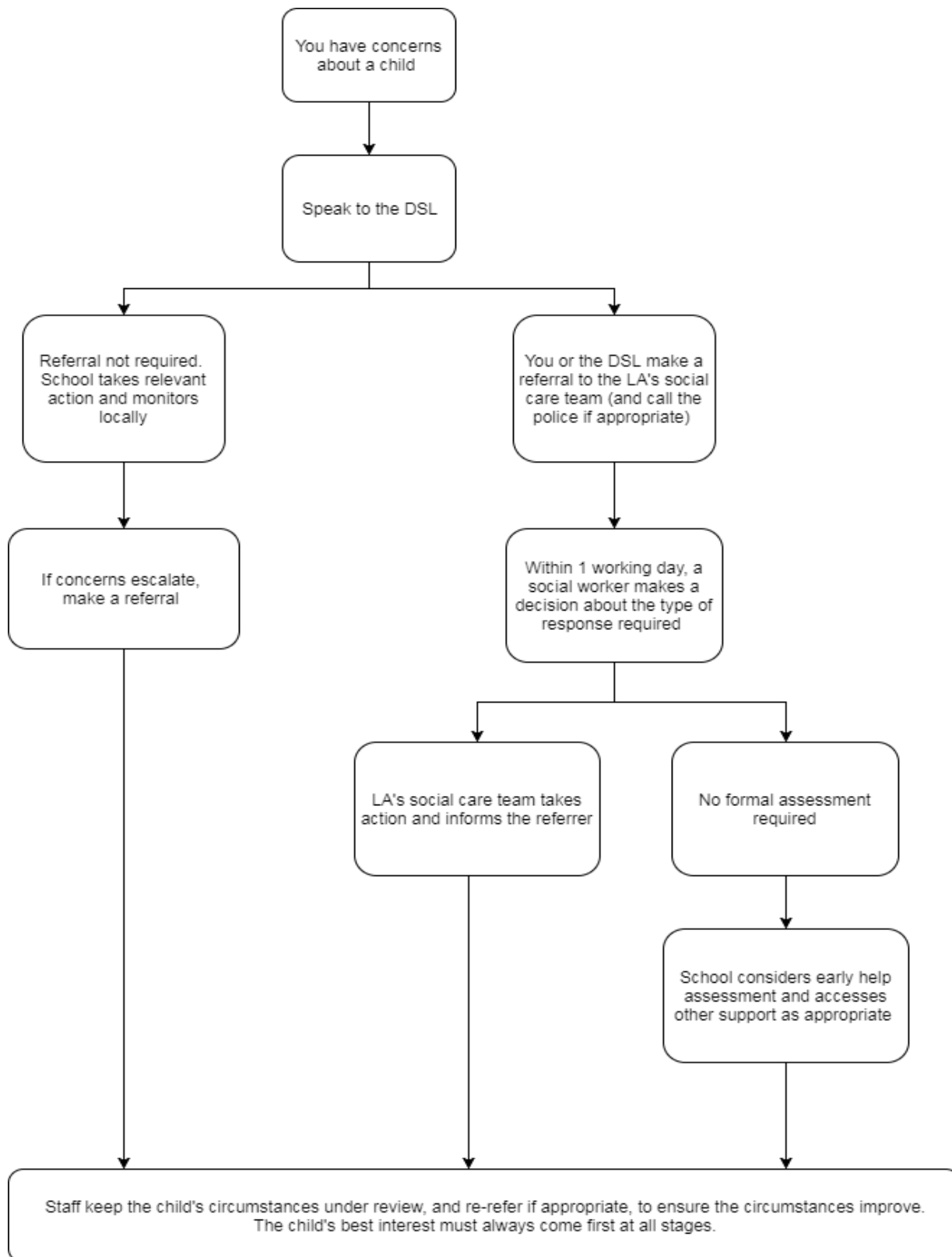
If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note –if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



12. Silverdale School Safeguarding Children Policy Front Sheet

Name of Setting: Silverdale School

Academic year: 2019-20

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, 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.

The people you should talk to at this setting are:



Designated Safeguarding Lead (DSL)

Name: Mrs Katie Anderson

Her office is located on second floor in Student Support.

Her telephone extension number is 1002.



Designating Safeguarding Lead (DSL)

Name Mr Richard Horton (Deputy Head Teacher)

His office is located on the first floor next to the KS4 Office

His telephone extension is 1034



Designated Safeguarding Deputy (DSD)

Name Mrs Tracey Pawlak

She is located in the Wellbeing room (A207) on the second floor

Her telephone extension is 1300

**Deputy Safeguarding Deputy (DSD) & IR Co-ordinator****Name** Mrs Kathy Grieve

Her office is located on the second floor in Hearing Impaired Unit

Her telephone extension number is 1064

**Designated Safeguarding Deputy (DSD)****Name** Mrs Rachel Dickens

She is based in the Hearing Impaired Unit on the second floor

Her telephone extension number is 1064

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Head Teacher, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Chorus Trust leadership team.

13. The Safeguarding Children Team in your setting includes:

The Head of School is responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

Name: Mrs Sarah Sims

Designated Safeguarding Lead/s – a member of the leadership team responsible for dealing with safeguarding issues, an experienced Safeguarding officer providing advice and support to other staff, liaising with the local authority, and working with other agencies.

Name: Mrs Katie Anderson and Mr Richard Horton

Designated Safeguarding Deputies – teaching, support or pastoral staff with sufficient status and authority to effectively deputise for the Designated Safeguarding Lead role above.

Name: Mrs Tracey Pawlak

Name: Mrs Kathy Grieve (IR)

Name: Mrs Rachel Dickins (IR)

Special Educational Needs Coordinator (SENCO) – advice, liaison and support for staff and agencies working with children with special education needs and their parents or carers.

Name: Mr David Dalrymple

Emotional Wellbeing practitioners– Intervention and support for students around Mental Health and Wellbeing, including assessment for early intervention and external agency referrals

Name: Mrs Tracey Pawlak

Name: Miss P Perkins (Tues/Thurs)

Children who are Looked After (CLA) Designated Teacher – promotes the educational achievement of ‘looked after’ children who are on the school roll, and helps staff understand issues that affect how they learn and achieve.

Name: Mr Richard Horton and Mrs Katie Anderson

Your Safeguarding Children Team also links in with the:

Safeguarding/Child Protection Governor (or equivalent) – ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: Ms Alex Migali

Chair of Governors – takes the lead in dealing with allegations of abuse made against the Head Teacher and other members of staff, in liaison with the Local Authority; and on safe recruitment practices with the Head Teacher.

Name: Mr Jonathan Mordecai

14. Safeguarding Referral System - CPOMS

All staff in school are given access to the schools, secure, Child Protection Online Monitoring System (CPOMS). If you are concerned about a child or have received a disclosure from a child please log onto CPOMS via the MLE and complete the incident referral form in as much detail as possible. The incident will be instantly be logged within the student or students online file and the safeguarding team notified by email that an incident has been added.

In the case of an urgent safeguarding referral a face to face conversation with a member of the Safeguarding team must be sought – staff can request immediate support for serious safeguarding concerns by calling Oncall through ext 1004 or through the Head teachers PA on Ext 1016.

A CPOMS incident form should still be completed by the referring member of staff after the conversation has taken place.

If staff have any problems logging on to CPOMS please contact a member of the Safeguarding team to advise.

14.1 Supply Staff, Volunteers or Visitors

A paper referral form is available from reception. Supply staff are issued a paper form as part of their daily pack from the cover manager.

Please complete the referral form in as much detail as possible and deliver to a member of the Safeguarding team in person. Please do not leave with any other member of staff or in pigeon holes. If you need to locate a member of the safeguarding team please contact Mrs Mason (PA to the Head teachers) who will assist you.

15. Record Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing or via the secure online system and your personal log in. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school – currently Sheffield guidance for Safeguarding and Child protection files is 85years.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Silverdale School operate a clear desk policy.

Information is shared with staff and outside agencies on a need to know basis.

Staff are not permitted to take private and confidential information off site. If this is unavoidable you must obtain permission from the Head of School prior to taking any information off-site.

If staff are using remote access they must ensure that they sign in and out securely.

Children that are fleeing domestic violence and Children in local authority care are particularly vulnerable when a security breach occurs.

15.1 Storing and Transferring

- All records made by Silverdale staff since September 2018 have been recorded on the secure electronic system CPOMS (Child Protection Online Monitoring System)
- Paper files transferred to Silverdale from a previous school, paper files recorded prior to September 2018 or additional documents that unable to be uploaded to the CPOMS system, are kept securely in a locked cabinet in the DSL office while ever the student remains on role at the school.
- After a pupil leaves the school, all files (paper and electronic) will be transferred to the receiving school or college as noted above.
- Files for Pupils who have left Silverdale to destinations unknown or out of formal education will securely kept in a locked store.
- Currently Sheffield guidance is to keep Early intervention files for 25yrs and Child Protection files for 85years.
- CPOMS system uses a dual authenticator system for additional security and access is limited.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Safeguarding Referral

Only to be completed where CPOMS is unavailable to the staff member reporting

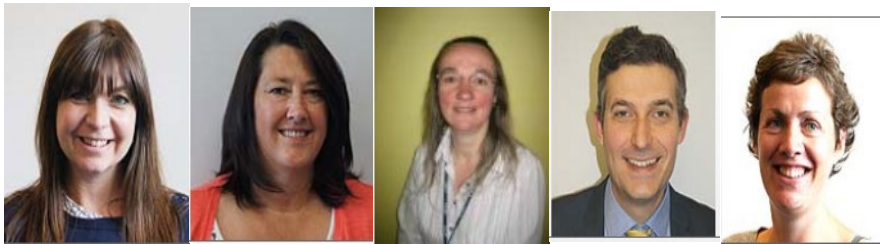
PRIVATE AND CONFIDENTIAL

Today's date:

Name of young person:

Young person's form:

This form must be hand delivered to a member
of the **Safeguarding Team.**



Mrs Anderson

Mrs Pawlak

Mrs Grieve

Mr Horton

Mrs Dickens

Please put in a sealed envelope.

Do not put in staff tray or leave unattended.

Nature of concern

Please tick:

- Safeguarding
- Mental health (including Self Harm)
- Missing from home /attendance
- Home Issues

Other (please specify):

Please state exactly what your concerns are, when and where you became aware of this situation:

Time of Incident.....

Location.....

Other staff present at time of incident.....

ACTION TAKEN (if any):

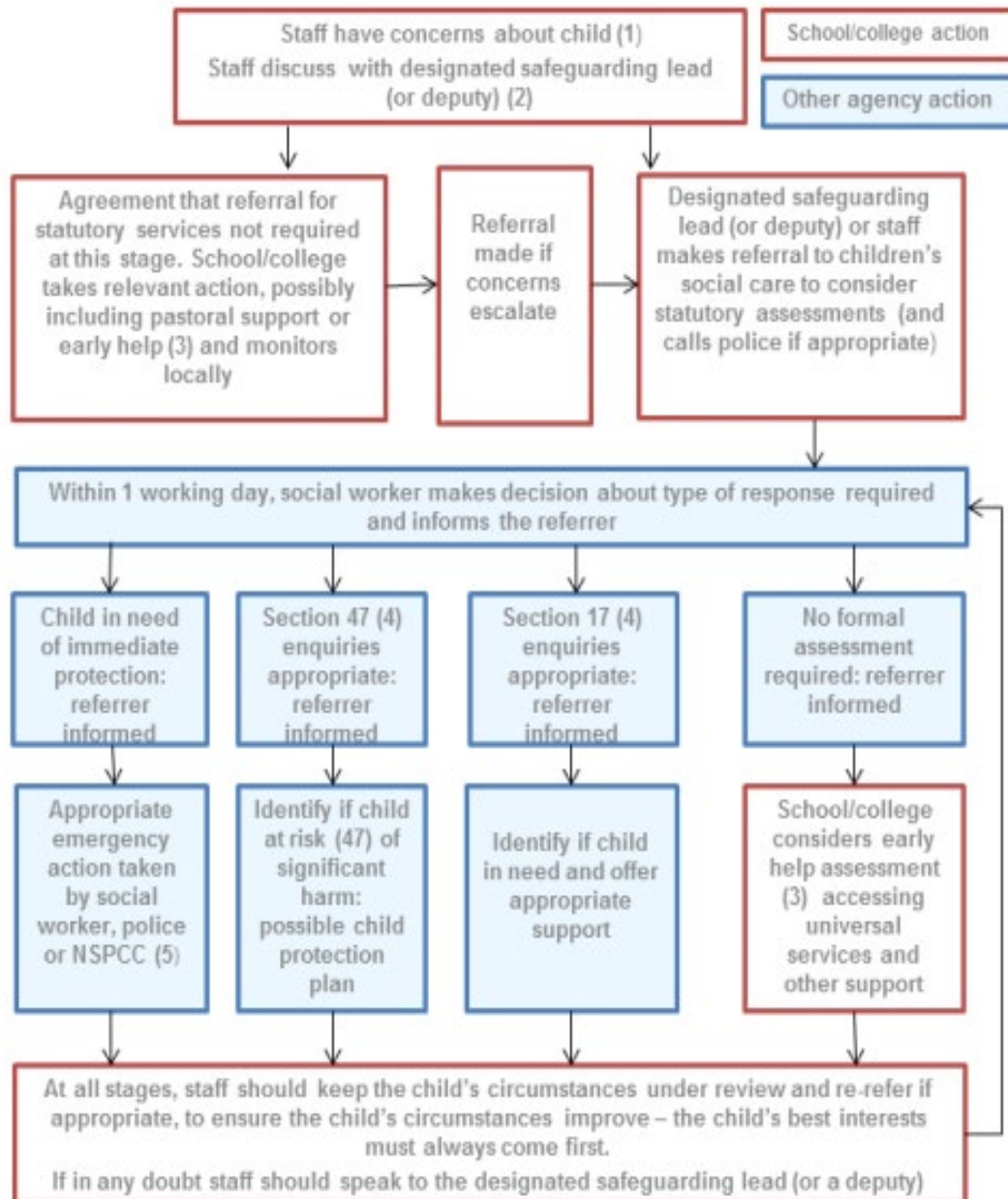
Signature: Print name:

Contact details (mobile number).....

Date:

| |
|----------------------------------|
| <p>Any other comments</p> |
|----------------------------------|

Safeguarding / Child Protection procedures where there concerns about a child



1. In cases which involve an allegation of abuse against a member of staff please see additional guidance.
2. If, for any reason a DSL or DSO is not available this should not delay appropriate action being taken.
3. Chapter 1 of Working together to Safeguard children provides early help guidance
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and welfare protection. This can

include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children details statutory assessment procedures.

5. This could include applying for an Emergency Protection Order (EPO)

16. What is Child Abuse?

Abuse can happen to a child or young person at any age, from birth to when they have left school. It can happen in any socio-economic background and from any ethnic background. It can happen to children and young people whether or not they have a disability.

Abuse can happen because of the way adults or other children and young people behave towards a child or young person. It can also result from adults failing to provide proper care for the children they look after. A child or young person can suffer different kinds of abuse at the same time.

16.1 Types and signs of abuse:

- Physical
- Neglect
- Sexual
- Emotional

See Appendix 1 for definitions of abuse.

17. Dealing with disclosures

17.1 Guidance for all staff and volunteers

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation using the incident referral form on CPOMS or the paper referral form if you do not have access to CPOMS, as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Ensure the incident is accurately reported on the CPOMS system including all key information or the paper form has been hand delivered to the DSL. Alternatively, if appropriate, in the case of risk of immediate harm or the unlikely event that all DSL/DSD's are unavailable - make a referral to children's social care and/or the police directly and tell the DSL as soon as possible.

18. If you discover FGM has taken place or a child is at risk of FGM

The Department for Education’s Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children’s social care as appropriate.

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

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **age 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures. Telephone the Sheffield Safeguarding Hub on 0114 22734855 who, alongside the police will further investigate.

A factsheet produced by the Sheffield Safeguarding Board can be accessed by following the link below:

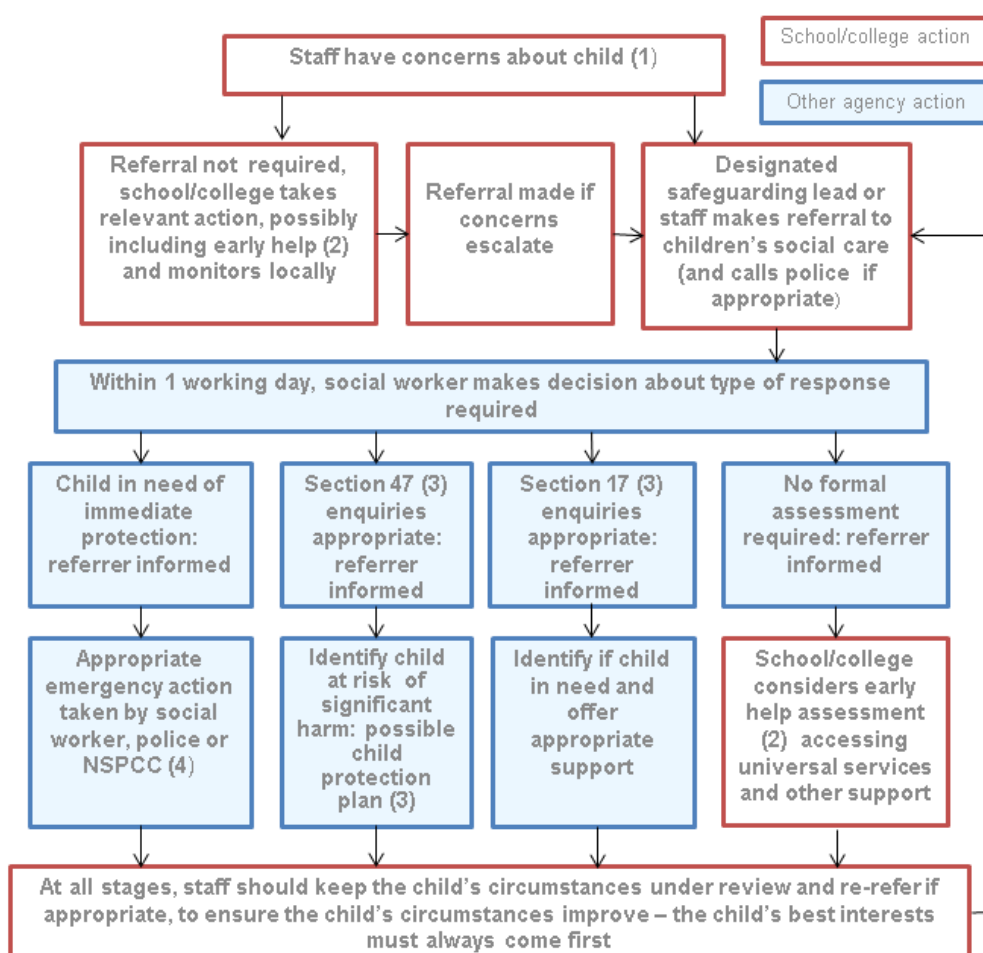
http://www.safeguardingsheffieldchildren.org/sscb/assets/1/female_genital_mutilation_sept_19.pdf

19. What school or college staff should do if they have concerns about safeguarding practices within the school or college

1. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college’s safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
2. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s senior leadership team.
3. 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 can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Actions where there are concerns about a child



In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
- Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at

risk of significant harm. **Full details are in Chapter one of Working together to safeguard children**

- This could include applying for an Emergency Protection Order (EPO).

20. Pastoral Support

Our students are encouraged to access support as and when required. All students are allocated a form who can mentor and support students through daily form time. If a form tutor becomes concerned about a student they can discuss their concerns with the Head of Key Stage or Pastoral Manager. If the concern is of a safeguarding nature (including Mental Health) staff inform a member of the safeguarding team.

Key Stage Leaders:

- June Housley Head of Y7
- Mark Clayton Head of KS3
- Paul Kent Head of KS4
- Chrissie Garnock-Jones Y12
- Lorraine Agass Y13

Pastoral and wellbeing information is shared between key stage, safeguarding and inclusion team via referral panel meetings to ensure those who need to know key information are kept informed of any potential issues or concerns to ensure all children are kept safe from harm and are offered appropriate support.

20.1 Students with Special Educational Needs

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils 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

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

SENCO and Key worker support by teaching assistants on a 1:1 and small group basis.

The SENCO is **Mr David Dalrymple**.

20.2 Emotional Wellbeing Support

Specialist intervention for students who require additional support with their emotional wellbeing or in maintaining good mental health. Trained to deliver pre-therapy support to students awaiting CAMHS intervention as well as those who have not yet been referred, the schools Emotional Wellbeing practitioner offers skilled early intervention support to students struggling with a wide range of issues such as anxiety and self-harming. Emergency and crisis support is always managed through the Safeguarding pathway and is undertaken with guidance from specialist services which can include emergency services.

Katie Anderson (DSL) and Tracey Pawlak (DSD) have both completed crisis and suicide first aid training (ASIST) in addition to Healthy Minds Training (Sheffield CAHMS) and Mental Health First Aid (MHFA)

Katie Anderson is a Trauma and Mental Health Practitioner.

20.3 Assemblies

SLT lead a range of assemblies, which tackles, and raises awareness of key issues linked to safeguarding including Online Safety and Mental Health. All students are introduced the Safeguarding Team at the start of the year and posters are visual around the school informing students who they can talk to at any time. Specialist staff from partner agencies are frequently invited into school to deliver workshops or assemblies to students in all year groups.

20.4 PSHE and Form Time

Miss Jess Priestly and Mrs Chris Steadman – South are co-heads of PSHE and work closely with form tutors. Mrs Housley Head of Year 7 and PHSE team have produced a number of lesson plans specifically for Y7 tutor time on SEAL (Social Emotional Aspects of Learning). This is delivered by form tutors.

The PSHE programme consists of:

Key Stage 3

- Emotions and Feelings
- Worries and Fears
- Life Events
- Mental Health Awareness
- Personal Safety
- Stress & Anxiety
- Relationships
- SRE
- Puberty
- Family
- Rights and Responsibilities

- Eating Disorders
- Smoking
- Alcohol
- Drugs and Society
- Domestic Violence
- Anti-Bullying Week
- Crime and Punishment
- Enterprise/Finance
- Freedom/War and Society
- Introduction to World of Work
- Disability Education
- LBGTQ Plus Education.

Key Stage 4:

- PSHE curriculum is now delivered by Intensive Days across Y10 and Y11.
- Y10: Health and Wellbeing Day – focusing on Mental Health, Drugs Education. World of Work.
- Y11: Careers and Post 16 Preparation.

21. Parent Partnership

The school has a shared aim with parents to keep children safe from harm. We encourage parents to contact Key Stage Leaders to discuss any concerns that they have about their child's progress and development.

We communicate with parents via the MLE and promote safe practices on the school website.

We are committed to working with parents positively, openly and honestly. We ensure that parents are treated with courtesy and respect.

When and wherever possible we contact parents directly about safeguarding/CP issues but there are times when we are duty bound to contact outside agencies prior to contacting parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

22. School training and staff induction

22.1 All Staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners. Staff will receive full safeguarding training every 3 years, with updates shared in face to face briefings at least annually.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, CPOMS library, bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

Lunchtime Supervisors will receive face to face safeguarding training as part of their induction programme before employment commences.

All new staff will receive safeguarding training as soon as possible after their employment commences.

22.2 DSL and Deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years, currently Sheffield Safeguarding Board provide annual refresher training which all DSL and DSD's in the setting attend.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

DSL's and DSD's will attend additional relevant training in relevant areas – for example -Mental health, CSE, Drugs and Alcohol, as part of their CPD provision.

They will also undertake Prevent awareness training.

All training undertaken during the year is recorded on the Safeguarding audit and shared with governors.

1.1.1 Supervision for DSL/DSDs

Case supervision is completed by the DSL through the monitoring of incidents and actions in CPOMS as well as during face to face consultations and referral meetings. Wellbeing supervision for DSD's is offered by the DSL and also by the local Chaplain who regularly visits the school. The DSL receives supervision by an external provider at least termly.

22.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

22.4 Recruitment and Interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. This is also in line with the Chorus Education Trust Policy. See additional Safer Recruitment guidance Appendix 2.

23. Support, Advice and Guidance for staff

Safeguarding staff are available to speak to staff confidentially about a disclosure/concern that may have caused them distress or anxiety.

Specific Issues to be aware of:

23.1 Domestic Violence

Domestic violence is listed under the definition of emotional abuse. Staff are to follow safeguarding procedures.

23.2 Forced Marriage

Forced marriage is an abuse of human rights, and a form of domestic violence and child abuse. If staff have concerns about a Young Person they must follow safeguarding procedures

Forced Marriage Unit:

Mon – Fri (9am – 5pm): 020 7008 0151

Out of hours: 020 7008 1500

23.3 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

FGM is illegal in the UK and in October 2015 it became mandatory to report all concerns about FGM to the Police.

FGM is classified as a form of child abuse for girls under 18 years old, with long-lasting harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, affecting their educational & personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically.

Some signs and Risk Factors:

- The age at which the procedure takes place may vary from birth to adolescence to just before marriage or during the first pregnancy. The most common age is between 5 and 8 years.
- There may be other girls or women in the family or household who have had the procedure.
- A girl may confide in a friend or a teacher of a special ceremony to ‘become a woman’.
- Prolonged absence from school or college.
- Reluctance to undergo medical examinations or participate in PE.
- Signs of pain and frequent urinary or menstrual problems.
- A request for help which may not be explicit for reasons of fear and embarrassment. (SSCB Fact Sheet)

If staff have concerns about a young person they must follow safeguarding procedures.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity.
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Governors

All trustees, local governors and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the academy trust.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Further information and support is offered through access to HR and Union Representation as well as further referrals to Occupation Health.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the academy trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days .

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school’s personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension.
- Whether or not the suspension was justified.
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 4: contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means 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 and colleges 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.

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 friendship 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.

Peer on peer abuse (including upskirting)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be 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, which may be standalone or part of a broader pattern of abuse;
- upskirting - which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Appendix 5: specific safeguarding issues

This appendix is based on the advice in annex A of Keeping Children Safe in Education.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.
- Come from new migrant families.

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

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying inappropriate sexualised behaviour.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and/or alcohol.
- Going missing for periods of time, or regularly coming home late.
- Regularly missing school or education, or not taking part in education.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

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

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

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

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school, or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider).
- FGM being known to be practised in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.

- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

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

Forced marriage

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

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

Speak to the pupil about the concerns in a secure and private place

- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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

School uses a colour coded visitor lanyard to identify visitors and the level of supervision required.

Non-collection of children

If a child who is expecting to be but is not collected at the end of the session/day, staff will endeavour to contact all adults listed on the school system (in priority order). Where staff are unable to make contact advice of the DSL should be sought as to the vulnerability of the young person and any known risk factors including usual end of day arrangements. Sibling schools may also be contacted if applicable. A decision may be made to complete a home visit to make contact or in cases where there are concerns Sheffield Safeguarding Hub will be contacted for advice.

The incident, actions and outcomes will be recorded on the CPOMS system and external agencies already working with the family informed if applicable. If the incident has raised additional concerns the DSL or DSD's may consider a referral to an additional agency.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Alert the Oncall staff member to make classroom and register checks.
- Notify the DSL/DSD's for advise on any additional risk factors for the pupil.
- Inform parents as soon as it is apparent that the pupil is missing.
- Deploy senior staff to actively look for the missing pupil.

- Seek advice from school link police officer as to making a formal missing report – in conjunction with parents and carers.