



MARLCLIFFE PRIMARY SCHOOL

Child Protection and Safeguarding Policy

Last Reviewed	September 2024	Next Review	September 2025
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Table of Contents

Important contacts.....	5
1. Aims.....	6
2. Legislation and statutory guidance	6
3. Definitions	7
4. Equality statement	8
5. Roles and responsibilities	9
5.1 All staff	9
5.2 The designated safeguarding lead (DSL)	10
5.3 Governors	11
5.4 The headteacher.....	11
6. Specific Safeguarding Issues	12
Children missing from education.....	12
Child criminal exploitation	12
Child sexual exploitation	13
Domestic abuse.....	14
Homelessness	14
So-called 'honour-based' abuse (including FGM and forced marriage)	14
FGM	15
Forced marriage	16
Preventing radicalisation	16
Child-on-child abuse	17
Sexual violence and sexual harassment between children in schools.....	18
Serious violence	19
Checking the identity and suitability of visitors	20
Parent Alcohol and Drug-use.....	20
Non-collection of children.....	20
Missing pupils	20
Private Fostering	21
7. Recognising abuse and taking action	21
7.1 If a child is suffering or likely to suffer harm, or in immediate danger	21
7.2 If a child makes a disclosure to you	21
7.3 If you discover that FGM has taken place or a pupil is at risk of FGM	22
7.4 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)	22

Early help	23
Referral	23
7.5 If you have concerns about extremism.....	24
7.6 If you have a mental health concern	24
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).....	26
7.7 Concerns about a staff member, supply teacher, volunteer, governor or contractor	27
Allegations of abuse made against staff.....	27
Section 1: Allegations that may meet the harms threshold	27
Additional considerations for supply teachers and all contracted staff	28
Non-recent allegations.....	28
Section 2: Concerns that do not meet the harm threshold.....	28
Definition of low-level concerns.....	28
Sharing low-level concerns.....	29
Responding to low-level concerns.....	29
Record keeping	29
7.8 Allegations of abuse made against other pupils.....	30
Procedures for dealing with allegations of child-on-child abuse.....	31
Creating a supportive environment in school and minimising the risk of child-on-child abuse .	31
7.9 Sharing of nudes and semi-nudes	32
7.10 Reporting systems for our pupils.....	32
8. Online safety and the use of mobile technology	33
The 4 key categories of risk	33
Addressing the risks	33
9. Notifying parents or carers.....	34
10. Pupils with special educational needs, disabilities or health issues.....	34
11. Pupils with a social worker	35
12. Looked-after and previously looked-after children	35
13. Complaints and concerns about school safeguarding policies	36
13.1 Complaints against staff.....	36
13.2 Other complaints	36
13.3 Whistleblowing	36
14. Record-keeping	36
15. Training	37
15.1 All staff	37

15.2	DSL, DDSL and key leadership staff	37
15.3	Governors	38
15.4	Safer Recruitment.....	38
	Recruitment and selection process	38
	Advertising.....	38
	Application forms	38
	Shortlisting	38
	Seeking references and checking employment history	39
	Interview and selection.....	39
	Pre-appointment vetting checks	40
	New staff	40
	Existing staff	41
	Agency and third-party staff.....	41
	Contractors	41
	Trainee/student teachers	42
	Volunteers	42
	Governors.....	42
	Staff working in alternative provision settings	42
	Adults who supervise pupils on work experience	43
15.5	Staff who have contact with pupils and families.....	43
16.	Confidentiality	43
17.	Monitoring arrangements	43
18.	Links with other policies	44

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Clare Hayes	0114 2344329
Deputy designated safeguarding leads (DDSLs)	Fiona Turner Sarah Adams Sherren Barratt	0114 2344329 0114 2344329 0114 2344329
Appointed teacher for Looked after Children (LAC)	Clare Hayes	0114 2344329
SENCO	Roanne Stacey	0114 2344329
Mental Health Lead	Fiona Turner	0114 2344329
Local authority designated officer (LADO)	Andrew Adedoyin Sharon Haigh	All LADO referrals are made via the Sheffield Safeguarding Hub 0114 273 4855- select Option 3
Safeguarding Governor	Linda Bloomfield	0114 2344329
Sheffield Safeguarding Hub	N/A	0114 2734855
Channel helpline	N/A	020 7340 7264
Police Non-emergencies	N/A	101
NSPCC National Helpline	N/A	0808 800 5000

Please be aware that during weekends and school holidays you may not be able to contact the Designated Safeguarding Lead or Designated Safeguarding Deputies. If you have any concerns about the welfare of a child or young person during these times, please contact the Sheffield Safeguarding Hub on 0114 2734855 (24 - hour service). If you think a child or a young person is in immediate danger, please call the police on 999 at any time.

If you are a child or young person and are worried or feel unsafe then you can get help from Childline a free, private and confidential service where you can be you. You can chat online or on the phone, 0800 1111, any time.

1. Aims

The school aims to ensure that:

- appropriate action is taken in a timely manner to safeguard and promote children's welfare
- all staff are aware of their statutory responsibilities with respect to safeguarding
- staff are properly trained in recognising and reporting safeguarding issues.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance *Keeping children safe in education 2024* (publishing.service.gov.uk) and *Working Together to Safeguard Children (2023)*, and the *Maintained Schools Governance Guide*. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the *Education Act 2002*, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The *School Staffing (England) Regulations 2009*, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the *Education (Independent School Standards) Regulations 2014*, which places a duty on schools and independent schools to safeguard and promote the welfare of pupils at the school
- The *PACE Code C 2019 (accessible)* - GOV.UK (www.gov.uk)
- *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 school's' duties under the *Counter-Terrorism and Security Act 2015* with respect to protecting people from the risk of radicalisation and extremism
- The *Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018* (referred to in this policy as the "2018 Childcare Disqualification Regulations") and *Childcare Act 2006*, which set out who is disqualified from working with children.

This policy meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage. Furthermore, we will follow the policies and procedures set out by the Sheffield Children Safeguarding Partnership (SCSP). We carry out an annual audit of our safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the SCSP.

3. Definitions

Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes.

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Types of Abuse and Neglect:

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 cyber-bullying), 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 caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Children includes everyone under the age of 18.

The following three safeguarding partners are identified in *Keeping Children Safe in Education* (and defined in the *Children Act 2004*, as amended by chapter 2 of the *Children and Social Work Act 2017*). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs: Our school will take part in discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements.

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

4. 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 will not unlawfully discriminate against pupils because of their protected characteristics, will support and take proportionate, positive action, to deal with the disadvantages these pupils face.

We give special consideration to children who:

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

The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the *Human Rights Act*.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. We adopt an "**It could happen here**" approach and a culture of safeguarding. This policy applies to all staff, contractors, volunteers and governors in the school and is consistent with the procedures of our safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

Staff who work directly with children are expected to read at least Part 1 of *Keeping Children Safe in Education 2024* (KCSIE). Staff are also expected to read Annex B of KCSIE (about specific safeguarding issues).

All staff will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance *Keeping Children Safe in Education 2024* and review this guidance at least annually.

All staff will be aware of:

- our systems that support safeguarding, including this *Child Protection and Safeguarding Policy*, the *Staff Code of Conduct*, the role and identity of the Designated Safeguarding Lead

(DSL) and deputies, the school's *Behaviour Policy* and the *Online Safety Policy* and the safeguarding response to children who go missing from education

- their responsibility, duties and obligations regarding online safety including those around filtering and monitoring on school devices and networks
- 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
- 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, suspect a private fostering arrangement 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 requirement for professional curiosity and recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.
- the signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is **Clare Hayes**. The DSL takes lead responsibility for child protection and wider safeguarding in the school. Our Deputy DSLs are **Fiona Turner, Sarah Adams and Sherren Barratt**.

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

Their contact details are below

Role	Name	Phone Number	Email address
DSL	Clare Hayes	0114 2344329 07359 079450	chayes@marlcliffe.sheffield.sch.uk
DDSL	Fiona Turner	0114 2344329	fturner@marlcliffe.sheffield.sch.uk
DDSL	Sarah Adams	0114 2344329	sadams@marlcliffe.sheffield.sch.uk
DDSL	Sherren Barratt	0114 2344329	sbarratt@marlcliffe.sheffield.sch.uk

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
- keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate
- oversee the wider safeguarding agenda which keeps children safe.

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

5.3 Governors

The Governors will:

- facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation

The school has a link Safeguarding 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 chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All Governors will read *Keeping Children Safe in Education*.

Section 15 of this policy has information on how governors are supported to fulfil their role.

5.4 The headteacher

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

- ensuring that staff (including temporary staff), contractors and volunteers:
 - are informed of our systems which support safeguarding, including this policy, as part of their induction
 - understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- communicating this policy to parents/carers when their child joins the school and via the school website
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

- ensuring the relevant staffing ratios are met, where applicable
- making sure each child in the Early Years Foundation Stage is assigned a key person.

6. Specific Safeguarding Issues

Children missing from education

A child going missing from education (including unexplainable and/or persistent absences 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 criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

[County Lines Toolkit For Professionals | The Children's Society \(childrensociety.org.uk\)](https://www.childrensociety.org.uk/county-lines-toolkit-for-professionals)

Indicators of CCE can include a child:

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs and alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education
- not taking part in education.

If a member of staff suspects CCE, 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.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- having an older boyfriend or girlfriend
- suffering from sexually transmitted infections or becoming pregnant.

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

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. It can impact on children through seeing, hearing or experiencing the effects of domestic abuse.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal and / or intimate relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. The impact can be psychological, physical, sexual, financial, or emotional in nature.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. The DSL will provide support according to the child's needs and update records about their circumstances.

Carrying knives/offensive weapons and gang culture

Children bringing and carrying a knife/offensive weapon onto the school's premises is a criminal offence and immediate action will be taken by calling the police. The guidance on 'Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018' will be consulted and we will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority.

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' abuse (including FGM and forced marriage)

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

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

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

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/carers 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 consider 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 be aware of 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 [The Right to Choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#)
- refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing radicalisation

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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. This also includes calling for the death of members of the armed forces.

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

The use or threat of terrorism 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.

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.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including our curriculum and our Online Safety Policy.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

We recognise the importance of understanding intra-familial harms, and are committed to providing the necessary support for siblings following incidents.

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content. If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in Section 7 of this policy, as appropriate. In particular, Section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- between 2 children of any age and sex, including siblings.
- through a group of children sexually assaulting or sexually harassing a single child or group of children
- online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ) children are at greater risk. Our schools will provide all pupils, including LGBTQ+ children with a safe space for them to speak out or share their concerns with a trusted member of staff.

Staff should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- teaching young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in Section 7 of this policy, as appropriate. In particular, Section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

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

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

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

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

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

The school will ensure that all pupils and parents understand that the sexual violence and sexual harassment law and guidance is in place to protect.

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 in using our entry system and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and therapists, 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 appropriate level of DBS check 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.

Parent Alcohol and Drug-use

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

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

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

Non-collection of children

If a child is not collected at the end of the session/day, we will:

Keep the child safe at Marlcliffe and continue to contact parents/contacts to arrange pick-up. If necessary, other services might be contacted E.g. social care, police. Incidents of non-collection will be recorded on CPOMS.

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:

Contact the police and parents immediately, assign staff to continue looking for missing pupils and record incidents on CPOMS.

Private Fostering

It is a legal requirement that private fostering arrangements involving a child under 16 (or under 18 if they're disabled) must be reported to the Local Authority to ensure that they will be looked after properly and that both parents and the foster carers understand their roles and responsibilities. Staff have a duty to report any knowledge or suspicions they have of private fostering to the DSL.

7. Recognising abuse and taking action

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

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

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

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

The referral must be followed up in writing on a *Multi-Agency Confirmation Form (MACF)* within 24 hours and sent to the Safeguarding Hub via the Anycomms system. The Hub must acknowledge receipt of the MACF within 72 hours and feedback on the outcome. The DSL must follow it up if the outcome has not been received within 72 hours.

Tell the DSL (see Section 5.2) as soon as possible if you make a referral directly and record full details on CPOMS immediately.

Further support can be found at: <https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

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 as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information

to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Section 6 of this policy.

Any teacher who either:

- is informed by a girl under 18 that an act of FGM has been carried out on her; or
- observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

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 must speak to the DSL and follow our local safeguarding procedures.

- The DSL MUST make an immediate referral to Children’s Social Care (0114 2734855) for further investigation with the Police and health services.
- The DSL must also explain to the pupil why they have made the referral.
- Concerns MUST NOT be discussed with the pupil’s family or community in advance of any enquiries by the police, adult or children’s social care.

7.4 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 below, before Section 7.7, 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 or DDSLs are 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. Share details of any actions you take with the DSL as soon as practically possible.

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.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an interagency 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 may call a "Team around the Child" meeting in school.

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.

Staff should be aware that any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

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 (see Section 7.1), 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.

7.5 If you have 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). Inform the DSL or deputy as soon as practically possible after the referral.

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

The 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.

7.6 If you have a mental health concern

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community. Mental ill health is however a prevalent issue, with it being estimated that around 1 in 6 children will experience some form of mental ill health at some point in their childhood. As with all situations there are certain factors that may increase the risks of poor mental health:

- Parental issues (e.g. substance or alcohol misuse, mental health issues, parents in prison);
- Loss within the family (e.g. parents who separate or divorce, bereavement);
- Experience of abuse (physical, sexual or emotional) or neglect;
- Experience of being bullied;
- Living in poverty or experiencing homelessness;
- Being a young carer;
- Experiencing significant issues at school.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

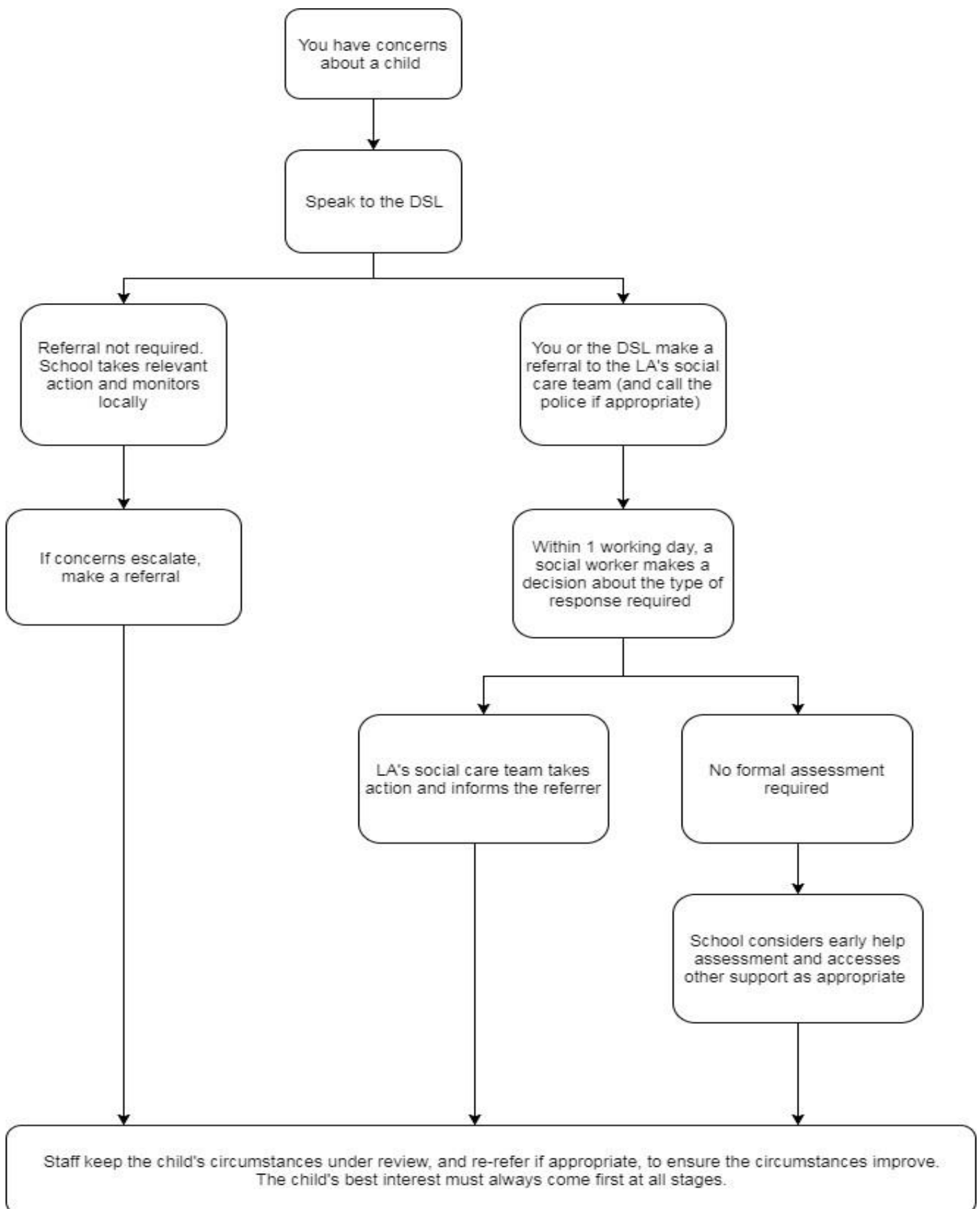
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in Section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

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.)



7.7 Concerns about a staff member, supply teacher, volunteer, governor or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer, governor or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer, governor or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The procedures set out in below will be followed, if appropriate.

Allegations of abuse made against staff

Section 1: Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- **behaved in a way that has harmed a child, or may have harmed a child, and/or**
- **possibly committed a criminal offence against or related to a child, and/or**
- **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.**

The school will adhere to the procedures set out under '[Allegations against Persons who work with Children](#)' (including Staff, Carers and Volunteers)' (allegations of abuse by teachers and other staff). This document can be found on the Sheffield Safeguarding Partnership website.

If a member of staff has concerns about another member of staff (including a supply teacher, volunteer or contractor) this should be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the chair of governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case.

Where there are allegations that are substantiated, the school will fully ensure any specific actions are undertaken on management and exit arrangements as advised by our HR providers Capita and supported by relevant guidance.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns".

School will work closely with the LADO throughout the process to see if anything could be improved and any lessons learned. If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the code of conduct. The case manager and, if appropriate, the LADO should consider the facts and determine whether any lessons can be learned and if improvements can be made

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome.
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation.
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are considered (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in Section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- breaches the child protection and safeguarding policies **and**
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

Examples of such behaviour could include, but are not limited to:

- being overly friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language
- seeking to spend time alone
- seeking to act as a friend or peer.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- ensuring that all staff, contractors and volunteers are provided with clear procedures for confidentially sharing concerns
- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level concerns
- empowering staff to self-refer
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- helping to identify any weakness in the school's safeguarding system.

Responding to low-level concerns

If the concern is raised via a third party, the DSL will inform the headteacher who will appoint an appropriate person to collect evidence where necessary by speaking:

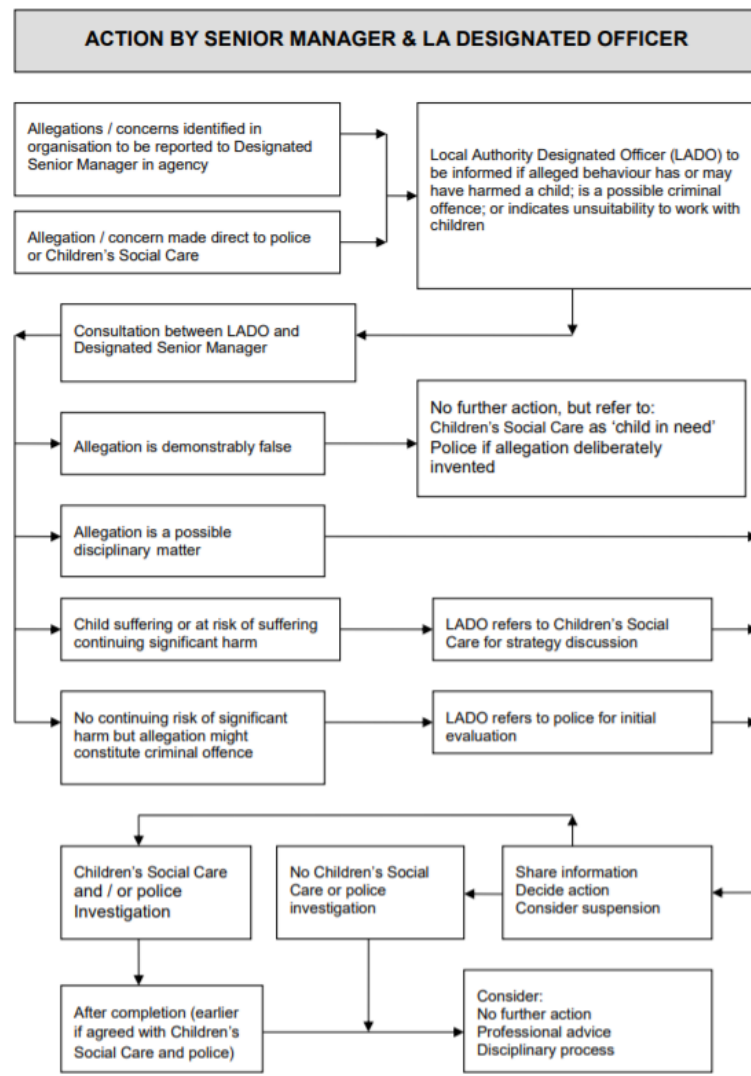
- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.

On completion of a fact-finding exercise, the headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.



7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

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

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent

- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

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

If a pupil makes an allegation of abuse against another pupil:

- you must record the allegation and tell the DSL, but do not investigate it
- the DSL will contact the local safeguarding hub 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.

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

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

To achieve this, we will:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting, showing or sending sexual images
- be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- ensure pupils are able to report abuse using our reporting systems easily and confidently
- ensure staff reassure victims that they are being taken seriously
- ensure staff are trained to understand:
 - how to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - that if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report, for example:
 - children can show signs or act in ways they hope adults will notice and react to
 - a friend may make a report
 - a member of staff may overhear a conversation
 - a child’s behaviour might indicate that something is wrong

- that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- 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
- the important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- that they should speak to the DSL or another trusted adult if they have any concerns.

7.9 Sharing of nudes and semi-nudes

We recognise the sharing of nudes and semi-nudes as a safeguarding concern for all of our children. There are examples of children of all ages sending and receiving indecent images through digital media. There is a growing use of social media across school and children must be supported if they receive any such images.

In the event of such a safeguarding concern, we will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to. We will respond by working closely with parents and carers. We will teach children about this aspect of safeguarding through online safety lessons. These are linked to our RSE and online safety policies and PHSE curriculum.

We will refer to:

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

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- put systems in place for pupils to confidently report abuse
- ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.
 - Put systems in place for pupils to confidently report abuse -We ensure that we promote trusted adults in school, as well as opportunities for pupil voice activities. We also have a Learning Mentor who provides support to pupils and opportunities to confidentially discuss concerns.
 - Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils -Reporting systems are promoted through discussion in our PSHE and RHSE curriculums and assemblies.

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback. Children will be reassured following any disclosures. Children will be provided with pupil voice opportunities e.g. 3 houses

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- have robust processes in place to ensure the online safety of pupils, staff, contractors, volunteers and governors
- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones and watches')
- set clear guidelines for the use of mobile phones and smart watches for the whole school community
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Addressing the risks

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

- educate pupils about online safety as part of our curriculum. For example:
 - the safe use of social media, the internet and technology
 - keeping personal information private
 - how to recognise unacceptable behaviour online
 - how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

- train staff, as part of their induction, on safe internet use and online safeguarding issues including cyberbullying and the risks of online radicalisation. All staff members will receive annual training with regular in year updates
- educate parents/carers about online safety via our website and communications sent directly to them. We will also share clear procedures with them, so they know how to raise concerns about online safety
- make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - staff will not take pictures or recordings of pupils on their personal phones or cameras
- make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- put in place robust **filtering and monitoring** systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

The school will regularly review the effectiveness of school filters and monitoring systems to ensure they are aware of and understand the systems in place, manage them effectively, know how to escalate concerns when identified.

This section summarises our approach to online safety. For comprehensive details about our school's policy on online safety, please refer to our online safety policy.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion, report of concerning behaviour or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN), disabilities or certain health conditions 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 condition without further exploration
- pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- the potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils. This includes:

- Additional 1:1 and small group support
- Individual support plans
- Support on emotional regulation
- Working with families and external agencies

11. Pupils with a social worker

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

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

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

- responding to unauthorised absence or missing education where there are known safeguarding risks
- the provision of pastoral and/or academic support.

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- the DSL has details of children's social workers and relevant virtual school heads.

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

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

As part of their role, the designated teacher will:

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

13. Complaints and concerns about school safeguarding policies

13.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

13.2 Other complaints

All complaints will be handled in accordance with our *Complaints Policy*.

13.3 Whistleblowing

If staff are concerned about the school's practice in relation to safeguarding, they should refer to the school's *Whistleblowing Policy*.

14. 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. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Concerns and referrals will be kept in a separate digital child protection file for each child.

Any non-confidential records will be readily 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 (until a child is 25 years of age) after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the *Independent Inquiry into Child Sexual Abuse (IICSA)*, for the term of the inquiry.

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.

- Our records are electronic and are held within CPOMS.
- If a historical paper record is existence the child protection documents are retained in a child protection file, separate from the child/young person's curriculum file. Such files are kept securely. These records will be transferred to any school or setting the child/young person moves to.
- 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.

15. Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training, and curriculum planning
- be in line with advice from the external safeguarding partners (e.g. Sheffield Safeguarding Partnership, etc.)
- have regard to the *Teachers' Standards* to support the expectation that all teachers:
 - manage behaviour effectively to ensure a good and safe environment
 - have a clear understanding of the needs of all pupils.

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

Staff will also receive regular safeguarding and child protection updates, including on online safety and filtering and monitoring practice as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through an agreed contract will also receive safeguarding training. The DSL will ensure that they are clear about the vision, direction, policies and procedures which support the keeping children safe agenda.

Volunteers will receive appropriate training, when applicable.

15.2 DSL, DDSL and key leadership staff

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

will also undertake Prevent awareness training. Training will be in line with the requirements of the Sheffield Children's Safeguarding Partnership.

15.3 Governors

All governors receive appropriate safeguarding and child protection training at induction and then at regular intervals. Training will ensure that they have the knowledge and information needed to perform their functions, understand their responsibilities and ensure that all safeguarding policies and procedures are effective.

15.4 Safer Recruitment

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of *Keeping Children Safe in Education*, and will be in line with local safeguarding procedures.

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- our school's commitment to safeguarding and promoting the welfare of children
- that safeguarding checks will be undertaken
- the safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- whether or not the role is exempt from the *Rehabilitation of Offenders Act 1974* and the amendments to the *Exceptions Order 1975, 2013* and *2020*. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.

Application forms

Our application forms will:

- include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- include a copy of, or link to, our *Child Protection and Safeguarding Policy* and our policy on the employment of ex-offenders.

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- consider any inconsistencies and look for gaps in employment and reasons given for them

- incorporate an online search on publicly available social media platforms, blogs or professional networks
- explore all potential concerns.

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - if they have a criminal history
 - whether they are included on the barred list
 - whether they are prohibited from teaching
 - information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - any relevant overseas information
 - sign a declaration confirming the information they have provided is true.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- not accept open references
- liaise directly with referees and verify any information contained within references with the referees
- ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher as accurate in respect to disciplinary investigations
- obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- seek telephone verification, where necessary
- secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- resolve any concerns before any appointment is confirmed.

Interview and selection

When interviewing candidates, we will:

- probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- explore any potential areas of concern to determine the candidate's suitability to work with children
- record all information considered and decisions made.

Pre-appointment vetting checks

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

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- verify their identity
- obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- 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. Where available, these will include:
 - for all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - for teaching positions: obtain a letter of professional standing from the professional regulating authority in the country where the applicant has worked
 - seek background check certificates or police clearance documents from the candidates
 - 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

* Management positions are most likely to include, but are not limited to, headteachers and deputy/assistant headteachers.

In addition, as part of the shortlisting process the school may consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the interview panel might want to explore with the applicant at interview.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the *2018 Childcare Disqualification Regulations and Childcare Act 2006*. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

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

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- there are concerns about an existing member of staff's suitability to work with children; or
- an individual moves from a post that is not regulated activity to one that is; or
- there has been a break in service of 12 weeks or more.

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
- we believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [*Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009*](#); or
- we believe 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 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.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the *2018 Childcare Disqualification Regulations and Childcare Act 2006*. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Staff who work on a one-to-one basis with children (music peripatetic staff) will be subject to the lone working policy and receive additional training.

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.

In both cases, this includes checks to ensure that individuals are not disqualified under the *2018 Childcare Disqualification Regulations and Childcare Act 2006*.

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
- ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the *2018 Childcare Disqualification Regulations and Childcare Act 2006*. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All governors 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.

All governors will also have a Section 128 check (as a Section 128 direction disqualifies an individual from being a school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil. 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.

15.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16. 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.
- We support a "Team around the Child" approach and acting in the best interest of the child, will share information on a needs basis.
- The *Data Protection Act (DPA) 2018* and *UK GDPR* do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the *DPA 2018* contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- 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 14, and allegations of abuse against staff.

17. Monitoring arrangements

This policy will be reviewed **annually** by the Headteacher. In addition, this policy will be reviewed annually by the Governors.

18. Links with other policies

This policy links to the following policies and procedures:

- *Behaviour Policy*
- *Staff Code of Conduct*
- *Complaints Policy*
- *Health and Safety Policy*
- *Attendance Policy*
- *Online Safety Policy*
- *Equality Objectives and Plan*
- Relationships and sex education
- First aid
- *Looked After Children Policy*
- *Data Protection Policy and Privacy Notices*
- *Whistleblowing Policy*
- *Anti-Bullying Policy*