



High Storrs School

CHILD PROTECTION AND SAFEGUARDING POLICY

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By: Ben Lacey

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Minor Amendments:

Child protection and safeguarding policy

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POLICY STATEMENT AND PRINCIPLES

This policy is one of a series in the school's integrated safeguarding portfolio. These include:

- Allegations of Abuse Policy
- Anti-Bullying Policy
- Central Record of Recruitment and Vetting Checks (SCR)
- Challenging Intruders Policy
- Code of Conduct for Students Policy
- Child Protection and Safeguarding Policy
- Code of Conduct for High Storrs School Employees Policy
- Critical Incident Procedure Policy
- Drugs Policy
- Educational Visits Policy
- Equality Statement and Equality Action Plan
- Exclusion from School Policy
- Fire Procedures Policy
- IT Acceptable Use Policy
- Online Safety Policy
- Retention and Destruction Policy
- Safer Recruitment Policy
- Sex Education and Relationships Policy
- Visitors Policy

This policy is available:

- on the school website
- in the staff handbook

SAFEGUARDING PRINCIPLES

Our core safeguarding principles are:

- safeguarding is everyone's responsibility
- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- safeguarding practice is at its best when representatives of the whole-school community of pupils, parents, staff and governors are included in the practice, development and review of the policy

CHILD PROTECTION STATEMENT

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Sheffield's Local Safeguarding Children Board (LSCB).

POLICY PRINCIPLES

- The welfare of the child is paramount

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

POLICY AIMS

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

TERMINOLOGY

Safeguarding and promoting the welfare of children *refers to the process of protecting children from maltreatment, preventing the impairment of 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 *refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.*

Staff *refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.*

DSL *refers to the designated safeguarding lead at the school.*

Child *includes everyone under the age of 18.*

Parent *refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.*

LSCB *refers to the Local Safeguarding Children Board. We comply with the requirements and work in close partnership with the Sheffield LSCB.*

MAT *refers to multi-academy trust. We are part of Minerva Learning Trust, which is made up of a number of schools in the locality and many of our policies derive directly from the MAT.*

SAFEGUARDING LEGISLATION AND STATUORY GUIDANCE

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Working Together to Safeguarding Children (2018)
- Keeping Children Safe in Education (2018)
- What to do if you're worried a child is being abused (2015)
- Sexual Offences Act (2003)

Roles and responsibilities

KEY PERSONEL

Designated Safeguarding Lead (DSL) for child protection

Ben Lacey, Assistant Headteacher for Behaviour, Welfare and Safety

Email: blacey@highstorrs.sheffield.sch.uk

Deputy Designated Leads for child protection

Louise Hamnett, Assistant Headteacher for Inclusion and Learning Support

Email: lhamnett@highstorrs.sheffield.sch.uk

Tab Hussain, Learning Mentor

Email: thussain@highstorrs.sheffield.sch.uk

Safeguarding Team

Maddy Lomas (Student Support Assistant for Crucible House)

mlomas@highstorrs@sheffield.sch.uk

Abi Osbourne (Student Support Assistant for Lyceum House)

aosbourne@highstorrs.sheffield.sch.uk

Mandy Stephens (Student Support Assistant for Merlin House)

mstephens@highstorrs.sheffield.sch.uk

Jamilla Jilani (Student Support Assistant for Montgomery House)

jjilani@highstorrs.sheffield.sch.uk

Paul Waddingham, Learning Mentor

Email: pwaddingham@highstorrs.sheffield.sch.uk

Designated Teacher for Children Looked After (CLA)

Louise Hamnett, Assistant Headteacher

lhamnett@highstorrs.sheffield.sch.uk

Nominated child protection governors

Jon Whittle

Permala Sehmar

Headteacher

Claire Tasker

Minerva Learning Trust

Anne Quaile, Chief Executive Officer

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and are publicly available
- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of listening to children
- managing safeguarding referrals to children’s social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the “case manager” and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of Sheffield Safeguarding Children Board training courses and the latest local safeguarding arrangements
- transferring the child protection file to a child’s new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training

THE DEPUTY DESIGNATED SAFEGUARDING LEADS

The Deputy Designated Safeguarding Leads trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the Deputy DSLs carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, one of the Deputy DSLs will assume all of the functions above.

GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils’ behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school’s child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil’s safety and welfare to the DSL, or, if necessary directly to police or children’s social care

ABUSE OF POSITIONS OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

The school’s Code of Conduct for High Storrs School Employees Policy sets out our expectations of staff.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

CHILDREN MISSING EDUCATION

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, or mental health problems. The DSL works in liaison with the Assistant Headteacher responsible for monitoring attendance, to identify unauthorised absence and take appropriate action including notifying the local authority. This is particularly the case where children go missing on repeated occasions and/or are absent for significant periods of time. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. To support this, we have a form that parents must fill out prior to any planned absence for their child, which will be investigated where there are concerns around a child's safety.

WHISTLE BLOWING IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the

welfare of the child is paramount. The Minerva Learning Trust Whistleblowing Policy (available to all staff on the MLE) makes it clear that staff can raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher (or to the Designated Safeguarding Lead in their absence). Complaints about the Headteacher should be reported to the chair of governors, David Mowbray.

Staff should also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2018)* and in the school's Allegations of Abuse Policy. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

STAFF TRAINING

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's this policy and Code of Conduct for Staff Policy, reporting and recording arrangements, and details of the DSL team. All staff, including the DSL, Headteacher and governors will receive training that is regularly updated. All staff also receive safeguarding and child protection updates via email, e-bulletins (e.g. the Safeguarding Snippet on school bulletins), in pastoral briefings with Heads of House, and staff meetings throughout the year.

SAFER RECRUITMENT

Our school complies with the requirements of *Keeping Children Safe in Education (DfE 2018)* and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found on the school's MLE, or upon request.

At least one member of each recruitment panel will have attended safer recruitment training.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider (e.g. Hallam Teaching School Alliance), from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

VOLUNTEERS

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

CONTRACTORS

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not

be allowed to work unsupervised during the school day (between the hours of 8:25am and 3:10pm).

SITE SECURITY

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding regulations. Staff will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

EXTENDED SCHOOL AND OFF-SITE ACTIVITIES

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, this policy and its requirements apply. It is often the case that outside providers use the building and site for other activities (e.g. dance schools). In these cases, the names of those working with children is held on our Single Central Record and these are kept up to date between the Finance team (who coordinate lettings), and the person responsible for the maintenance of the SCR. Alternative Provision, which the school uses effectively for a number of students, is managed and quality-assured by Sheffield Local Authority. The school has written confirmation of the safeguarding procedures, which are in place with these Alternative Provision providers.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

STAFF/PUPIL ONLINE ACTIVITIES

The school provides advice to staff regarding their personal online activity. Online contact and electronic communication with pupils can be conducted via the school's email system, using staff email addresses. These communications must be conducted in a professional tone regarding school-related matters. Staff should not accept or request access to pupil's social media accounts (e.g. Instagram, FaceBook) and advice is given to staff to ensure their own online reputation is protected (e.g. by checking their privacy settings). Where staff are found to be in breach of this guidance and these rules, a proportionate response will follow. In some cases this may result in disciplinary action or a child protection investigation.

CHILD PROTECTION PROCEDURES

RECOGNISING ABUSE

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example allowing them to frequent a place that is known to pose a risk to children.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

BULLYING

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-

bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be found in the school's Anti-Bullying Policy on the school's MLE, website or available upon request.

TAKING ACTION

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a **Safeguarding Concern Report**.
- seek support for yourself if you are distressed.

IF YOU ARE CONCERNED ABOUT A CHILD'S WELFARE

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

It is important to remember that practitioners should trust their judgement and report a concern, even if the child says that they are OK.

If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

IF A PUPIL DISCLOSES TO YOU

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had

told me about this when it started' may be interpreted by the child to mean that they have done something wrong

- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **Safeguarding Concern Report** and hand it to the DSL as soon as possible
- seek support if they feel distressed.

NOTIFYING PARENTS

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the (Deputy) DSL or an appropriate member of the Safeguarding Team will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

CONFIDENTIALITY AND SHARING INFORMATION

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the (Deputy) DSL(s), Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that any member of staff can contact children's social care if they are concerned about a child. Staff are trained on how to do this.

Child protection information will be stored and handled in line with our Retention and Destruction Policy.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Welfare concern forms and other written information will be stored in a locked filing cabinet and any electronic information will be password protected and only made available to relevant individuals.

Safeguarding files and child protection information will be stored separately from the pupil's school file in a locked filing cabinet. The access to this cabinet is only held by the DSL and Deputy DSLs, and the Headteacher.

The DSL, Deputy DSL or Safeguarding Team will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may authorise sharing information *without* consent, and will record the reason for not obtaining consent (e.g. obtaining consent puts the child at greater risk of harm).

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request by contacting the school office.

REFERRAL TO CHILDREN'S SOCIAL CARE

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

REPORTING DIRECTLY TO CHILDREN'S PROTECTION AGENCIES

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

PEER ON PEER ABUSE

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them (through initiatives such as the *Healthy Minds* initiative).
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised through a Duties Rota, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2018)*.

SUPPORTING THOSE INVOLVED

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include mentoring with one of the school's Learning Mentors, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed. The school's House system is at the heart of how we respond to peer-on-peer abuse.

ONLINE SAFETY

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation. We have ensured that appropriate filters and monitoring systems are in place (via Smoothwall) to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online.

SEXTING

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to the Sheffield Safeguarding Hub (a multi-agency team with access to social care where appropriate) and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

SEXUAL EXPLOITATION OF CHILDREN

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

HONOUR-BASED VIOLENCE

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. Where a member of staff becomes aware that an act of FGM has taken place, they will personally report this matter directly to the police, normally with the support of the DSL. Where an act is suspected, this will be reported to the DSL via a Safeguarding Concern Report.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

RADICALISATION AND EXTREMISM

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Nationally, Islamic extremism continues to be the most widely publicised form but we are increasingly alert to the risk of radicalisation into white supremacy extremism (e.g. involvement or interest in banned groups such as National Front).

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf The school follows the LSCB guidance on this, and the DSL and Safeguarding Team will receive appropriate training in order to discharge our duty in this area, and ensure children are kept safe.

Where a child is identified as having radical or extreme political views, the school's initial intervention usually includes speaking to the student. A referral to the local Prevent coordinator may be made.

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances. A note will be made on the child's account, so that staff know who is responsible for that child.

RELATED SAFEGUARDING PORTFOLIO POLICIES

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

SPECIAL CIRCUMSTANCES

CHILDREN LOOKED AFTER (CLA)

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The Designated Teacher for Children Looked After (CLA) and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

CHILDREN STAYING WITH HOST FAMILIES

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements. The school follows the guidance in Annex E of *Keeping Children Safe in Education (2018)* to ensure that hosting arrangements are as safe as possible.

APPENDIX ONE

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which 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 (Munchausen's Syndrome by Proxy, or fabricated or induced illness as it is more commonly called).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, 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

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

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

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult

for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw.