



# Safeguarding and Child Protection Policy

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| DSL | Emma Calcutt  |
| DSD | Sam Herring<br>Katie Hall<br>Abby-Jo Stacey<br>Sarah Bustamante<br>Vikki Taylor |

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|-----------------------------|----------------|
| Date ratified               |                |
| Governors/Committee Meeting |                |
| Signature of Chair          | Dawn Bogunovic |
| Safeguarding Governor       | Dawn Bogunovic |
| Date for Review             |                |

| Version Number | Version Description   | Date of Revision |
|----------------|---|------------------|
| 1              | Original  | May 2015         |
| 2              | Statutory DfE Guidance updated, names updated, SSCB policies updated and contact numbers or local agencies  | September 2016   |
| 3              | Names updated, safeguarding team details added at the front of policy, contact numbers updated. SSCB policies updated and greater detail added to 3 main elements – prevent, protection and support. DfE guidance around Prevent Duty added to Appendix 1 | September 2017   |
| 4              | Early Years Statutory Guidance, Part 3 added  | October 2017     |
| 5              | Updated due to new DSL Oliver Mansbridge  | November 2017    |
| 6              | Updated to include: Early help, Online Safety replacing e-Safety, updated guidance on FGM, updated Sheffield Safeguarding Children Policies.  | March 2018       |
| 7              | DSLs and DSDs updated, change of governors, change of LADO, details around peer on peer abuse added to appendix 1   | September 2018   |
| 8              | DSDs updated, information about CCE (county lines) and contextual safeguarding added to appendices as well as KCSiE 2018 updates  | September 2019   |
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## **Safeguarding Team at Valley Park Community Primary School**

### **Headteachers: Sarah Bustamante and Katie Hall**

Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

### **Designated Safeguarding Lead: Emma Calcutt**

Senior member of staff responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies.

### **Designated Safeguarding Deputies: Katie Hall, Vikki Taylor, Sam Herring, Sarah Bustamante, Abby-Jo Stacey**

Deputise for safeguarding lead.

### **Online Safety Officer: Abby-Jo Stacey**

Develops and maintains an online safe culture within the school.

### **SENCO: Jess Stevenson and Hannah Morgan**

Provides advice and support to staff and other agencies working with pupils with special educational needs and their families.

### **Designated teacher for LAC: Sarah Bustamante**

Promotes the educational achievement of children who are 'looked after'.

### **Safeguarding Governor: Dawn Bogunovic**

Reviews the safeguarding policies and procedures and remedies any deficiencies or weakness in regard to child protection arrangements.

## **Safeguarding and Child Protection Policy Statement**

The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and guidance. The pupils' welfare is of paramount importance. Our school fully recognises the contribution it can make to protect and support children by fostering an honest, open, caring and supporting climate by:

### **Providing a safe learning environment that builds their confidence and self-esteem:**

- Where children's physical safety is protected.
- Where children can talk and are listened to.
- Where children do not experience bullying, harassment, racism or any other form of discrimination.
- Where children's medical and health needs are met.

### **Providing a positive and preventative curriculum that teaches and supports young children:**

- To make good choices about healthy, safe lifestyles.
- To ask for help if their health or well-being is threatened, including their emotional well-being.

### **Promoting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance by:**

- Encouraging children to know that their views count, to value each other's views and values and to talk about their feelings.
- Providing activities that involve turn taking, sharing and collaboration.
- Supporting children to understand their own and others' behaviour and its consequences and to learn to distinguish right from wrong.
- Providing activities that involve children in creating rules and codes of behaviour and developing understanding that the rules apply to everyone.
- Actively promoting a culture of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Promoting diverse attitudes and challenging stereotypes by providing resources and activities that reflect and value the diversity of children's experiences and challenge gender, cultural and racial stereotyping.

This policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils and has been prepared in compliance with, and with regard to:

- The Education Acts (2011)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 2004
- What to do if you're worried a Child is being Abused: Advice for practitioners DfE (March 2015)
- Working Together to Safeguard Children DfE (July 2018) – A guide to inter-agency working to safeguard and promote the welfare of children and Part 1
- Keeping Children Safe in Education (September 2018) and Part 1
- Disqualification under the Childcare Act 2006 (August 2018)

- Information Sharing: Advice for practitioners providing safeguarding services for children, young people, parents and carers DfE (2015)
- DBS Referrals Guidance (as may be amended from time to time)
- Inspecting safeguarding in early years, education and skills settings Ofsted (Published June 2015 – updated 10.10.18)
- Teacher misconduct: regulating the teaching profession (March 2014) and related guidance
- Use of Reasonable Force in Schools (2013)
- Information Commissioner’s Office Data Sharing Code of Practice (May 2011 – currently being updated due to Data Protection Act 2018)
- Preventing and Tackling Bullying (2014)
- The Prevent Duty (2015)
- Part 3 of the statutory Guidance for Early Years (April 2017)
- Regulated Activity in relation to children: scope (2012)

There are 3 main elements to our Safeguarding and Child Protection Policy:

### **Prevention**

Creating a positive ethos and culture where teaching and pastoral support systems are in place and Safeguarding is seen as the responsibility of everyone.

We will ensure that all staff, pupils and volunteers and those who undertake work on our behalf, maintain a proper focus on safeguarding children and that this is reflected in both sound individual practice and our internal policies and guidance.

All staff, students and volunteers working with children must:

- Give highest priority to children’s welfare
- Ask or advice and support to act on safeguarding concerns and take appropriate action
- Access relevant, up-to-date safeguarding and child protection training
- Recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children
- Respond appropriately to disclosure of abuse by a child
- Respond appropriately to allegations against staff, other adults, and against themselves
- Follow whistle blowing procedures to respond to concerns about a potential wrongdoing in the setting
- Act appropriately and understand safe practice in carrying out their duties
- Be alert to the risks which abusers, or potential abusers, may pose
- Be aware of the importance of the role of early years services in promoting the welfare of children
- Contribute as necessary to all stages of the setting’s safeguarding and protection processes

### **Protection**

Following agreed procedures; ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

## **Support**

Support for students and school staff and children who may have been abused.

**This policy applies to teaching staff, support staff, volunteers and anyone else who is responsible for, or is in contact with, children in our school.**

## **School Commitment**

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include activities and opportunities for PSHE/Citizenship in the curriculum, which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff and governors have up to date and regular training on issues of safeguarding and child protection.
- Create a culture of safe recruitment which includes the adoption of recruitment procedures that help to deter, reject or identify people who may pose a risk to the safety of children and young people.

## **Framework**

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Valley Park Community Primary School and the local Safeguarding Children Board.

## **Effective Challenge and Escalation**

Our school understands that when working in the arena of safeguarding and child protection, it is inevitable that from time to time there will be professional disagreement between agencies. We will take any action necessary to resolve disagreements in a timely and constructive fashion that promotes the best outcomes for the children involved.

Where disagreements cannot be resolved between the practitioners involved, we will use the process of challenge and escalation as set out in the Sheffield Safeguarding Children Board Effective Challenge and Escalation Procedure and will seek advice from the Sheffield Safeguarding Children Advisory Service. See Appendix 3 for more details.

### **Definition of safeguarding**

Valley Park Community Primary School adopts the definition used in the Children Act 2004 and in 'Working Together to Safeguard Children' 2018. This can be summarised as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Safeguarding is more than protecting children from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of pupils and staff with medical or additional needs, first aid, educational visits, intimate care, internet and e-Safeguarding and school security.

Safeguarding involves a range of issues which can include:

- Bullying (including cyber-bullying and prejudice-based bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalisation or extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Domestic violence
- Issues specific to our local area and population e.g. anti-social behaviour, gang activity, youth violence
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage
- Peer on peer abuse
- Child Criminal Exploitation (CCE).

### **Supporting Children and Young People at Risk**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

Some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Children with behavioural difficulties, children with special educational needs and/or disabilities, children missing from education and children who are looked after are most

vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

This school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be read and used in conjunction with other related policies in school.

These include:

- Anti-bullying Policy
- Attendance Policy
- Consistent Behaviour Policy
- Positive Handling Policy
- Online Safety Policy
- Equalities Policy
- Whistle-blowing Policy
- Health and Safety Policy
- Trips and Visits Policy
- Intimate Care Policy
- Vulnerable Adults' Policy
- Visitors' Policy and Procedures
- Policies and Procedures produced by Sheffield Safeguarding Children Board

### **Training and Support**

Our school will ensure that the Headteachers, the DSL, the DSDs and the governing body attend training relevant to their role.

All staff will receive and be able to access Child Protection training relevant and appropriate to their role and as a minimum requirement attend compulsory induction training when joining the school and complete statutory basic training every 3 years. This will include training in procedures to follow, signs to note and appropriate record keeping.



All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately should an incident occur. All staff will be trained to recognise and respond to situations where a child may be considered to be at risk.

### **Professional Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Staff must make clear when talking to pupils that some issues relating to their safety cannot be kept confidential. All child protection/safeguarding issues should be dealt with in a confidential manner. The DSL and headteachers will decide which members of staff, if any, need to be informed of the case. The only purpose of confidentiality in this respect is to benefit the child.

### **Records and Monitoring**

Well kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. CPOMS must be used to record safeguarding concerns and to inform the safeguarding team.

### **Smoothwall**

Recent changes to government guidelines set out in September 2016 by the Department for Education, outlines that governing bodies and proprietors must now ensure they have appropriate filtering and monitoring in place, in order to fulfill their duty of care and safeguard students and staff against any online threats and harmful content. Valley Park uses the Smoothwall web filtering solution. It integrates easily, regardless of the environment, and has been developed to meet and exceed Ofsted requirements and Prevent Duty Legislation. With Real-Time content filtering, our solution focuses on web page content instead of URLs, allowing sites to be more accurately classified and filtered upon, without the need for overblocking. Furthermore, our BYOD support gives you the ability to secure and filter internet access across devices connected to your network, providing extended protection and peace of mind.

### **Recording Information**

When expressing a concern, or relaying an allegation, you must complete a timed, signed and dated report to pass on to the DSL or any member of the senior leadership team or log it onto CPOMS. Any issues that require an immediate response from the DSL or DSDs must be put in writing (on a Cause for Concern sheet) and placed in an envelope and given directly to the DSL or DSDs or the office staff. It must be clearly written on the envelope that this is for immediate response from the DSL or DSDs.

### **Attendance at Child Protection Conferences**

Our school will follow the recommendations for good practice from the local area Child Protection Committee with regards to attendance at Child Protection Conferences.

## Early Help

As part of the process in referring a family into additional services and Early Help referral can be made through the Early Help Assessment Part One form. The case will be discussed at a locality meeting and a number of professionals will be present to hear the case and decide upon the best route of support. Professionals from MAST, The Police, Health, Housing and representatives from other schools maybe present. Services such as prevention and intervention workers from MAST can be assigned as well as local services such as CandYP, an organisation that specialises in cases around domestic violence.

## The Family Common Assessment Form (FCAF)

This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral must be made by the DSL or DSDs. **This referral will be by telephone to the relevant team at Social Care followed by a MACf completed and sent – a copy will be held in school on CPOMS.**

## Safeguarding Child Protection Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document. One member of our senior leadership team is responsible for the implementation of appropriate procedures. This person also has deputies.

Our school (Headteachers/Governing Body) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

## Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Area Child Protection Committees' Procedures. Staff in schools are ideally placed to notice changes in children's behaviour or to observe injuries, both of which could be indicators of abuse. As trusted adults, children may tell you they are being abused. Sheffield LA has laid down guidelines to be followed in relation to child protection. It is important that we are all familiar with them and follow them rigorously.

## **Designated Safeguarding Lead**

Within each school in Sheffield there is a designated DSL. The DSL is responsible for the co-ordination of information on child protection within school and for liaison with external agencies. At Valley Park Community Primary School there are also five Designated Safeguarding Deputies.

Please contact the safeguarding team with any general or specific concerns relating to child protection issues.

## **Responding to Suspicion or Allegation of Abuse**

(Definitions of types of abuse and signs that may indicate a child is being abused are listed at the end of this document)

We have clear procedures to respond to two situations:

- Suspicion of abuse
- Allegation of abuse

In both situations it is vital to make a detailed record, including pupil name, form and any relevant dates and times, any other people who were present when the allegation was made, the actions taken by you, anything which you have been told and so on. The record should be factual, dated and should include the time at which it was written.

### **Suspicion of Abuse**

You may develop a concern that a pupil may be suffering, or is likely to suffer, harm. S/he may exhibit certain of the signs listed, or her/his behaviour may change with no satisfactory explanation. Share your concerns with a member of the safeguarding team, who will discuss with you the appropriate course of action.

### **Allegation of Abuse**

If a pupil tells you that s/he is suffering significant harm or his/her explanation of a physical injury is that it has been caused by someone else, this is an allegation of abuse. Any allegation will need to be investigated by the appropriate safeguarding authority and/or the Police.

#### **What to do:**

- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.

When talking with the child:

- Stay calm and reassuring
- Explain that you cannot promise to keep what the child tells you a secret
- Tell the child you might need to get someone else to help
- Allow the child time and space to talk

- Listen to, and take seriously, what the child tells you
- Tell them that whatever the circumstances, they are not to blame
- Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message
- Reassure the child that they have done the right thing in telling someone
- Ask the child if they have told anyone else
- Do not make any promises to the child
- Inform a member of the safeguarding team or the Headteachers
- Write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL for the Child Protection file.
- As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- **Confidentiality is vital.** The DSL and Head Teacher will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the whistle-blowing policy, contact the Local Authority Designated Officer (LADO) on 0114 2734850.

### **Procedures for DSL and safeguarding team**

#### **Where a member of staff relays a suspicion that a pupil may be at risk**

- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the pupil, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should be passed to the DSL for inclusion in the Child Protection file.

#### **If the child is already known to be on the register:**

If we know that the child is on the register, then we should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that we are aware that there is some basis to their concerns and that support is being offered to the child.

#### **If the child is not known to the register:**

We will use our professional judgement in deciding on a course of action. Depending on the nature of the concern we may:

- Decide to keep a watching brief
- Seek advice from Sheffield Safeguarding Hub (2734855) or Safeguarding Children advisors (2735655 or 2053714)
- We will keep a record of all contacts with external agencies.
- Whether or not we decide to make a referral, we will see the member of staff concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns.

## **When a pupil alleges abuse**

### **(Any allegation made will need to be investigated by one of the statutory agencies)**

If appropriate, ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of SLT.

In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the pupil. If there is any evidence of bruising then make a sketch jointly with the first aider, being specific about location and size. This can also be logged on a body chart on CPOMS. NB involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case.

A member of the safeguarding team will take responsibility for the referral.

Before referral, ensure that we have the following information:

- Details of the child- name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carer, if any
- Any background information
- Check the Child Protection register.  
If the child is known to the register, then the member of the safeguarding team will contact the appropriate key worker.
- If the child is not known to the register, a referral must be made to the Duty Social Worker of the Children and Families team of the division in which the child lives (Sheffield Safeguarding Hub 2734855). If in doubt about which is the correct division, phone Safeguarding Advice Line (2735655 or 2053714).

Following a referral, we will act on the advice of the Social Care Team.

If the safeguarding team is concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Advice Line and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

## **Procedures to follow if an allegation is made against a member of staff**

If an adult in school receives an allegation of harm by a member of staff towards a child or young person, the allegation:

- Must be reported immediately to the Headteachers
- If the allegation is against a Headteacher it must be reported immediately to the Chair of Governors
- Must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteachers
- Must be investigated under the procedures as set in the DfE statutory guidance 'Keeping children safe in education' September 2018
- All such allegations will be discussed immediately with the Safeguarding Sheffield Children

Advisory Service (2735655 or 2053714), who act on behalf of the Local Authority Designated Officer (LADO).

The employer and the LADO will plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, e.g. Police, HR, etc. The purpose of these procedures is to:

- Improve consistency of reporting and investigation across all agencies
- Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved
- Enable the Advisory Service to monitor allegations and determine if there are general issues to address

Valley Park School follows the statutory guidance as set out in 'Keeping children safe in education' September 2018.

**Summary of procedure if you have a safeguarding concern or you feel a pupil is at risk of harm from anybody**

- If you think a pupil is at risk of harm or an allegation/disclosure has been made, you must inform the DSL or DSDs immediately.
- If you think an adult may have harmed or be at risk of harming a child/pupil or an allegation/disclosure has been made, you must inform the DSL or DSDs immediately.
- If you think a member of staff may have harmed or be at risk of harming a child/pupil or an allegation/disclosure has been made you must inform the headteachers immediately.
- Record all concerns or disclosures on CPOMS even if you have informed the DSL or DSDs.
- Refer to the 'what to do' section above.

## Appendices

1. Types of abuse and neglect (Keeping Children Safe in Education, DfE 2018) – including details around CSE, FGM and peer on peer abuse
2. Main changes from Keeping Children Safe in Eductaion, DfE 2018 – including details about county lines and contextual safeguarding
3. CCE – Country Lines explained
4. Safer Recruitment at Valley Park Community Primary School (Keeping Children Safe in Education, DfE 2018)
5. Resolution of Practitioner Disagreements (SSCB Guidance)
6. List of policies and procedures or specific issues – produced by Sheffield Safeguarding Children Board
7. DfE Statutory Guidance:
  - a. 'Keeping children safe in education', 2018
  - b. 'Keeping children safe in education: information for all school and college staff', 2018
  - c. 'Working together to safeguard children', 2018

## Appendix 1

### Types of abuse and neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:** 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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:** 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:** 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.

**Further information on the Prevent Strategy (protecting children from the risk of radicalisation or extremist behaviour)**



From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('the CTSA 2015'), to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk assessment
- Working in partnership
- Staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary or schools and colleges to have distinct policies on implementing the Prevent Duty. The Prevent Duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to according to the Prevent Duty guidance 'have due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other actors relevant to how they carry out their usual functions.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism.

As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

School staff should understand when it is appropriate to make a referral Channel programme.

### **Further information on Child Sexual Exploitation, Female Genital Mutilation and peer on peer abuse**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Staff must report FGM to the DSL and the Police.

Peer on peer abuse: we recognise that children are capable of abusing their peers; children with intra-familial abuse in their histories, living with domestic abuse, LAC and children who have suffered bereavement feature as those who may abuse or have been abused by their peers but this can happen to any child. Peer on peer abuse is captured in four key definitions:

1. The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships.
2. The definition for child sexual exploitation (KCSE September 2018) captures young people aged under 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person.
3. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
4. Serious youth violence is defined with reference to offenses (as opposed to

relationships/contexts) and captures all those of the most serious in nature.

The term peer on peer abuse can refer to all of these definitions as well as cyber, racist, homophobic or gender related issues. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

We will:

- Apply the child protection procedures to both the victim and alleged abuser (under 18 years of age)
- Put the victim's welfare first if there is any conflict of interest
- Ensure all abusers are held accountable for their behaviours
- Ensure early referral and intervention
- Recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals is needed.

Further information on specific safeguarding issues can be found at:

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)

[www.gov.uk](http://www.gov.uk)

Specific issues that staff should be aware of are:

- Child sexual exploitation
- Bullying including cyber bullying
- Domestic violence
- Drugs and substance misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- NSPCC whistle blowing line <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

## **Appendix 2**

Main updates from the Keeping Children Safe in Education 2018 -  
including details about contextual safeguarding

### **Safeguarding Children with SEND**

In the last version of Keeping Children Safe in Education (2016) schools were told that they should take into account the safeguarding needs of children with SEN and Disabilities. This guidance goes a little bit further and underlines what that means. There's a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, maybe staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools are encouraged to make sure that children with SEN and disabilities have got a greater availability of mentoring and support. Whilst most schools do offer that, this guidance is very clear that should happen.

### **Online Safety**

For online safety, there is a recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

### **Contextual Safeguarding**

One concept that has been brought included in Keeping Children Safe in Education 2018 that wasn't there before is the research by Dr. Firmin at the University of Bedfordshire on safeguarding adolescents, particularly in their social settings beyond school. Her research is about informing policy and practise. The research shows how important it is that the assessments of children take into account all of their social sphere, not only that at school. More information can be found on the Contextual Safeguarding Network's website: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>.

### **Emergency Contacts for Children**

One aspect of safeguarding that was very clear in the consultation, was this idea that schools need to have more available emergency contacts for children. There have couple of serious events in the last 18 months, in which parents have died and their young children have been left with them. Keeping Children Safe in Education 2018 says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

## **Use of Reasonable Force**

Following the theme of looking after children with SEN and Disabilities, the use of reasonable force is emphasised in Keeping Children Safe in Education 2018, as something that we really need to be cautious about. There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, but this guidance, along with previous comments from Ofsted, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

## **Multi-Academy Trusts' Central SCR**

The guidance is now clear that Multi-Academy Trusts don't need to have separate Single Central Records for each school. MAT can keep the master SCR at their headquarters. However, the guidance says that it must be accessible on each school and that is probably going to be a technological challenge. It is likely therefore that individual schools will continue to look after their own SCR.

## **Volunteer Risk Assessments**

From Keeping Children Safe in Education 2018 schools will be required to complete a risk assessment for each volunteers to decide whether they need to do an enhanced DBS check or not. Remember, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check.

## **S128 Checks in Academies, Free Schools and Independent Schools**

The s128 checks that people have not been prohibited from the management of a school. In the past, the guidance simply said that this applied to people in management positions. Keeping Children Safe in Education 2018 now specifies what that means: governors/trustees, headteachers, members of the Senior Leadership Team and departmental heads. If someone has been prohibited from the management of schools, then this will appear on their DBS certificate.

## **Alternative Provisions**

Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. The new guidance says that schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

## **Proprietor-led Schools and DSLs**

In proprietor-led schools, which are often owned by one or two people, and without governors, this latest guidance makes it statutory to ensure that the person who is the Designated Safeguarding Lead is a 'suitable person'. This means that they are sufficiently independent from the family running the school to be able to deal with things that occur. It is suggested that in the written confirmation of the person's appointment as DSL, that

they will be required to talk to the Local Authority Designated Officer about any issue where they are concerned, particularly, but not solely, where there may be allegations against a member of the owner or their family. This enables there to a separation between the family running the school and the DSL. Consideration should also be given as to whether they should have access to an education lawyer or to another external company who the DSL can ask for advice.

### **Home-stays (Exchange Visits)**

If children are staying with parents from overseas as part of an exchange, the guidance is now very clear, they do need to have an enhanced DBS check. The DBS service will process these checks without payment because those parents are volunteers. If there are other people in the family aged over 16, then the school can decide whether they will do an enhanced DBS check for those 16 and 17 year olds who live in the house.

### **Peer on Peer Abuse**

A key theme in the guidance is around peer-on-peer abuse and, in particular, sexual violence and sexual harassment. Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies. The guidance is very clear that the schools approach to these issues must be in their policy. It state how the school deals with these particular issues, how the risk of peer-on-peer abuse is going to be minimised, how these incidents are recorded, investigated and dealt with, how the victims, and perpetrators, are to be supported. It is very clear that this abuse should always be treated seriously, and never just as banter or part of growing up. Staff need to understand what's meant by peer-on-peer abuse, and how the school is dealing with it.

### **Sexual Violence and Sexual Harassment**

The 'Sexual violence and sexual harassment between children in schools and colleges' guidance, which was published by the government in December 2017, has now been republished with a May 2018 date. A summary of the document has now been included in Keeping Children Safe in Education (2018) as Part 5, which gives it statutory status. Schools need to make sure that all their systems and policies, procedures, and training includes sexual violence and sexual harassment.

Further information can be found here: <http://www.safeguardingschools.co.uk/sexual-violence-sexual-harassment-children-schools-colleges-dfe-2017/>

### **Safeguarding Learning and Development for staff**

Induction training, must now include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy.

Keeping Children Safe in Education Part 1 has to be read by all members of the staff; and for everyone working directly with children, they also need to read Annex A.

## Appendix 3

### County Lines explained (CCE)

Child criminal exploitation: county lines criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>102</sup> should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

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

## Appendix 4

### Safer Recruitment at Valley Park Community Primary School

Valley Park Community Primary School creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose risk of harm to or abuse children.

Governors understand their responsibility to ensure safe recruitment checks are made.

Valley Park Community Primary School keeps an up to date Single Central Record (SCR). This includes the following information:

- All staff (including supply staff) who work in the school
- All others who work in regular contact with children in the school including volunteers
- Local Governing Body governors

All recruitment includes members of the senior team, staff or governors who have completed 'Safer Recruitment' training.

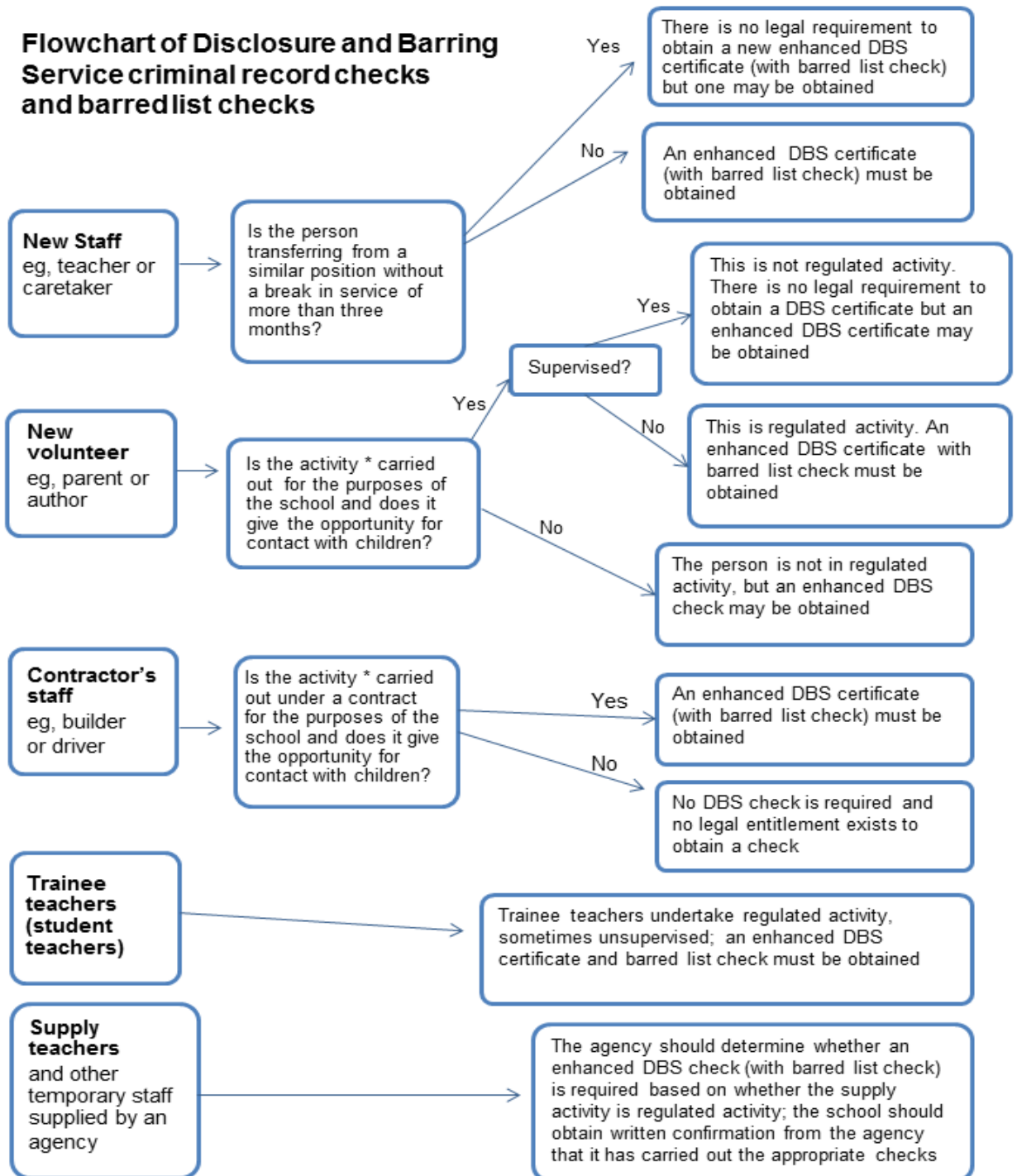
Recruitment checks are carried out in line with the statutory DfE guidance as set out in 'Keeping children safe in education' September 2018.

The following flow diagram summarises the required DBS and barred list checks for those working in schools and colleges.

Staff receive a comprehensive safeguarding induction from the DSL on appointment as part of their wider school induction as well as undertake basic/advanced safeguarding training as appropriate.



## Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



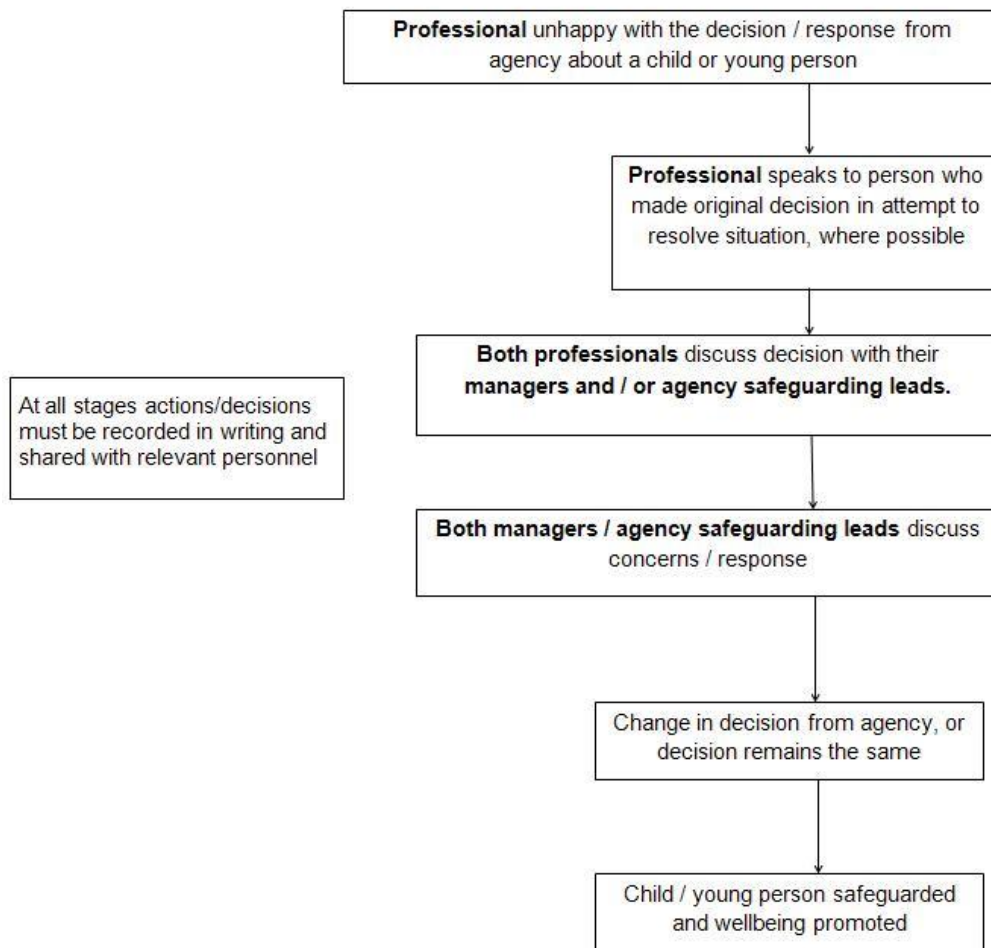
\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

## Appendix 5

### Resolution of Practitioner Disagreements

Staff at Valley Park Community Primary School will always work collaboratively with partner agencies to best meet the needs of children and their families. If in the rare occurrence that a professional disagreement occurs, guidance from SSCB will be sought. The following flow diagram summarises this process.

#### Resolving professional disagreement flow chart (a): Quick decision required



**This process does not have to be followed in full. Disagreements can be resolved at any stage**

## Appendix 6

### List of policies and procedures for specific issues produced by Sheffield Safeguarding Children Board

These are available on staff share and on the Sheffield Safeguarding Children Board website.

#### Policies, Procedures & Guidance 2019-20:

- [A Good Practice Guide to Safeguarding in Education, Sept 19](#)
- [Abuse & Neglect, Sept 19](#)
- [Abuse of Trust, Sept 19](#)
- [Adult Safeguarding, Sept 19](#)
- [Allegations of Abuse against Staff in Education Settings, Sept 19](#)
- [Alternative Education Provision, Sept 19](#)
- [Behaviour Guidelines, Sept 19](#)
- [Child Safeguarding File, Sept 19](#)
- [Child Sexual Exploitation, Sept 19](#)
- [Children Missing From Education, Sept 19](#)
- [Conferences, Plans and Core Groups, Sept 19](#)
- [Designated Safeguarding Lead & Deputy Role, Sept 19](#)
- [Domestic Abuse, Sept 19](#)
- [Educational Visits, Sept 19](#)
- [Female Genital Mutilation, Sept 19](#)
- [First Aid, Sept 19](#)
- [Governing Body Safeguarding Role, Sept 19](#)
- [How Education Settings Safeguard Children, Sept 19](#)
- [Information Sharing, Sept 19](#)
- [Medical Conditions & Support, Sept 19](#)
- [Mobile Devices, Sept 19](#)
- [New Staff, Governors & Volunteers, Sept 19](#)
- [One-to-One Working, Sept 19](#)
- [Online Safety, Sept 19](#)

- Parental Responsibility, Sept 19
- Peer Abuse, Sept 19
- Personal Care, Sept 19
- Photographs, Videos & other Images, Sept 19
- Preventing Extremism Radicalisation, Sept 19
- Private Fostering, Sept 19
- Pupil Transitions, Sept 19
- Reasonable Force, Sept 19
- Referring your safeguarding concerns, Sept 19
- Sexualised Behaviour, Sept 19
- Showers and Changing Rooms, Sept 19
- Special Education Needs and Disability, Sept 19
- Staff Safeguarding Supervision, Sept 19
- Training Pathway - Safeguarding, Sept 19
- Transgender Students, Sept 19
- Transporting Pupils, Sept 19
- Uncollected Children, Sept 19
- Under 5's in Schools, Sept 19
- Vetting, Barring and Recruitment, Sept 19
- Visiting Professionals, Sept 19
- Whistleblowing, Sept 19
- Work and Study Placements, Sept 19

## Appendix 7

### DfE Statutory Guidance

- a. Keeping children safe in education  
Statutory guidance for schools and colleges  
September 2018  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- b. Keeping children safe in education: information for all school and college staff  
Part 1  
September 2018  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- c. Working together to safeguard children  
July 2018  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- d. EYFS Statutory Framework 2017, Part 3  
April 2017  
[www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)