



Safeguarding

Publication Date: September 2020

Review Date: Summer Term 2021

Mylnhurst

Preparatory School & Nursery

ISA Co-Educational Day School : Ages 3-11
A Catholic Foundation Welcoming Families of All Faiths



Mission

To maximise the potential of our children through partnership
Within a challenging and supportive Christian community

Vision

A centre of educational excellence preparing children in a
Christian environment for life's opportunities

Signed on behalf of the Senior Leadership Team by	Signed on behalf of the Board of Directors by
	
Hannah Cunningham	Catherine Thompson
SLT – Designated Safeguarding Lead	Chair of Directors
Date: September 2020	Date September 2020

Safeguarding Children Policy
Mylnhurst Preparatory School & Nursery
September 2020

Designated Senior Persons (DSP's) Safeguarding Children Team at Mylnhurst include:

Headteacher: responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns. The Headteacher is also the designated person for Looked After Children (LAC) and Child sexual Exploitation (CSE).

Name: **Mrs Hannah Cunningham** Tel no: **0114 2361411**

Designated Safeguarding Lead (DSL): Responsible for dealing with safeguarding and child protection issues, providing advice, direction and support to other staff, liaising with the Local Authority, and working with other agencies. The DSL is also responsible for On-line Safety, Looked After Children (LAC) and Child Sexual Exploitation (CSE).

Name: **Mr Tom Newton (SLT)** Tel no: **0114 2361411**
(Senior Leadership/Compliance Officer/ Head of PE/ Teacher of Languages)

Designated Safeguarding Deputy (DSD) with designated responsibility for EYFS: Responsible for dealing with safeguarding and child protection issues, providing advice, direction and support to other staff, liaising with the Local Authority, and working with other agencies for the EYFS and in the absence of the DSL.

Name: **Mrs Karen White** Tel no: **0114 2361411**

The Mylnhurst Safeguarding Children Team also links in with the:

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

Name: **Mrs Catherine Thompson** Tel no: **0114 2361411**

Chair of Directors: takes the lead in dealing with allegations of abuse made against the Headteacher (and other members of staff when the Headteacher is not available), in liaison with the Local Authority; and on safer recruitment practices with the Headteacher.

Name: **Mrs Catherine Thompson** Tel no: **0114 2361411**

See also appendix E

Introduction

At Mylnhurst we all have a statutory duty to safeguard and promote the welfare of children, which complies with the Children's Act (1989) and DfE statutory guidance, '*Working together to safeguard children*' (2018) and '*Keeping Children Safe in Education*' (2020).

The health, safety and well-being of all our children are of paramount importance to all the adults who work within our school. Our children have the right to protection, regardless of age, sex, gender reassignment, race, religion or belief, sexual orientation or disability and they have a right to learn in an environment that is safe. Our staff expect respect and good behaviour so that all pupils can maximise their potential through partnership. Parents and carers have an important role in safeguarding and are encouraged to discuss any issues or concerns with an appropriate member of staff.

All staff will ensure that all necessary steps are taken to safeguard children whether it be a concern or a child who suffering or likely to suffer significant harm. This policy establishes the school's position, role and responsibilities and clarifies necessary actions when a safeguarding issue arises and/or child is in need of protection. It also highlights the importance placed by the school in the safeguarding of children. We recognise our responsibility to safeguard and promote the welfare of all children by protecting them from physical, sexual or emotional abuse, neglect, peer on peer abuse, bullying including cyberbullying, domestic violence and parental substance misuse, children missing in education, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), forced marriage, mental health, sexting, upskirting and recognising particular vulnerabilities of those with Special Educational Needs and/or disabilities (SEN/D). The school also recognises its responsibilities as outlined in The Prevent Duty Guidance for England & Wales (June 2015) (Prevent) to identify and prevent pupils at risk of radicalisation so that they are not drawn into extremism and terrorism and the need to keep children safe online.

This Policy complies with the procedures approved by The Sheffield Safeguarding Children Partnership (SSCP) which includes the three safeguarding Partners; namely the local authority (LA) Chief Officers of Police and Clinical Commissioning groups as well as the Department for Education (DFE), Statutory Guidance for Schools, (2014).

This policy is informed by and should be read in conjunction with the following statutory and non-statutory documentation: *Keeping Children Safe in Education (September 2020)(KCSIE)*; *Working Together to Safeguard Children (July 2018)(WT)*; *The Department for Education Statutory Guidance, (2014; Updated 2017): Prevent Duty Guidance: for England & Wales (March 2015; Updated April 2019) (Prevent)*; *The Use of Social Media for On-line Radicalisation (July 2015)*; *What to do if you are worried a child is being abused (March 2015)*; *Information Sharing (2018)*; *The Children Act (1989) (2004)*; *The Child Care Act (2006)(2016)*; *Education Act (2002)*; *Disqualification Under the Childcare Act 2006 (August 2018)*; *Early Years Foundation Stage Framework (2017)*; *Staffing and Employment Advices for Schools (2018)*; *The Education (Independent School Standards) (England) Regulations (2010) (2018)*; *Safeguarding Vulnerable Groups Act (2006)*; *The Teacher Standards (2011) and Sheffield Safeguarding Children Partnership Child Protection & Safeguarding Procedures (2018)*.

Hyperlinks are provided here:

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- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- <https://www.safeguardingsheffieldchildren.org/sscb/education/sheffield-education-settings>
- <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

This Policy applies to all children and staff within the school including those in the Early Years Foundation Stage (EYFS) and Mylnhurst Little Learners Parent and Toddler Group.

This policy is available on the school website; a hard copy will be provided on request from the school office along with the latest copy of KCSIE Part 1 (Sept 2020) including Annex A for school leaders and staff who work directly with children.

This policy and its procedures are reviewed and agreed annually by the Head Teacher and all members of the Board of Directors.

COVID-19 & Keeping Children Safe in Education 2020

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

COVID 19- Addendum

The school has a separated COVID-19 Safeguarding Addendum – which is publish on the school website and available on request.

Definition

Safeguarding and promoting the welfare of children is defined in ‘Keeping Children Safe in Education’ (2020) as

1.
 - protecting children from maltreatment
 - preventing impairment of children’s mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
2. Children includes everyone under the age of 18.

A child centered and coordinated approach to safeguarding (KCSIE, 2020).

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding children and young people and promoting their well-being is therefore more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.

Aims

This policy aims to ensure that the following arrangements are in place:

- All reasonable measures are taken to minimise the risks of harm to a child’s welfare.
- All appropriate actions are to be taken to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in partnership with the Local Safeguarding Children Board (LSCB), Sheffield Safeguarding Children Partnership (SSCP).
- All persons working, including temporary staff, supply staff, contractors, students and volunteers at Mylnhurst School are made aware of this policy.

Staff at the school, recognise that a child/children may be a victim of neglect and/or abuse (physical, sexual or emotional). Staff at the school, by virtue of their day to day contact and knowledge of the children, are well placed to identify such abuse and offer support to a child/children and families in need.

In order to safeguard all children at Mylnhurst all members of staff working with children are advised:

- To maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interest of the child.
- How to deal with concerns about a child
- To recognise and action any child who is in need of early help (Appendix B)
- To recognise if a child is suffering or likely to suffer significant harm and how to respond
- To recognise signs and symptoms of abuse and neglect (Appendix A) including for Domestic Violence, So called honour based violence including Female Genital Mutilation (FGM) and Forced Marriage, Serious Violence, Child Sexual Exploitation (CSE), Child Criminal Exploitation; County Lines (CCA), Bullying, Peer on Peer Abuse, Sexual Harrasment including Upskirting, Sexting, Homelessness,
- Sexting and Mental Health.
- To understand and implement Prevent Duty Guidance in terms of preventing Radicalisation, extremism and terrorism (Appendix C)
- To ensure that allegations of child neglect and abuse are not ignored and are clearly recorded. (Appendix D)
- To respond quickly and effectively to any disclosure given.
- To challenge inaction
- To work closely with parents/ carers and external agencies (SSCP & MAST).
- To create an atmosphere where all children will be listened to and where they can feel secure, valued and included.
- To use the curriculum to raise children’s awareness about how to make good choices for healthy and safe lifestyles including staying safe online.
- To make clear to children how to ask for help if their health or safety is threatened.
- To understand the processes for referral
- To recognise that any member of staff or parent can make a referral to the SSCP (Sheffield Safeguarding Hub) or Social Care.

Mylnhurst School will support all children and families by:

- Promoting a safe, caring and positive environment.
- Liaising and working in partnership with all other agencies involved in the safeguarding of children.
- Notifying social care services/ SSCP through the approved mechanism as soon as there is a concern.
- Provide continued support to a child and their family, about whom there have been concerns and who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the child’s new school.

All Matters relating to safeguarding are ***confidential***. The Headteacher and/or Designated Safeguard Lead/ Deputy (DSL/D) will only disclose information about a pupil to another member of staff on a need to know basis.

Concerns about a child

What staff should do if they have concerns about a child.

If staff members have any concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead (DSL) or Designated Safeguarding Deputy (DSD) to agree a course of action, although any staff member can make a

referral to Sheffield Safeguarding Hub and/or children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by Sheffield Safeguarding Children Partnership (SSCP).

If anyone other than the DSL/D makes the referral, they should inform the DSL/D as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should information not be forthcoming.

If, after a referral, the child's situation does not appear to be improving, the DSL/D (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate, the DSL/D should support the staff member in liaising with other agencies in arranging Early Help Assessment as appropriate. The case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation. If a child is suffering or likely to suffer significant harm, a referral should be made to children's social care and/or the police immediately in partnership with the DSL/D. However, anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

(Categories of concern – see Appendix A)

Members of staff or any school personnel are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the DSL/D, who will refer the matter to the appropriate agency.

To this end, staff and any school personnel will follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child is suffering or likely to suffer significant harm,
- If anyone observes injuries that appear to be non-accidental, or
- Where a child or young person makes a direct allegation or implies that they have been abused,
- Makes an allegation against a member of staff;

They must record what they have seen, heard, or know accurately at the time the event occurs, and share their concerns with the DSL/D (or Head Teacher if an allegation is about a member of staff) and agree the action to take. (see, Appendix A and KCSIE, 2020 inc annex A)

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher *must*, by law, report this to the police.

All members of staff and employees are made familiar with the procedures for keeping a confidential written record of any incidents, with support from the DSL/DSD.

Procedures and Responsibilities – any staff member

The procedural route will depend upon the urgency of the situation and whether it is merely a suspicion (concern) or a child is suffering or likely to suffer significant harm.

(Categories of concern – see Appendix A)

Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about ...?”
- Believe the child and reassure the child that they were right to talk to you.
- Record the facts and conversation in writing immediately on a school Incident Form & upload to the school’s Child Protection Online Management System (CPOMS) using the exact words spoken not implied. Sign and date the report (it may be required as evidence) and transfer it to the DSL/D.
- Report the suspicion to the DSL/D, the Head Teacher (for allegations against a member of staff) or Chair of Directors (for allegations against the Headteacher)

Disclosure

- Allow the child to talk – ask only open questions e.g. “Can you tell me more about ...” **Do not** press for detail, put forward your own ideas or use words that the child has not used.
- Stay calm and reassuring.
- Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
- Believe the child but do not apportion any blame to the perpetrator since it may be someone the child loves.
- Reassure the child that they were not to blame and they were right to talk to you.
- Ask the child if they have told anyone else.
- Keep an open mind.
- Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child) on an Incident Form and upload to the school’s Child protection Online Management System (CPOMS). Sign and date the report (it may be required as evidence) and give it to the DSL/D (see appendices E and KCSIE, 2020 inc Annex A).
- Establish details of full name, date of birth, address and names of parents/guardians.
- Report to the DSL/D.

If someone discloses that they are being abused, then upon receiving the information you should:

- React calmly.
- Reassure the child that they were right to tell and that they are not to blame and take what the child says seriously.
- Be careful not to be deemed as putting words into the child's mouth.
- Always try to use open ended questions.
- Do not promise confidentiality.
- Inform the child/young person what you will do next.
- Make a full and written record of what has been said as soon as possible and don't delay in passing on the information to the DSL/D & upload the record on the schools' CPOMS account. See the next section for further information & Appendix E.

The report should include: (see Appendix E)

- The child's known details including name, date of birth, address, GP, all other people in the household and contact numbers.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation, including dates, times, specific factors and any other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents including name, date and position held.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- The report should then be signed, named (printed), dated with details of the person's position within the establishment e.g. classroom assistant and uploaded to CPOMS.

Enquiries

Our Safeguarding team works closely with the SSCP and Sheffield Safeguarding Hub when investigating any allegations of abuse or neglect or any other disclosure that a child is suffering or likely to suffer significant harm or in need. If a practitioner has a concern about a child, the DSL/D can check if they are subject to a Child Protection Plan & Family Common Assessment Framework (FCAF) by telephoning the Sheffield Safeguarding Hub on:

0114 2734855 (9-5pm)

and the Multi-Agency Support Team (MAST) for updated contact details and further information about any other agencies who are working with the family.

0114 2037485 or email: childrenandfamilies@sheffield.gov.uk

If advised then the DSL/D must also ring the Sheffield Safeguarding Hub for Social Care (West) on:

0114 2506865

Emergencies – a child suffering or likely to suffer significant harm.

In some cases you may need to protect a child immediately – in these situations inform the DSL/D immediately; they will then contact the police, on 999

IMPORTANT: Parental consent is not required for the referral of children to statutory agencies.

The Police are the only agency with statutory powers for the immediate protection of children.

It is not the school's responsibility to decide whether abuse has taken place or not. However, it will pass on information to the appropriate authority immediately.

All parties involved handle such investigations in a sensitive manner with the interest of the child being of paramount importance.

Referrals to Social Care and MAST

Usually it will be the DSL/D who is required to make a referral. However, any member of staff can make a referral. If you are required to make a referral for a child in need the Sheffield Safeguarding Hub should be contacted to determine what other agencies are working with the child and if a Multi Agency Confirmation Form (MACF) is in place or needs completing. If you are required to make a referral for a child need or for a child who may be suffering or likely to suffer significant harm: Sheffield Safeguarding Hub immediately on: 0114 273 4855 and give the social worker the following information:

- all of the individual's education and safeguarding information,
- call from a place where you will not be interrupted and confidentiality is maintained.

You will need to describe the incident or your concern and provide information about:

The child/young person:

- Name, address, date of birth
- Presentation, hygiene, home environment
- Academic ability and achievement
- Attendance, punctuality, how long on roll
- Behaviour, response to rules and boundaries
- Relationships, bullying, discrimination
- Child's view about their home life
- Health issues, learning difficulties/needs.

The family:

- Who has parental responsibility for the pupil
- Who does the pupils live with?
- If anyone involved has any special needs
- Who accompanies the pupil to school events
- Other significant friends or relatives
- Parenting concerns such as domestic abuse, mental health, substance misuse
- Mother's, father's, carer's care, safety, guidance, protection and emotional support
- Family history, functioning
- Environmental issues, housing, finance, unemployment, social and community integration.

Early Help:

- What support are you currently offering?
- Have you tried other support and did it work?
- Other services involved with the child/family
- Previous education settings attended
- Previous/current MACF and/or any other assessment.

IMPORTANT: You will be asked to follow up your phone call in writing within 24 hours.

Children's Social Care must respond to your referral in writing within 72 hours, stating their actions.

They will:

- Decide if further assessment is required
- Collect and share information from all involved agencies
- Write to the referrer within 24 hours to inform them of action to be taken

If a safeguarding referral is made, a case conference is held within fifteen working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action.

Staff are expected to:

- Attend and participate in all case conferences and meetings held under the LA guidelines.
- Provide a written report to the conference.
- Discuss the contents of the report with the child and family wherever possible.

If the family disagrees with any of the content, the different views can be recorded in the report.

The report template is available on SSCP website in the 'Schools and education settings' toolkit.

The completed and typed report and 8 further copies must be submitted to the Safeguarding Children Service, at least 2 days before the conference.

Record Keeping & Information Sharing

All confidential safeguarding records are kept in a secure place agreed by the Head Teacher and DSL and on the schools CPOMS account. All relevant data and personal information is stored and shared in line with the Data Protection Act 2018 and GDPR.

Parents and Pupils are not allowed to access these records.

All confidential safeguarding records are retained whilst the pupil remains at the school.

If a child has a Child Protection Plan and leaves the school then

- The Children's Social Care Key Worker must be informed immediately by phone
- The new school should also be informed immediately by phone
- Child Protection Records must be passed to the receiving school to the appropriate DSL under confidential cover and receipt of delivery obtained and retained.

If a child does not have a Child Protection Plan and leaves the school, the DSL/D must make a judgement about what information is passed onto the new school. In some cases a summary of the child protection concerns will need to be passed on. This will enable the new school to be in a better position to safeguard the child.

Allegations Concerning Teachers, other staff and volunteers

For any safeguarding concerns or allegation against a member of staff (including supply staff and volunteers) posing a risk of harm to children the following procedure will be undertaken. (This will follow guidance from KCSIE, (2020) including Part 4, where a concern includes an allegation that might meet the harm threshold.

This guidance will be followed where it is alleged that any member of staff including supply staff and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The process for dealing with allegations.

Allegations of abuse against any member of staff, supply staff, contractors, visitors, volunteers or the DSL should be reported immediately to the Head Teacher, the DSL should also be contacted (unless they are the object of the allegation). All unnecessary delays should be eradicated and the Local Authority Designated Officer (LADO) must be contacted immediately and within one working day. Tel: 0114 2754850. The school will not undertake their own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations.

In the event of the absence of the Head Teacher the allegation should be passed to Mr Tom Newton, DSL who will contact the LADO. The Head Teacher will be kept informed by the DSL of any action taken.

If there is an allegation made against the Head Teacher, the person receiving the disclosure must notify The Chair of Directors, Mrs Catherine Thompson, immediately and without notifying the Head Teacher first who will contact the LADO immediately.

Any allegation, unfounded or not is strictly confidential.

For further information and guidance about allegations against teachers, staff and volunteers see KCSIE, 2020, including Annex A.

Promotion of Welfare

The ethos of our school is to promote social and moral wellbeing, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. SAll children are taught through the curriculum and PSHE how to stay safe, based on a wide view of what

may happen to pupils, not only in schools but also beyond it. This includes staying safe online and the dangers of cyber-bullying and sexting. All pupils take part in a variety of charitable activities. This is seen as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general good.

Uncollected Children

If a child is not collected from school within 30 minutes of the Nursery session finish time or 30 minutes of Mylnhurst Children's Club Closing the following procedures will be followed to safeguard both the child and the members of staff responsible.

- Reasonable attempts will be made to contact:
 - Mothers, fathers and carers at home or at work
 - Other adults authorised to collect the child from the setting
- The child will not leave the premises with anyone other than mothers, fathers or nominated carers
- The member of staff responsible must inform the DSL or Deputy DSL immediately
- If no-one can be contacted to collect the child after one hour of the session finish time, the relevant Children's Social Care Area Team or Police will be contacted
- The child will stay at the school in the care of two DBS checked staff members until safely collected either by the mother, father, a nominated carer, social worker or police officer
- If necessary Children's Social Care will assess the child's situation and find appropriate and safe alternative accommodation if needed
- Under no circumstances should staff attempt to look for the mother, father or carer
- Staff should never take the child or vulnerable young person home with them
- A full written report of the incident and outcome must be recorded in the child or vulnerable young person's safeguarding file.

Important: If the uncollected child is under 5 years old and has been referred to Children's Social Care, Ofsted must be informed on 0300 123 1231 which complies with the EYFS Framework (2014)

Corporal Punishment

Corporal punishment is illegal in all schools. Mylnhurst Preparatory School and Nursery and all staff firmly reject the threat of and the use of corporal punishment.

Use of Reasonable Force

All staff (and volunteers or mothers/fathers accompanying pupils on an education trip, if authorised by the Head Teacher) have a legal power to use reasonable force.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not. They should avoid causing injury, pain or humiliation, wherever possible.

The school does not require parental consent to use reasonable force on a child.

Reasonable force can be used to prevent children/ young people from hurting themselves or others, from damaging property or causing disorder, e.g.:

- Removing disruptive children/young people if they have refused an instruction to leave class
- Preventing children/young people from:
 - Disrupting an event, trip or visit
 - Leaving the classroom where this would risk their safety or disrupt others
 - Attacking someone
- Restraining a child/young person at risk of harming themselves through physical outbursts
- Stopping a fight.

The Board of Directors should ensure that staff, volunteers, mothers, fathers and children understand the school's behaviour policy, including the use of reasonable force, and make appropriate adjustments for pupils with disability or special education needs.

On very rare occasions physical restraint may need to be used if there is a possibility that a child may be about to cause harm to him/herself or to another.

- School staff have a legal power to use force, and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

The school will always record physical interventions used for a child and inform parents or carers on the same day if practicable. The procedure is also in line with the EYFS Framework (2014).

Opportunities to teach safeguarding

The school will ensure that all children are taught about safeguarding as a part of a broad and balanced curriculum which includes including online safety and relationships education and health education (RSHE).

Online Safety (Staying Safe On line)

The school has a separate policy for Online Safety which details the education and training that is offered to pupils, parents and staff including a progressive and age appropriate curriculum to help everybody within the school community stay safe on line. Furthermore, KCSiE (2020) Annex C is made available to support keeping children safe online when they are learning from home. Mr T. Newton is the designated coordinator for Online Safety.

Peer on Peer Abuse

All staff should recognise that children are capable of abusing other children.. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; uupskirting, sexting and initiation/hazing type violence and rituals (See Appendix A).

Bullying, sexual violence harassment and sexual harassment, sexting, victimisation and discrimination is unacceptable and must not be dismissed as ‘banter’, such behaviours will not be tolerated by the school. All pupils and their parents are treated fairly and with consideration and they are expected to reciprocate towards each other, the staff and the school.

Children or young people who harm others are likely to have additional or complex needs e.g. significant disruption in their own lives; exposure to domestic abuse, witnessing or suffering abuse, be educational under-achievers and may be involved in other types of crime. Harm caused by children and young people to others can sometimes be significant, long lasting and traumatic. The school, in partnership with other agencies, is committed to supporting any victims of any type of peer on peer abuse.

If you feel a child or young person has or is suffering or likely to suffer significant harm, refer to the DSL/D immediately and they will decide the agencies to be contacted i.e. Police and/or Social Care immediately.

The school will record all allegations of peer on peer abuse in line with Procedures and Responsibilities for any staff member from Page 7 (onwards) of this policy with the added guidance that staff must not view or forward illegal images of a child. On this point, the school will follow DfE guidance on Searching, Screening and Confiscation and the UKCCIS sexting advice.

Please see appendix A for further definitions and the schools response to peer on peer abuse.

Bullying including Cyberbullying

Bullying and abuse are behaviours by an individual or group, intending to physically, sexually or emotionally hurt others. They are often motivated by perceived differences and prejudice against particular groups, e.g. on grounds of race, religion, gender, sexual orientation, or other differences. Bullying and abuse can take many forms but usually results in isolation, intimidation or violence to the victim.

Cyber-bullying happens ‘online’ through information technology with a widespread audience and numerous devices to communicate through. This form of bullying can occur in or outside school and at any time.

Bullying, harassment, sexting, victimisation and discrimination is unacceptable and must not be dismissed as ‘banter’, such behaviours will not be tolerated by the school. All pupils and their parents are treated fairly and with consideration and they are expected to reciprocate towards each other, the staff and the school. Any kind of bullying and peer on peer abuse is unacceptable.

A bullying incident will be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ (Children Act 1989). Where this is the case, the DSL/D will report these concerns to Sheffield Safeguarding Children Hub at SSCP.

For further information please consult the schools Anti Bullying Policy.

Staff Code of Conduct

The school has a Staff Behaviour Policy (Code of Conduct) which details clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or allegations of harm to a

pupil. This Policy forms part of the induction process for newly appointed members of staff and volunteers.

Equality

Our School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. Staff aim to create a friendly, caring and perceptive environment in which every individual is valued and respect for other people is encouraged. Staff endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. The school has a separate Equality Policy which pays particular regard to the protected characteristics as set out in the Equality Act (2010).

Changing Children Including EYFS, Sports and Other activities

Children changing for sports or other activities should be supervised at all times by the same sex adult.

Staff should where possible should avoid 1:1 situations. However, the nature of their work may not permit this so they should follow the guidance set out in the Staff Code of Conduct.

The use of mobile phones is strictly forbidden in all changing rooms and on poolside.

In the EYFS toileting, showering and changing of children, if required, will be carried out by two members of staff and only with the express permission of the child's parents or carers. Please see EYFS Toileting Policy & Procedure for further details.

Electronic media and mobile phones including photos, videos and other images

The use of mobile phones is strictly prohibited in the school except for the staff room and other areas where access to children is prohibited. Staff must not give out their personal mobile numbers to parents and/or children and must not engage in inappropriate electronic communication with pupils and/or parents.

Staff must only use equipment provided by the school for the recording and storing images of children. Staff must not use their own personal devices.

Mylnhurst Preparatory School will obtain informed written consent from all parents or carers of the children appearing in any photograph, video, DVD or web cam image before it is created.

No images of a looked after child should be created or used without prior consent from Children's Social Care.

Conveying pupils by car or mini bus

Staff will be permitted to transport children in their personal vehicles providing parental permission has been obtained and appropriate insurance documents have been received by the Head Teacher or DSL. Under no circumstances should staff transport a child on a 1:1 basis; a minimum of two adults should be present for every single journey when conveying children by car or mini bus. Please see the school's Mini Bus Driver's Policy for further information.

Contractors

Contractors where possible will provide identification and a DBS certificate.

Contractors must avoid any unsupervised individual contact with pupils.

Whistle Blowing Procedures

The school has a separate policy for whistle blowing where all staff, parents and volunteers are encouraged to challenge and expose any information that is deemed illegal, dishonest, or not correct within the school which is either private or public.

Induction & Training

Newly appointed members of staff including temporary staff, students on work placements, contractors and volunteers are made aware of the arrangements for safeguarding and child protection as a part of their induction which includes:

- The school's Safeguarding and Child Protection Policy
- Staff Behaviour Policy (Code of Conduct) including whistleblowing procedures
- Identity and Role of the DSL & DSD's
- A current copy of KCSIE (part 1) (2020) inc Annex A
- School Behaviour Policy
- Children Missing Education Policy including the safeguarding response to children who go missing from education;
- Online Safety Policy

EYFS Staff will also receive as a part of their induction:

- help in understanding roles and responsibilities;
- information about emergency evacuation procedures;
- health and safety issues.

All members of staff are required to attend regular safeguarding update training as a part of their continuous professional development.

All members of staff and volunteers are required to receive Accredited Basic Safeguarding Children Training, which is updated every three years and includes *Prevent* awareness training.

All members of staff are asked to fully understand KCSIE (2020) Part 1 including Annex A and every subsequent update by the DfE. This information is disseminated electronically and a hard copy available on request. Staff are required to confirm this request in a confirmation of policies read document.

Designated Senior Persons responsible for Safeguarding (DSP's) will receive safeguarding training every year by SSCP. This will include Accredited Advanced Safeguarding Children Training, Multi-agency Working Protocols and SSCP's approach to the Prevent Duty, as well as any other Safeguarding INSET that is deemed relevant to their role such as online safety training.

Safeguarding training is also given to relevant Directors where deemed appropriate.

A record of training received by all staff, volunteers and Directors is held by Mr T Newton (DSL).

A Record of all DSPs and Directors for Mylnhurst Preparatory School along with any SSCP INSET received, is held on Schoolpoint 365 by SSCP.

Safer Recruitment - Recruitment, Selection and pre- employment vetting

Mylnhurst Preparatory School and Nursery follows the Government's recommendations for the safer recruitment and employment of all staff who work with children. At least one member of every selection panel will have successfully completed Accredited Safer Recruitment Training so that they can identify, deter, and reject people who might abuse children or young people or are otherwise unsuited to work with them. Safer recruitment forms part of the schools Recruitment Policy.

When appointing new staff Mylnhurst Preparatory School and Nursery will *:

- verify a candidate's identity, preferably from current photographic ID and proof of address
- verify professional qualifications.
- obtain a certificate for an enhanced Disclosure and Barring Service (DBS) check with barred list check where the person will be engaging in regulated activity *prior* to appointment.
- obtain a separate barred list check if an individual will start work before the DBS certificate is issued and ensure the employee has appropriate supervision whilst the process is completed via an agreed and regularly reviewed risk assessment.
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow the advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks considered appropriate.
- obtain previous employment history including a minimum of two references from recent/ current employment which are scrutinised and any concerns resolved.
- Obtain previous employment history and CV.
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
- obtain a Childcare Disqualification Declaration (CDD) (where relevant).
- if the candidate is to be appointed to a management and/or governance position then a Prohibition from Management (Section 128) check has been completed with either the DBS and/ or Teacher Regulation Agency (TRA).
- Conduct a European Economic Area (EEA) check for candidates from countries in the EEA who will be carrying out teaching work to determine whether they are subject to a sanction or restriction imposed by another EEA professional regulating authority for teachers.

* This information will then be recorded on the schools' Single Central Record (SCR); SCR Online Database.

The Single Central Register (SCR) is held by the Head Teacher and is available electronically and as a hard copy to staff with appropriate clearance to view the record.

Mylnhurst Preparatory School and Nursery retains an up to date **Single Central Record** which covers the following people:

- all staff (including sports coaches, peripatetic teachers and supply staff from a third party) who work at the school and are in regulated activity.
- all others who work regularly in the school including volunteers, students, contractors and the proprietor body who may have the ‘opportunity’ for contact with children but are not in regulated activity.

The information to be recorded on these individuals is whether or not the following pre appointment checks have been carried out, certification obtained and the date on which the checks were completed and received by the school:

A member of staff *may* commence employment at Mylnhurst, under supervision, provided a risk assessment, separate barred list check and all other checks deemed necessary have been completed by the Head Teacher, whilst awaiting the arrival of an Enhanced DBS certificate. This process is subject to stringent reviews and risk assessment; initially every two weeks.

Any staff from a third party (i.e. sports coaching staff) are required to provide a current DBS certificate with barred list check. This information is held in the single central register by the Head Teacher along with evidence that all other checks have been completed, including their identity in order that it is confirmed that it is the same person who is presenting for work.

Visiting guest speakers must be vetted for their suitability and be appropriately supervised whether invited by staff, parents or pupils.

Students on a teaching placement must also provide an enhanced DBS certificate from their educational establishment and evidence of their identity

School/ college students undertaking a short work experience placement are not required to be subject to a DBS check under 16 years of age but must be supervised at all times as they will be in non-regulated activity. However, the school may request an enhanced DBS check for students aged 16 and over if the school deems them to be in regulated activity.

Mylnhurst understands that it must report to the DBS, if a person, (whether employed, contracted, a volunteer or student) in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned and the DBS referral criteria are met. The school must also consider reporting any person dismissed by the school because of serious misconduct to the Teacher Regulation Agency (TRA).

Mylnhurst Preparatory School & Nursery understands that it is an offence to allow a barred person to work in regulated activity.

Early Years Foundation Stage (EYFS)

The designated practitioner for the EYFS, Mrs Karen White, has a duty to inform Ofsted within 14 days via the DBS of all allegations of serious harm or abuse by a person looking after, living with or working with children at the premises, and any action taken, within 14 days of allegation (failing to comply may be an offence).

Weaknesses & Deficiencies

If any weaknesses or deficiencies within our safeguarding procedures are identified then we will act immediately to remedy the situation. We are in regular contact with SSCP who provide training and advice on all matters relating to safeguarding and child protection.

Related Policies, Monitoring and Policy Review

This policy should be read in conjunction with other related whole school policies and more specifically Anti Bullying, Behaviour Management, Staff Behaviour, Drugs Education, Equal Opportunities, , Health, Safety & Welfare, Missing Child, First Aid & Medicines, Inclusion, Special Educational Needs (SEN), Education Visits, Mini Bus Drivers Policy, Online Safety, Record Keeping ,Sex Education and Photography and other digital media.

The schools policy and procedures for safeguarding are reviewed annually in the SSCP's Annual Report from Headteachers which is externally scrutinised with further needs and updates signposted by the SSCP.

The Board of Directors will review the safeguarding policies and procedures annually. This review will assess the efficiency in which these policies and procedures have been undertaken by the DSL, staff and volunteers.

This Policy has been verified for deficiencies and weaknesses on behalf of the staff by the Head Teacher and The Board of Directors.

Appendices

Appendix A

Definitions of Abuse & Neglect (KCSIE, 2020)

Indicators of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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. Sexual abuse can take place online,

and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

Peer on Peer Abuse

Children, particularly but not exclusively those living away from home, are also vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Whenever a child may have harmed another, all agencies must be aware of their responsibilities to both children, and multi-agency management of both cases must reflect this. Agencies should also be alert to the possibility that a child or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and professionals should also be alert to the fact that there is likely to be a risk to children other than the current victim. A significant proportion of sex offences are committed by teenagers although, on occasion, such offences are committed by younger children. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people, and should not develop high thresholds before taking action.

Work with children and young people who abuse others, including those who sexually abuse/offend, should recognise that such children are likely to have considerable needs themselves, and that they may pose a significant risk of harm to other children. Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development, and may have committed other offences. Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way that meets their needs as well as protecting others.

Three key principles should guide work with children and young people who abuse others and minimise further risk:

- There should be a co-ordinated multi-agency approach including youth justice (where appropriate), children's social care, education (including educational psychology) and health (including child and adolescent mental health) agencies and police;
- The needs of children and young people who abuse others should be considered separately from the needs of their victims; and

- A multi-agency assessment should be carried out in each case, appreciating that these children may have considerable unmet developmental needs, as well as specific needs arising from their behaviour.

In assessing a child or young person who abuses another, relevant considerations include:

- The nature and extent of the abusive behaviours. In respect of sexual abuse, there are sometimes perceived to be difficulties in distinguishing between normal childhood sexual development and experimentation, and sexually inappropriate or aggressive behaviour. Expert professional judgement may be required, within the context of knowledge about normal child sexuality.
- The context of abusive behaviours;
- The child's development, and family and social circumstances;
- Needs for services, specifically focusing on the child's harmful behaviour as well as other significant needs; and
- The risks to self and others, including other children in the household, extended family, school, peer group or wider social network. This risk is likely to be present unless the opportunity for further abuse is ended, the young person has acknowledged the abusive behaviour and accepted responsibility, and there is agreement by the young abuser and his/her family to work with relevant agencies to address the problem.

Decisions for local agencies (including the Crown Prosecution Service where relevant) according to the responsibilities of each include:

- The most appropriate course of action within the youth justice system, if the child is above the age of criminal responsibility;
- Whether the young person who perpetrated the abuse should be the subject of a child protection conference; and
- What plan of action should be put in place to address the needs of the young abuser, detailing the involvement of all relevant agencies.

A young abuser should be the subject of a child protection conference if he or she is considered personally to be at risk of continuing significant harm. Where there is no reason to hold a child protection conference, there is likely to be a need for a multi-agency approach if the young abuser's needs are complex. Issues regarding suitable educational and accommodation arrangements often require skilled and careful consideration.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are

potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹¹² It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting.

Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should

never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in this policy and in KCSIE, 2020, Part one including Annex A.

If staff are in any doubt as to what to do they should speak to the DSL or DSD immediately.

Female Genital Mutilation (FGM)

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

FGM is illegal in the UK and mandatory reporting to the Police commenced in October 2015.

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

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development.

They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically

Indicators:

Staff may become aware of a pupil because:

- She appears anxious, depressed and withdrawn.
- Her educational performance, aspirations or motivation may decline.
- She absents herself from lessons, possibly spending prolonged periods in the bathroom.
- Her friends report their concerns.

Girls may be most at risk during the summer holiday, so staff may wish to pay particular attention in the summer term, and when girls return to school or college in the autumn.

Education settings can create an ‘open’ and supportive environment by:

- Circulating and displaying materials about FGM.
- Making a private telephone available for students to seek advice discreetly.
- Raising mandatory reporting duty and awareness of FGM among all staff, e.g. training, briefing sessions, guidance, etc.
- Ensuring that the safeguarding team is fully aware of the issues around FGM.
- Introducing FGM into the school curriculum within relevant classes, such as PSHE, Sex and Relationship Education (SRE), Science and Citizenship.

Actions:

- Talk about FGM professionally & sensitively.
- Explain that FGM is illegal in the UK and that they will be protected by the law
- If you are concerned that a pupil is at immediate risk of, or has undergone FGM, you must inform your DSL/D immediately.

The DSL/D must:

- Make an immediate referral into Children’s Social Care for further investigation alongside the Police and health services.
- Talk to the pupil about why they have made a referral (particularly if against their wishes).

Staff should not:

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability care etc.)
- Treat such concerns as a ‘domestic’ issue.
- Ignore what the pupil has told them or dismiss the need for immediate protection
- Decide that it is not their responsibility to follow up the allegation.
- Discuss their concerns with the student’s family or community, in advance of any enquiries by the police, adult or children’s social care.

Agencies will always work with parents and wider family on a voluntary basis to prevent the abuse, including community leaders and organisations.

In all situations the girl should be offered counselling and medical help, and assess other related females who may be at risk.

Honour Based Abuse including Forced Marriage

So-called 'honour-based Abuse' is a crime or incident, which has or may have been, committed to protect or defend the perceived honour of the family and/or community. Honour-based abuse can take many forms; it is used to control behaviour within families to protect perceived cultural and religious beliefs and/or honour. Examples may include murder, fear of or actual forced marriage, domestic abuse, sexual abuse, false imprisonment, threats to kill, assault, harassment and forced abortion. This list is not exhaustive. Women are predominantly (but not exclusively) the victims and the violence is often committed with a degree of collusion from family members and/or the community. Honour-based abuse is a crime and should be reported to the Police. If the person has needs for care and support, and is unable to protect themselves as a result, a safeguarding concern should be raised.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and

range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The sexual exploitation of children and young people under 18 involves situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child’s immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.”

The National Working Group for Sexually Exploited Children & Young People, 2008
Both girls and boys can be exploited.

Mylnhurst Preparatory School and Nursery will follow all policy and procedures set by SSCP in relation to any suspicion for any child within their care who may be the subject of sexual exploitation. Mr Thomas Newton assumes the lead role for CSE.

Children Missing from Education

A child or young person is considered to be missing from education if they are of compulsory school age (5-16) and:

- Are not on a school roll
- Are not being educated at home, privately or in alternative provision.
- Have been out of educational provision for a substantial period of time.

A child going missing from education is a potential indicator of abuse or neglect.

Staff should be alert to safeguarding concerns such as sexual exploitation, travelling to conflict zones, Female Genital Mutilation and forced marriage, to help prevent the risks of pupils going missing.

Some circumstances can leave children and young people at more risk of not receiving education, including:

- Young people involved in crime.
- Living in a women’s refuge or fleeing domestic abuse.
- Being part of a homeless family.
- Young runaways.
- Children and young people who are asylum seekers or whose family are refugees.
- Children and young people in new immigrant families, who may not have a fixed address.
- Teenage mothers.
- Children and young people who are permanently excluded from school.

Not attending school will potentially increase a pupil's exposure to crime, substance misuse, pregnancy and mental health problems. Guidance and Advice also identifies that in rare circumstances children missing out of education may be at risk in certain circumstances to radicalisation and extremism which are contrary to British Values.

'Children Missing from Education', Ofsted August 2010 (2015), recommends that all schools (including academies and the independent sector) should ensure that they:

- Keep travellers on role at their 'base school' (The Education (Pupil Registration) (England) Regulations 2006).
- Follow agreed procedures for exclusions.
- Maintain consistent communication with the Local Authority about pupil absence, exclusion and taking pupils off role.
- Have safeguarding policies and processes that give due weight to children and young people missing from education and their potential vulnerability.
- Are aware that advising students to stay at home without an official exclusion is unlawful and places the pupil at risk.

Mylnhurst Preparatory School and Nursery will follow all policy and procedures set by SSCP in relation to any suspicion for any child missing in education and have a statutory duty to inform the Local Authority, Children missing from Education Team (0114 2736462) immediately if they intend to remove a child from the admission register, if a child has been absent without permission for 10 days or more or if a child fails to attend school regularly.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Domestic violence and parent substance misuse

(Child Protection, Domestic Violence and Parental Substance Misuse: Family Experiences and Effective Practice - Executive Summary - 2008)

There is a considerable body of research which shows that children who grow up in families where there is domestic violence and/or parental alcohol or drug misuse are at increased risk of significant harm.

Unborn children may be vulnerable to direct harm through, for example, the impact of maternal alcohol or drug misuse or physical assaults directed at the pregnant woman's abdomen.

Children's vulnerability also stems from the impact of domestic violence or substance misuse on parenting capacity. Domestic violence and parental drug or alcohol misuse can result in parents having difficulty in organising their lives and meeting their own and their children's physical needs; shopping, cooking and cleaning may be neglected. Parents may experience difficulty in controlling their emotions and severe mood swings can frighten children and leave them feeling uncertain,

anxious and over vigilant. Domestic violence or parental substance misuse may also affect the parent-child relationship; roles are reversed as children assume the physical and emotional care of their parent and younger siblings.

All aspects of children's lives are vulnerable. Their health and development may be negatively affected as parents' capacity to meet basic needs is impaired. This is frequently exacerbated as domestic violence and parental substance misuse frequently impact on family functioning, housing, income and social integration

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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

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 Mechanism¹⁵ 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; and
 - 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

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Appendix B – Early Help

What school staff should look out for:

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking or exploitation.
- is at risk of being radicalised or exploited.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- is a privately fostered child.

Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children (WT, 2018)

Appendix C – Prevent - Preventing Extremism and Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremism. These ideas can include violent far right views, animal rights activism, and religious fundamentalism.

They may also be about opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Protecting students from the risk of radicalisation is similar to protecting them from harm and abuse.

‘Prevent’ duty:

From 2011 School had a duty to adhere to the Prevent requirements, and from 1 July 2015 all schools must have “due regard” to the need to prevent people from being drawn into terrorism and other forms of extremism and to promote fundamental British values. This duty is expected to apply to sixth form colleges and FE colleges in the autumn.

The ‘Prevent’ duty does not stop pupils from debating controversial issues, or require staff to carry out unnecessary intrusion into family life.

Staff should always be alert to changes in pupil’s behaviour which could indicate that they may be in need of help or protection.

Factors that make a pupil vulnerable include:

- Pressure from peers, other people or the internet.
- Crime against them or their involvement in crime.
- Anti-social behaviour and bullying.
- Family tensions.
- Race or hate crime.
- Lack of self-esteem or identity.
- Personal or political grievances.

Schools should support students and staff by:

- Discussing & challenging these ideas with students through the curriculum, debates, etc.
- Ensure staff are aware of & use procedures for protecting and assessing students at risk.
- Build on local partnerships, policies & procedures of the Sheffield Safeguarding Children Board.
- Ensuring that the Designated Safeguarding Lead and Deputy (DSL/D) undertake ‘Prevent’ training (mandatory for DSL/D’s).
- Ensuring the DSL/D provides briefings, awareness, advice and support to staff.
- Ensure that students are safe from terrorist and extremist material when accessing the internet in their education setting.

Staff and volunteers in all agencies must make a referral to Children’s Social Care if they believe or suspect that a child is suffering or likely to suffer Significant Harm, including possible exposure to radicalisation and extremist views.

If a pupil might be at risk:

- You should inform your DSL/D immediately.

- The DSL/D will assess the needs of the pupil and their family through a Family Common Assessment (FCAF) if the concern is low level.
- The FCAF can then be used to request support through the Multi-Agency Support Teams (MAST) including access to the voluntary **Channel** programme.
- If the concern appears to be serious and/or immediate, the DSL/D will refer this immediately to Children's Social Care.
- If necessary, Children's Social Care and the Police will hold a 'Strategy Meeting' to discuss the concerns and involve other services as required.

Mylnhurst Preparatory School and Nursery will follow all policy and procedures set by SSCP in relation to any suspicion for any child within their care who they feel may come under the prevent duty.

Appendix D

WHAT TO DO IF YOU SUSPECT CHILD ABUSE

IF

- You suspect a child may have been abused.
- A child discloses abuse.
- A third party expresses concerns to you.

THEN you should OBSERVE and R E C O R D:

- R** Respond without showing signs of disquiet, anxiety or shock.
- E** Enquire casually about how an injury was sustained or why a child appears upset. (see example questions below).
- C** Confidentiality should not be promised to children or to adults.
- O** Observe carefully the behaviour or demeanour of the child, or the person expressing concern.
- R** Record in detail what you have seen and heard.
- D** Do not interrogate or enter into detailed investigations; rather encourage the child or person to say what he or she wants until enough information is gained to decide whether or not a referral is appropriate.

THEN REPORT to the Designated Senior Persons:

Examples of open questions:✓

- Can you tell me what happened?
- Where did it happen?
- Was anyone else there?
- Tell me about it in your own words.

Examples of leading questions: X

- Was it your Dad that hit you?
- Does your brother bully you?
- Did it happen at home?
- So that must've upset you?

These guidelines are intended as an important checklist. They do not replace the policy document, which must be read in full.

Behaviour guidelines for staff & volunteers

DO NOT:

- Use your position to gain access to any information for your own advantage or another persons' detriment.
- Intimidate, threaten, bully, coerce or undermine anyone.
- Use racist, sexist, homophobic or other language or behaviour that is derogatory or oppressive to others.
- Engage in any sexual activity (even consensual) with a student under 18 years or a 'vulnerable adult' who is attending your educational setting.
- Play games or have physical contact with a student that is inappropriate.
- Use disproportionate force when addressing pupil behaviour.
- Jump to any personal conclusions about staff, volunteers or pupil's behaviour.
- Investigate any allegations about the behaviour of staff and volunteers yourself.
- Make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with pupils.
- Create any personal relationship with a pupil where one does not already exist
- Give **any** personal details about yourself or others to a student unless you have agreed this with a senior member of staff.
- Be-friend or communicate with a pupil via personal internet accounts, social networking, apps or other electronic medium.
- Rely on your good name or reputation to protect you when you behave inappropriately - it may not be enough.

DO:

- Encourage discussion about safeguarding amongst staff, governors, pupils, mothers and fathers (or carers) and volunteers
- Report all health & safety issues without delay.
- Keep pupils safe and protect them from physical, sexual and emotional harm & neglect.
- Look after yourself.
- Treat **everyone** with respect.
- Be a positive role model and behave in a way that you wish others to follow.
- Work with another appropriate adult in all planned activities whenever possible.
- Risk-assess all situations when you are working alone with a pupil and make sure you are seen and/or heard by others.
- Respect peoples' right to personal privacy.
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like.
- Report and challenge all inappropriate and/or abusive activities, such as ridicule, threats, intimidation, bullying and discrimination.
- Familiarise yourself with all aspects of your settings' Code of Conduct.
- Report any gifts or money you are given as part of your role at work, and ensure they are not of significant value or intention.
- Give gifts (never money) to pupils **only** as part of an agreed reward system.
- Report all concerns and allegations of abuse to pupils or vulnerable adults, directly to your Designated Safeguarding Lead, Head Teacher or Senior Manager as appropriate.

Remember: someone may interpret your actions, however well intentioned. Ask yourself are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?

Name of Setting: Mylnhurst Preparatory School & Nursery

Academic year: 2020/21

We all have a statutory duty to “safeguard and promote the welfare of children”.

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

Some issues e.g. a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

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

The people you should talk to at this setting are:



Designated Safeguarding Lead (DSL)

Name: Tom Newton Role: **Senior Leadership Team/ Compliance Officer/Head of PE**

Their office is the PE office located under the bridge by the courtyard

Tel: 0114 2361411



Designated Safeguarding Deputy with Responsibility for the EYFS (DSD)

Name: Mrs Karen White Role: **DSD/ EYFS**

Tel: 0114 2361411

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity must be reported directly to the Headteacher or Senior Manager, unless it involves them and then it should be reported directly to the Chair of Directors (Mrs Catherine Thompson).

Useful Contacts

In school

Name	Role	Contact Details
Mrs Hannah Cunningham	Headteacher	Tel no: 0114 2361411
Mr Tom Newton	SLT/ Compliance Officer/DSL	Tel no: 0114 2361411
Mrs Karen White	DSD EYFS	Tel no: 0114 2361411
Mrs Catherine Thompson	Chair Board of Directors	Tel no: 0114 2361411

External Agencies

Sheffield Safeguarding Hub	0114 2734855
Sheffield Child Protection Enquiry Team:	0114 2734925 (9-5pm) 0114 2052672 (Out of Hours Team)
Children's Social Care Office (West) on:	0114 2506865
Multi Agency Support Team:	0114 2037485/ 2053158
Local Authority Designated Officer (LADO)	0114 2734850
Email: childrenandfamilies@sheffield.gov.uk	
Sheffield Police Public Protection Unit:	0114 220 20 20
Police non-emergency:	101
DfE – Prevent helpline:	020 73407264
Email: counter-extremism@education.gsi.gov.uk	
Childline (NSPCC):	0800 1111
NSPCC Whistleblowing Helpline Call	0800 028 0285
Email help@nspcc.org.uk	
Sheffield Sexual Exploitation Service:	0114 201864