



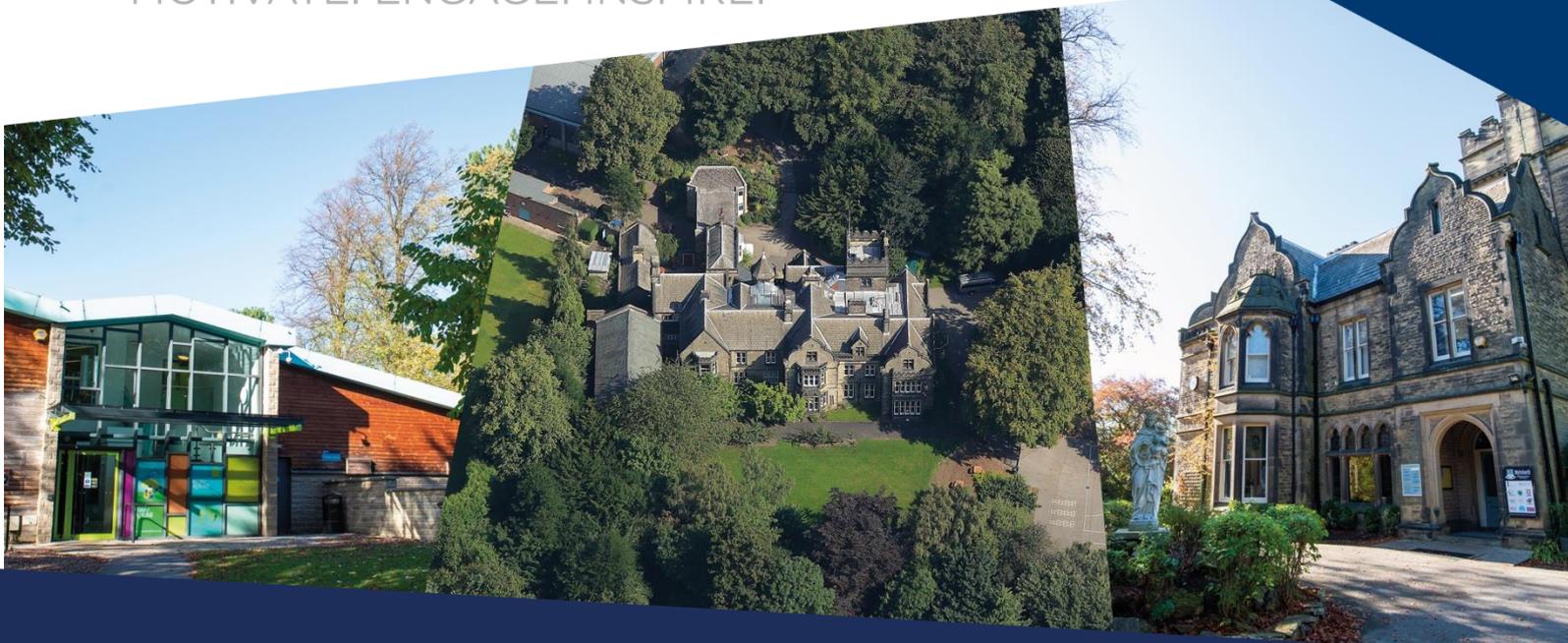
# Mylnhurst

Preparatory School and Nursery



Mylnhurst  
Campus Group

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Policy Document  
Mylnhurst School & EYFS

# Safeguarding and Child Protection Policy

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Approved by SLT

May 2021

Approved by  
Board of Directors

May 2021

*Safeguarding and Child Protection Policy*  
*Mylnhurst Preparatory School & Nursery*

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### 1. Aims of this Policy

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

### 2. Designated Senior Persons (DSPs) Safeguarding Children Team:

Name	Role	Responsibility	Contact
Hannah Cunningham	Headmistress	Designated Safeguarding Deputy (DSD)	0114 2361411 Ext. 203 headmistress@mylnhurst.co.uk
Tom Newton	SLT	Designated Safeguarding Lead (DSL) with responsibility for Online Safety	0114 2361411 Ext. 219 tnewton@mylnhurst.co.uk
Karen White	Teacher	Designated Safeguarding Deputy (DSD)	0114 2361411 kwhite@mylnhurst.co.uk
Catherine Thompson	Chair of the Board of Directors	Director with responsibility for safeguarding and child protection	0114 2361411 Ext. 205 cthompson@mylnhurst.co.uk
Heather Swift	Facilities Manager (MSEL, Camp Merlins and Water Merlins)	Designated Safeguarding Deputy (DSD)	0114 2361411 Ext. 233

### 3. Key external agencies, services and professionals’ contact details

Sheffield Safeguarding Hub	0114 2734855
Sheffield Child Protection Enquiry Team	0114 2734925 (9-5pm) 0114 2052672 (Out of hours)
Children’s Social Care Services Office (West)	0114 2734491
Multi Agency Support Team	0114 2037485
Local Authority Designated Officer (LADO)	0114 2734855 (Option 1) Email: LADO@sheffield.gov.uk
South Yorkshire Police Public Protection Unit	0114 220 20 20

Police non-emergency	101
DfE Counter Extremism Helpline (Prevent)	020 7340 7264 Email: <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
Childline (NSPCC)	0800 11 11
NSPCC Whistleblowing Advice Line	0800 028 0285 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Sheffield Sexual Exploitation Service	0114 2018649
Sheffield Children Safeguarding Partnership	0114 2734934 Email: <a href="mailto:child.protection@sheffield.gov.uk">child.protection@sheffield.gov.uk</a>
Sheffield City Council Pupil Admissions	0114 2735766 Email: <a href="mailto:ed-admissions@sheffield.gov.uk">ed-admissions@sheffield.gov.uk</a>
Ofsted	

#### 4. Key Definitions

##### Safeguarding

This is broader than child protection, and includes:

- Protecting children from maltreatment
- Preventing the impairment of children’s mental and physical 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

##### LADO

Local Authority Designated Officer(s) for Child Protection. Each Local Authority should have designated a particular officer, or team of officers, to be involved with the management and oversight of allegations against people that work with children. The term ‘LADO’ in this document is used for convenience to designate these local authority designated officer(s) or other appropriate first point of contact for child protection concerns, whatever terminology the local safeguarding partners may use

A full list of key terms is set out in Appendix 4.

#### 5. Introduction

1. Mylnhurst Preparatory School and Nursery (the School) is fully committed to the safeguarding and welfare of children, and expects all members of the School community to share this commitment. The School community forms part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone’s responsibility. To fulfil this responsibility effectively all professionals should adopt a child-centred approach, and consider, at all times, what is in the best interests of the child.
2. The Department for Education’s (DfE) statutory guidance ‘Keeping Children Safe in Education’ defines safeguarding and promoting the welfare of children as ‘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; and taking action to enable all children to have the best outcomes.’ Children includes everyone under the age of 18

3. Staff are advised to maintain an attitude of ‘It could happen here’ where safeguarding is concerned. If staff are concerned about the welfare of a child, they should always act in the best interests of the child. If staff are unsure about any aspect of safeguarding they should immediately speak to one of the Designated Safeguarding Leads (DSL), or a deputy DSL, without delay, and should not assume that a colleague will raise the matter and share information that may keep a child safe. Details of the School’s DSL and deputy DSLs are set out in the grid on page 2.
4. This is a whole school Policy which applies from the Early Years Foundation Stage (EYFS) to Prep 6, as well any of the School’s other subsidiaries. Any reference to child, pupil or Director in this Policy equally applies to a child, vulnerable adult or Director in the context of any of the School’s subsidiaries.
5. This Policy is available on the School website.
6. This Policy must be read in conjunction with the following:
  - Anti-bullying Policy
  - Behaviour Policy
  - Code of Conduct for Staff
  - Data Protection Policy
  - ICT Acceptable Use Policy
  - Online Safety Policy
  - Missing Pupil Policy
  - Personal, Social, Health and Economic Education Policy
  - Recruitment and Selection Policy
  - Wellbeing Policy
  - Whistleblowing Policy
  - Social Media Policy

Copies of the above policies are held at the Office for consultation by parents. You may also email the School at [enquiries@mylnhurst.co.uk](mailto:enquiries@mylnhurst.co.uk) to request hard copies, which can be made available in large print or other accessible formats if required.

7. This Policy is informed by statutory government legislation and is line with Sheffield Children Safeguarding Partnership policy and procedures.

## **6. Equality Statement**

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

## **7. Statutory and Regulatory Framework**

1. This Policy complies with or has regard to the following:

- [The Education \(Independent School Standards\) Regulations \(2014\)](#)
- [Keeping Children Safe in Education \(2021\)](#)
- [Early Years Foundation Stage \(EYFS\) Statutory Framework \(March 2021\)](#)
- [Disqualification under the Childcare Act 2006 \(August 2018\)](#)
- [What to do if you're worried a child is being abused: advice for practitioners \(March 2015\)](#)
- [Working Together to Safeguard Children \(July 2018\)](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)
- [Revised Prevent Duty Guidance for England and Wales \(April 2019\)](#)
- [The Prevent Duty: Departmental advice for schools and childminders \(June 2015\)](#)
- [The use of social media for on-line radicalization \(July 2015\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(May 2018\)](#)
- [Multi-agency guidance on female genital mutilation \(July 2020\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(Sept 2020\)](#)
- [The Governance Handbook](#)

## **8. Scope and Responsibilities**

1. All members of the School community, including but not limited to, the Headmistress, staff, Directors, pupils, parents, visitors, volunteers, supply staff and MSEL Centre are expected to comply with this Policy and its procedures. It applies wherever members of the School community are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.
2. It is the responsibility of the Board of Directors to ensure that the School complies with its legislative duties and has regard to the Department for Education's guidance Keeping Children Safe in Education to ensure that the School's policies, procedures and training are effective and comply with the law. The Headmistress will constantly monitor the effectiveness of the implementation of this Policy and will revise it where necessary. The Headmistress will ensure that any changes in this Policy will be drawn to the attention of all staff.
3. The Board of Directors has nominated one of its members to manage child protection incidents on behalf of the Directors and to liaise with external agencies where required. The nominated Safeguarding Director is Mrs Catherine Thompson.

4. The Directors of the School's subsidiaries will satisfy themselves that safeguarding matters relating to the subsidiaries are managed and monitored in accordance with this Policy
5. The DSL's responsibility is to maintain an overview of safeguarding within the School, ensure that training for all members of staff is compliant, to maintain open channels of communication with local statutory agencies, support staff in carrying out safeguarding duties, encourage a culture of listening to pupils and to monitor the effectiveness of policies and procedures in practice.

#### **9. Early Help**

1. All staff play an important role in safeguarding and promoting the welfare of children and should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. This may be done for example, by immediately speaking with the DSL, or their deputies, regarding any concerns or emerging issues, sharing information with other 10 professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating.
2. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
  - is disabled 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 home
  - is misusing drugs or alcohol themselves
  - is at risk of modern slavery, trafficking or exploitation
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
  - has returned home to their family from care
  - is showing early signs of abuse and/or neglect
  - is at risk of being radicalised or exploited
  - is a privately fostered child
3. The School will also be alert to the potential need for early help for a child who comes from a split family, looked after children, previously looked after children and care leavers. The DSL will inform the class teacher about the child's circumstances. The class teacher will monitor the child and put in place any necessary special arrangements and support.

#### **10. Contextual Safeguarding**

1. All staff, including the DSL and his deputies should consider the context within which safeguarding incidents and/or behaviours occur. This is known as 'contextual safeguarding' which expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts and should consider whether wider

environmental factors are present in a child's life that are a threat to their safety and/or welfare. Contextual safeguarding looks at how we can better understand these risks and engage with children and young people in order to help to keep them safe.

2. The DSL, and their deputies where appropriate, are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns. However, in the unlikely event of both DSLs and all deputy DSLs being unavailable, staff must speak to a member of the Senior Team regarding any safeguarding concerns and/or take advice from Sheffield Safeguarding Hub. In these circumstances, the DSL or a deputy DSL should be informed of any action taken as soon as possible.

### **11. Confidentiality**

1. The HM Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Staff should be mindful that sharing information at an early stage is essential for effective safeguarding and promoting the welfare of children. Page 4 of this advice sets out the seven golden rules to sharing information, whilst page 5 confirms that "The General Data Protection Regulation and the Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe". Page 19 of Working Together to Safeguard Children contains a useful myth-busting guide to information sharing within a safeguarding context.
2. If in doubt about information sharing, a member of staff should ask the DSL for advice.
3. A member of staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interest.
4. If staff need to share 'special category personal data, the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that practitioner gains consent, or if to gain consent would place a child at risk.

### **12. Sheffield Strategic Safeguarding Partnership**

1. The School recognises its responsibility to put in place effective procedures both for detecting and preventing abuse and for ensuring that parents, staff and Directors are aware of the School's role in this respect, in line with locally agreed inter-agency procedures. The School's three safeguarding partners are the Local Authority (LA), the Sheffield Clinical Commissioning Group and the South Yorkshire Police.

### **13. Summary of Reporting Procedures**

1. If a member of the School community suspects or discovers that a pupil is the victim of abuse, whether physical, emotional, sexual or as a result of neglect, she/he must immediately inform one or both of the School's DSLs, or their deputies, except in the case of an allegation which itself involves a DSL, in which case the matter should be reported directly to the Headmistress in accordance with the procedures set out in Appendices 2 and 3.

2. If the suspicion relates to a member of staff, including a DSL, volunteer, supply staff, a Director the Headmistress, the matter must be dealt with in accordance with the procedures set out in Appendix 3.
3. Contact details for the Sheffield Children Safeguarding Partnership (SCSP), the Local Authority Designated Officer (LADO) for Child Protection and other bodies mentioned in this Policy are located at page 2.

#### **14. Types of Abuse and Neglect**

1. All staff should be aware that firstly; abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition and, in most cases, multiple issues will overlap with one another. Secondly, harmful behaviours such as substance abuse, sexting and truancing can put children in danger, and thirdly; that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments.
2. All staff, but especially the DSL and his deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation, and serious youth violence.
3. Keeping Children Safe in Education defines types of abuse and neglect as follows:

**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 know to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They 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 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.

**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, 13 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.

### 15. Specific Forms of Abuse and Safeguarding Issues

1. Annex A of Keeping Children Safe in Education contains information about specific forms of abuse and safeguarding issues including:

**Children missing from education:** a child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. It may indicate mental health problems, risk of substance abuse, risk of traveling to conflict zones, risk of Female Genital Mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should follow the School's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risks of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The School's procedures are set out in the Missing Pupil Policy. The Designated Safeguarding Leads will monitor unauthorised absence particularly where children go missing on repeated occasions.

The School will fulfil its statutory duty in notifying the Local Authority (Sheffield) when adding or removing a pupil's name from the admission register outside of the usual transition points i.e., where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. The School will make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority before deleting their name from the register and will also notify the Local Authority within five days of adding a pupil's name at a non-standard transition point.

**Child Sexual Exploitation and Child Criminal Exploitation:** 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

or young person under the age of 18 into sexual or criminal activity. 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 increased status of the perpetrator or facilitator.

Child Sexual Exploitation and Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of abuse, exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posting on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults
- can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse

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.

Some of the following signs may be indicators of Child Criminal Exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

The above Child Criminal Exploitation indicators can also be indicators of Child Sexual Exploitation, as can:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant

**County lines:** is a term used by the UK Government to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

**So-called ‘Honour-based’ abuse:** So-called ‘honour-based’ abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, forced marriage, and practices such as breast ironing.

**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. Links to further guidance/advice can be found at Appendix 4.

**Female Genital Mutilation (FGM):** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst all staff should speak to the DSL, or a deputy DSL, with regard to any concerns about FGM, there is a specific legal duty upon teachers to personally report to the police cases where they discover that an act of FGM is suspected or appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Staff failing to report such cases will face disciplinary sanctions.

It is also School Policy that any member of staff, other than a teacher, should follow the above procedure where they discover an act of FGM appears to have been carried out, as this represents best practice.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children Social Services as appropriate. The duty does not apply in relation to at risk or suspected cases i.e., where the teacher does not discover that an act of FGM appears to have been carried out or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

**Mental health:** All staff should 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. The School has a separate policy for mental health and wellbeing, which can be found on its website.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe pupils 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, they must immediately speak to the DSL or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance 'Promoting children and young people's emotional health and wellbeing'. Its resources include social media, forming positive relationships, smoking and alcohol.

**Forced marriage:** A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Forcing a person into a marriage is a crime in England and Wales. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the prospective spouses.

**Domestic 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. 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.

**Children and the court system:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children which explain each step of the process and support and special measures available:

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

**Children with family members in prison:** These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provide an information service for all professionals who come into contact with the children and families of offenders. Further information can be found here:

<https://www.nicco.org.uk/>

**Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL, and any deputies, should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

**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 group or group of children, and can occur online and offline. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that girls, children with Special Educational Needs and Disabilities and LGBT children are at greater risk.

In addition to the above, Annex A also lists Children and the court system, Children with family members in prison and Child criminal exploitation as specific forms of abuse and safeguarding issues. Further guidance/advice regarding all of the above can be seen at Appendix 4.

**Preventing radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. The School and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The Government's Counter Extremism Strategy defines 'Extremism' as: "the vocal or active opposition to our fundamental values, including, democracy, the rule of law, individual liberty and the mutual respect and tolerance for those of different faiths and beliefs. We also regard calls for the death of members of our armed forces, as extremist."

The School seeks to promote an understanding of and commitment to fundamental British values such as democracy, the rule of law, individual liberty, tolerance and respect for other people. Pupils are able to discuss sensitive topics, including terrorism and extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues and the School and its staff should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgment in identifying children who might be at risk of radicalisation and act proportionately. Staff are encouraged to discuss their concerns with the Designated Safeguarding Leads who can advise on assessing the level of risk to identify the most appropriate referral, which could include making a referral to the Channel programme or Sheffield Safeguarding Hub.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. It is a voluntary process which allows the individual to withdraw from the programme at any time.

All staff are encouraged to familiarise themselves with the government's website <https://educateagainsthate.com/>. The website is designed to equip school leaders, teachers and

parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

The School has a risk assessment process in place for considering and protecting children at risk of radicalisation and extremism.

## **16. Signs of Possible Abuse**

1. Possible signs and behaviours which may indicate that a child is being abused include, but are not limited to:
  - significant changes in children’s behaviour,
  - deterioration in children’s general well-being
  - unexplained bruising, marks or signs of possible abuse or neglect
  - children’s comments which give cause for concern
  - any reasons to suspect neglect or abuse outside the setting, for example in the child’s home
  - inappropriate behaviour displayed by other members of staff for example excessive one to one attention beyond usual role or responsibilities
  - repeated minor injuries
  - children who are dirty, smelly, poorly clothed or who appear underfed
  - children who have lingering illness which are not attended to, deterioration in School work, or significant changes in behaviour, aggressive behaviour, severe tantrums
  - an air of “detachment” or “don’t care” attitude
  - overly compliant behaviour
  - a “watchful attitude”
  - sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child’s age)
  - a child who is reluctant to go home, or is kept away from School for no apparent reason
  - does not trust adults, particularly those who are close,
  - “tummy pains” with no medical reason
  - eating problems, including over-eating, loss of appetite
  - disturbed sleep, nightmares, bed wetting
  - running away from home, suicide attempts
  - self-inflicted wounds
  - reverting to younger behaviour,
  - depression, withdrawal
  - relationships between child and adults which are secretive and exclude others
  - pregnancy
2. These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.
3. Staff should bear in mind that additional difficulties may exist when recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This can

include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, that children with SEND can be disproportionately impacted by, for example, bullying without outwardly showing any signs, and there can be communication barriers in overcoming these difficulties.

### **17. Child Sexual Violence and Sexual Harassment**

1. 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. Sexual violence and sexual harassment can occur online and offline, both physically and verbally, and are never acceptable.
2. Sexual offences under the Sexual Offences Act 2003 are defined as follows:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

3. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs.
4. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Within this Policy, sexual harassment is referred to in the context of child on child sexual harassment.
5. 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. Sexual harassment can include but is not limited to:
  - 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 and displaying pictures, photos or drawings of a sexual nature
  - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 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
  - upskirting
6. It is important that all victims are taken seriously and offered appropriate support. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. The victim should never be made to feel that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
  7. If a pupil makes a disclosure directly to a member of staff or volunteer he/she must follow the process as set out under 'What to do if a pupil makes a disclosure' on page 20 and Appendix 2 of this Policy. Staff are reminded not to view or forward illegal images of a child.
  8. When there has been a report of sexual violence, the DSL, or their deputies, should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case by case basis.
  9. Victims may not disclose the whole picture immediately and may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged and the School will ask the victim if they would find it helpful to have a designated trusted adult to talk to about their needs. The choice of any such adult should be the victim's and the School will respect and support this choice.
  10. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and lesbian, gay, bi or trans (LGBT) children are at greater risk.

#### **18. Relationships and Sex Education (RSE)**

1. The Relationships Education, Relationships and Sex Education and Health Education Regulations (England) Regulations 2019 states that as of the summer term 2021 pupils receiving primary education must be taught Relationships Education, and pupils receiving secondary education must be taught Relationships and Sex Education. Health education is not compulsory for independent schools.
2. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools; the School provides PSHE lessons from Reception to Prep 6.
3. The DfE guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. The School delivers RSE as set out in the Junior School curriculum plan..

4. The School seeks to work in partnership with parents to enable parents to feel confident about the Relationships and Sex Education programme, and that it will be delivered sensitively and inclusively respecting backgrounds and beliefs. The draft Policy, including the curriculum plan and draft PSHE programme, was circulated to parents, with parents being invited to make suggestions for development as part of the School's consultation process. Upon conclusion of the consultation process, the School has published a Relationships and Sex Education Policy on the School website

#### **19. The use of reasonable force or physical restraint**

1. Physical restraint: All forms of corporal punishment are unlawful; the School does not use or threaten corporal punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. There are circumstances when it is appropriate for staff to use force to safeguard children. This is enshrined in law and applies to any member of staff at the School. It can also apply to people whom the Headmistress has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.
2. Application of code of restraint: This only applies where no other form of control is available and where it is necessary to intervene. The use of force or physical contact may be reasonable and proportionate in the circumstances to prevent a pupil doing, or continuing to do any of the following:
  - Committing a criminal offence
  - Injuring themselves or others
  - Causing damage to property, including their own
  - Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere
3. Before intervening: Before intervening physically staff should, wherever practicable, tell the pupil to stop and what will happen if she does not. Staff should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Staff should always avoid touching or holding a pupil in a way that might be considered indecent. Staff should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.
4. Inform senior staff: Staff should inform the Headmistress immediately following an incident, except the most minor or trivial, where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. Staff should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil. The parents, guardians or carers of the pupil should be informed about serious incidents involving the use of force. In the EYFS setting, the parents, guardians or carers will be informed about any use of force on the same day or as soon

as is reasonably practical. The Headmistress will advise as to when parents should be contacted.

5. Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.
6. Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Note that:
  - any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented
  - staff should recognise the additional vulnerability of children with SEN, disabilities and certain medical conditions before using reasonable force
  - physical force could not be justified to prevent a pupil from committing a trivial misdemeanour
  - any force should always be the minimum needed to achieve the desired result
  - whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil

## **20. Designated Safeguarding Lead**

1. The DSL is a member of the Senior Team and takes day to day lead responsibility for safeguarding and child protection. The School will ensure that the DSL is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.
2. Parents or MSEL users are welcome to approach the appropriate DSL if they have any concerns about the welfare of any child in the School or Sports Centre, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's form teacher who will notify the relevant DSL in accordance with these procedures.
3. In accordance with Annex B of Keeping Children Safe in Education, the main responsibilities of the DSL are:

### Managing referrals

- To take lead responsibility for promptly referring all cases of suspected abuse of any pupil at the School to Sheffield Safeguarding Hub
- To support staff who make direct referrals to Sheffield Safeguarding Hub
- To refer cases to the Channel programme where there is a radicalisation related concern
- To support staff who make direct referrals to the Channel programme
- To take lead responsibility for promptly referring to the Local Authority Designated Officer all child protection concerns which involve a member of staff
- To take lead responsibility for promptly making referrals to the Disclosure and Barring Service (DBS) (PO Box 3961, Wootton Bassett, SN4 4HF, Tel: 03000 200 190) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child
- To take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child. The National Police Chiefs' Council advice '[When to call the police](#)' should assist Designated Safeguarding Leads understand when they should consider calling the police and what to expect when they do.

### Working with others

- To act as a point of contact with the three safeguarding partners
- To take lead responsibility in early help cases and liaise with other agencies
- To liaise with the Headmistress in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School
- To liaise with the 'Case Manager' and Local Authority Designated Officer regarding all child protection concerns which involve a member of staff
- To liaise with staff (especially pastoral support staff, the School Counsellor, IT Technicians and SEND advisors) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### Raising awareness

- To ensure this Policy is known, understood and used appropriately
- To ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board of Directors regarding this
- To ensure this Policy is available publicly
- To ensure that parents are aware that referrals about suspected abuse or neglect may be made known to Sheffield Safeguarding Hub and the School's role in this
- To maintain links with the Sheffield Children Safeguarding Partnership
- To ensure staff are aware of training opportunities and the latest local policies on safeguarding
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and Senior Team

- To ensure that the School's PSHCE programme teaches pupils about safeguarding, including safer use of the internet and social media.

#### Child Protection file

- Where children leave the School, to ensure their child protection file is copied for any new school or college as soon as possible, but transferred separately from the main pupil file, ensuring secure transit, and obtaining confirmation of receipt.
- Consider whether it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue support and have that support in place for when the child arrives.
- Child protection files are securely stored in the Headmistress' office and are only accessible by the DSPs.
- The School retains child protection files indefinitely where a referral has been made/social care have been involved or a child has been the subject of a multi-agency plan. Where there are low level concerns with no multi-agency involvement the School will consider retaining the child protection file for 25 years from date of birth or indefinitely.

#### Undertake training

- To undergo training, at least every two years, to acquire the knowledge and skills required to carry out the role
- To undertake Prevent awareness training
- To ensure knowledge and skills are refreshed at regular intervals, as required, but at least annually to keep abreast of developments relevant to their role so they:
  - Understand the assessment process for providing early help and intervention
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and effectively contribute when required to do so
  - Ensure each member of staff has access to and understands this Policy and child protection procedures, and in particular, new and part-time staff
  - Are alert to the specific needs of children in need, those with special educational needs and young carers
  - Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
  - Are able to keep detailed, accurate, secure written records of concerns and referrals
  - Understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization
  - Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School
  - Can recognise the additional risks that children with Special Educational Needs and/or Disabilities face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with Special Educational Needs and/or Disabilities to stay safe online
  - Obtain access to resources and attend relevant refresher training courses; and

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measure the School puts in place to protect them.
- 4. All DSDs receive level three training biannually and take advantage of specialist training opportunities.

## **21. What to do if a pupil makes a disclosure**

1. If a pupil discloses directly to a member of staff or volunteer, he/she:
  - Must listen carefully to what is said, using active listening techniques, and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
  - Must only ask only open questions such as ‘How did that happen?’, ‘What was happening at the time?’ or ‘Is there anything else you want to tell me?’
  - Must not ask leading questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse, as this can later be interpreted as putting ideas into the child’s mind.
  - Must not interrupt the child when he/she is speaking.
  - MUST NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A PUPIL; breaking a child’s confidence would be inappropriate, it is better to say that you might have to tell someone who will ensure the correct action is taken.
  - Should reassure the child they have done the right thing and tell them they are not to blame.
  - Must make notes of the details of the disclosure using the Safeguarding Concern Form (Appendix 1), using the child’s words where possible. This note should be made immediately and be handed straight to the DSL or, if he is unavailable, a DSD.
  - Should offer ongoing support.
2. Records should:
  - be accurate and descriptive, including the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence
  - not make assumptions
  - not include any opinions
  - indicate sources of information
  - be clear and concise
  - be signed by the person making it and use names, not initials
  - be kept securely and handed to the DSL as soon as possible.
  - all evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the DSL
  - records will be kept securely within applicable pupil files on the School’s database, CPOMS
  - the retention period for the records will vary depending on the nature of the disclosure
3. All suspicions or complaints of abuse must be reported immediately to the relevant DSL (except in the case of an allegation which itself involves a DSL, in which case the matter should be reported directly to the Headmistress in accordance with the procedures set out in Appendix 2 below).

4. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing and securely stored by the DSL.
5. If there is a risk of immediate serious harm to a child and it is not possible to report to either of the DSLs or the Headmistress, a referral should be made to Sheffield Safeguarding Hub immediately

## **22. What to do if you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 20.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. This may include raising the pupil as a pastoral concern within briefing or staff meeting, creating a support plan with the involvement of the SLT and parents or/and referral to the School's counsellor.

For further guidance, refer to the DfE's guidance on [mental health and behaviour](#) in schools and the School's Mental Health and Wellbeing Policy.

## **23. Confidentiality and Communicating with Parents**

1. Staff, supply staff or volunteers who receive sensitive information about children and their families should only share this information with appropriate professionals.
2. Parents will be made aware of the School's Safeguarding and Child Protection Policy and its availability on the School website.
3. Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed.
4. The DSL will ensure that the School's information sharing arrangements comply with government guidance. Any written communications containing sensitive information must only be sent to other professionals on a need to know basis, using secure mail processes e.g. secure email.

## **24. Investigation, referral and reporting**

1. The Directors will ensure that staff and volunteers are aware that it is their responsibility to:
  - protect children from abuse
  - be aware of the School's child protection procedures in this Policy
  - know how to access and implement the procedures, independently if necessary
  - report any matters of concern to the DSL

- undertake appropriate training, including refresher training, which will be updated regularly in accordance with Sheffield Children Safeguarding Partnership requirements
2. It is not the responsibility of School staff to investigate suspected abuse. The School is not an investigation or intervention agency for child protection, but it has an important role to play at the recognition and referral stages. The School will take into account the procedures published by Sheffield Children Safeguarding Partnership when dealing with allegations of abuse.
  3. On being notified of a complaint or suspicion of abuse, the DSL will:
    - operate safeguarding procedures in line with Sheffield Children Safeguarding Partnership
    - take into account the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to Children and Family Services and the police
    - take into account the wishes or feelings of the pupil. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes
    - take into account duties of confidentiality, so far as applicable.
  4. If there is doubt over whether a referral should be made, the DSL will consult with Sheffield Safeguarding Hub on a no-name basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to Sheffield Safeguarding Hub will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the DSL will confirm the referral in writing to Sheffield Safeguarding Hub within 24 hours. Sheffield Safeguarding Hub should make a decision within one working day of a referral being made about what course of action they are taking and should inform the referrer of the outcome. This will include determining whether:
    - the child requires immediate protection and urgent action is required; whether the child is in need, and should be assessed
    - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed
    - any services are required by the child and family and what type of services
    - further specialist assessments are required in order to help the local authority to decide what further action to take.
  5. If no response or acknowledgement is received within one working day, the DSL, or the referrer, should follow up on the referral.
  6. The DSL will keep the Headmistress informed of the case unless the complaint involves the Headmistress in which case the Chair of the Board of Directors will be consulted.
  7. Staff must not investigate suspected abuse or any allegations against other staff themselves.

8. If the child's situation does not appear to be improving, the DSL or the staff member with concerns should consider following local escalation procedures to ensure concerns have been addressed and that the child's situation improves.
  9. **Children in need:** A child in need is defined under section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
  10. In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with Sheffield Safeguarding Hub and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary.
  11. **Children at risk:** Local authorities 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, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. Under section 31 (10) of the Children Act 2004, the question of whether harm suffered by a child is significant relates specifically to the child's health and development. Their health or development should be compared with that which could reasonably be expected of a similar child and the parenting that we would reasonably expect them to receive from their parent/carer.
  12. All pupils identified as children in need or children at risk will be provided with the appropriate levels of pastoral support led by a DSL in conjunction with class teachers.
- 25. Early Years Foundation Stage (EYFS)**
1. The School will inform Ofsted of allegations against people working at the premises, or of any other abuse alleged to have taken place on the premises, as soon as practicable and within 14 days at the latest.
- 26. Children potentially at greater risk of harm**
1. Children who need a social worker (Child in Need and Child Protection Plans) Children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
  2. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

3. Children requiring mental health support Schools have an important role to play in supporting the mental health and wellbeing of pupils. For further information see 'Mental Health' on page 11.

## **27. Allegations of abuse made against staff, supply staff, Directors and volunteers**

1. The School has procedures for dealing with allegations of abuse against staff, (including the Headmistress), supply staff, Directors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff, supply staff, Directors and volunteers from false or unfounded allegations. These procedures are set out in Appendix 1 and follow Part 4 of Keeping Children Safe in Education.
2. Detailed guidance is given to staff, supply staff, Directors and volunteers to ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in:
  - The Code of Conduct for Staff which provides details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.
  - The Protocols for Teachers during Online Sessions which provides details of safeguarding measures which must be adopted if remote learning is implemented.
3. Staff, supply staff, Directors and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.
4. Where a member of staff feels unable to raise an issue within the School's whistleblowing procedures they may contact Sheffield's Multi-Agency Support Team on 0114 2037485. Staff can also contact the Government's Whistleblowing service via the NSPCC report line which is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call the NSPCC 30 whistleblowing helpline on 0800 028 0285 (Mon-Fri 8am-8pm) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **28. Allegations of abuse made against pupils (Peer-on-Peer Abuse)**

1. All staff should be aware that children are capable of abusing their peers i.e., peer-on-peer abuse. Peer-on-peer abuse is unacceptable and will be taken seriously by the School. It can manifest itself in many ways, this is most likely to include, but may not be limited to:
  - bullying (including cyberbullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
  - sexual violence and sexual harassment
  - 'upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their

genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

- sexting (also known as youth produced sexual imagery)
  - initiation/hazing type violence and rituals.
2. Staff should be aware that gender issues can be prevalent when dealing with this type of abuse i.e., that it is more likely that girls will be victims and boys perpetrators, and that peer-on-peer abuse should not be tolerated or passed off as banter, part of growing up or “just having a laugh”. The threshold for dealing with such abuse is when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Such abuse will be referred to local agencies.
  3. The Personal, Social, Health and Citizenship Education (PSHE) syllabus aims to enable students to lead responsible, healthy and assertive lives and to develop skills and knowledge which will equip them with the ability to deal with a range of issues. A unit of lessons on good relationships is included in the PSHCE programme. The unacceptable nature of all forms of bullying is introduced into form discussion, assemblies and into lessons where appropriate, e.g. drama improvisation.
  4. Pupils who have been subject to peer-on-peer abuse are encouraged to immediately report any concerns to their class teachers or speak directly to a member of the Senior Leadership Team (SLT). Alternatively, pupils may seek help from the School Counsellor. If a pupil makes an allegation of peer-on-peer abuse, staff should follow the procedure as set out under ‘What to do if a pupil makes a disclosure’ as seen on page 20 and Appendix 2.
  5. A pupil against whom an allegation of abuse has been made may be suspended from School during the investigation and the School’s Behaviour Policy and Anti-bullying Policy will apply.
  6. The School will take advice from Sheffield Safeguarding Hub on the investigation of such allegations, which give reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse, who are all treated as being “at risk”. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Sheffield Safeguarding Hub, parents are informed as soon as possible, and that the pupil is supported during the interview by an appropriate adult.

## **29. Safer Recruitment**

1. The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance, and in accordance with the School’s Recruitment and Selection Policy.

2. The School obtains Disclosure and Barring Service clearance for all staff and complies with guidance concerning the Childcare (Disqualification) Regulations 2018 and the Education Act 2006. The School conducts a number of checks including a prohibition from teaching check and prohibition from management (S.128 direction) check, where applicable, via the Teaching Regulation Agency.
3. Individuals who have lived or worked outside the UK undergo the same checks as all other staff.
4. The School will ensure that assurance is obtained of appropriate child protection checks and procedures having been applied to any staff employed by another organisation and working with the School's pupils on another site.
5. The School will make a referral to the Disclosure and Barring Service (PO Box 3961, Wootton Bassett, SN4 4HF, Tel: 03000 200 190) as soon as possible if the criteria are met, that is they have caused harm or pose a risk of harm to a child, in cases where:
  - it is decided to dismiss a member of staff (including the Headmistress) or to cease using the services of a Director, contractor, volunteer or student at the School because he or she is considered unsuitable to work with children (a settlement/compromise agreement will not be used)
  - a member of staff (including the Headmistress), Director, contractor, volunteer, student or any other person at the school tenders his or her resignation, or ceases to provide his or her services, and child protection allegations had been made.
6. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
7. The Disclosure and Barring Service is responsible for bringing together the services for the checking of criminal records and the barring of individuals deemed unsuitable to work with children or vulnerable adults.
8. Any such incidents will be followed by a review of the safeguarding procedures within the School with a report being presented to the Directors without delay.
9. The School complies with the Childcare (Disqualification) Regulations 2018 and the Education Act 2006. Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Recruitment, Selection and Disclosure Policy for further information about this duty. The guidance applies to all staff, supply staff and volunteers working in the School.

### **30. Secure School Premises**

1. The School will take all practical steps to ensure that School premises are as secure as circumstances permit.
2. All visitors are required to sign in on arrival at Reception and sign out on departure. All visitors will be given a name badge with the title “Visitor” which must be clearly displayed and worn at all times whilst on School premises. Visitors who are not required to undergo DBS checks must be escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Visitors who have undergone requisite DBS checks are not required to be escorted whilst on School premises.
3. Contractors who are not required to undergo DBS checks will be issued with a visitor’s badge and must be escorted at all times whilst on School premises. Contractors who have undergone requisite DBS checks will be issued with contractor’s ID and are not required to be escorted whilst on School premises.
4. All staff are issued with identity badges displaying their name and photograph. The badges must be clearly displayed and worn at all times whilst on School premises.

### **31. Safer Use of Technology**

1. The School’s Online Safety Policy and ICT Acceptable Use Agreement set out comprehensive guidance and advice to pupils, staff and all members of the School community. Pupils are taught online safety as part of a broad and balanced curriculum, which includes lessons on staying safe online as part of the Personal, Social and Health Education syllabus.
2. Children are not permitted to bring in their own mobile phones. If an exception is made, pupil must have written consent from a teacher and the phone must be handed in to their class teacher at the beginning of the School day and collected at the end of the day.
3. The Staff Code of Conduct and ICT Acceptable Use Agreement include guidance on the use of mobile phones and cameras. Guidance to parents and staff on use of cameras in school is also set out as follows:
  - pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.
  - parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.
  - staff may bring mobile phones/personal devices onto the premises but should not take photographs of pupils on their mobile phones/personal devices. Staff should only use equipment provided or authorised by the School when taking photographs of pupils for

official School purposes. The School has a separate policy for the use of mobile phones. Mobile phones are only permitted in areas where pupils are prohibited.

4. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
  - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views
  - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults
  - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
5. The School will do all it reasonably can to limit pupils exposure to the above risks when using the School's IT systems by having in place a filtering system to safeguard pupils from potentially harmful and inappropriate material online without "over blocking" or imposing unreasonable restrictions as to what pupils can be taught through online teaching.

### **32. Training**

1. All training will be carried out in accordance with the Sheffield Children Safeguarding Partnership requirements.
2. The DSL will attend child protection training courses (also appropriate to our EYFS setting) and training on inter-agency working at least every two years in keeping with Annex B of Keeping Children Safe in Education. The DSL also undertakes Prevent awareness training. The DSPs will undertake advanced safeguarding training
3. All staff, including temporary staff and volunteers, will be provided with the following documents in their induction training:
  - this Policy (which includes our procedure for Children Missing in Education)
  - the Code of Conduct for Staff
  - the Whistleblowing procedure
  - the Missing Pupil Policy
  - the Behaviour Policy
  - Guidance regarding online safety
  - Wellbeing Policy
  - the role, identity and contact details of the DSL and DSDs
  - a copy of Part 1 of Keeping Children Safe in Education.
4. The purpose of this induction training will be to ensure that staff understand the School's safeguarding policies and that they have an up to date knowledge of safeguarding issues. This will include, amongst other content, training to enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.

5. All staff, including the Headmistress, receive a copy of Part 1 of Keeping Children Safe in Education. School leaders and staff working directly with children will also be provided with a copy of Annex A of Keeping Children Safe in Education during induction training. Staff are required to complete a declaration confirming they have received, read and understood Part 1 and, if applicable, Annex A.
6. At least every two years, the DSL will ensure that the Headmistress, all staff members and the Board of Directors, including the nominated Director, undertakes child protection training appropriate to their roles which will be updated regularly in accordance with the Sheffield Children Safeguarding Partnership requirements. The purpose of this training will be to ensure that staff understand the School's safeguarding policies, and in particular, the Safeguarding and Child Protection Policy, and that they have an up to date knowledge of safeguarding issues. This will include, amongst other content, training to enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.
7. Whenever such training takes place, in consultation with Sheffield Children Safeguarding Partnership, the School will discuss and take account of any specific local requirements and the context of the School which needs to be taken account of in the training.
8. The School undertakes to make all supply staff, part time staff and volunteers aware of the training to ensure their attendance. The DSLs run safeguarding and child protection training sessions throughout the academic year to ensure all staff receive the requisite training. Staff also receive safeguarding and child protection updates via email and staff briefings, as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Safeguarding training also includes Prevent training and guidance relating to online safety.
9. The Headmistress and Senior Leadership Team will monitor and evaluate with Directors the effectiveness of the safeguarding training provided to staff. The safeguarding training will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require).

### **33. Monitoring and review**

1. Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School by the DSL and a prompt report to the Directors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
2. The Safeguarding and Child Protection Policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Headmistress and Senior Leadership Team.



3. The Safeguarding and Child Protection Policy will also be subject to critical review by the Chair of the Board of Directors, who has received safeguarding training, on an annual basis, the outcome of which will be reported to the full Board.
4. The full Board of Directors will annually review this Policy and the implementation of its procedures, including good cooperation with local agencies, and approve the amendments to the Policy, which will, in turn, be signed off by the Chair of the Board of Directors. This annual review will take account of evidence such as staff training in safeguarding matters, referral data, analysis of any issues and themes which have emerged in the School and how these have been handled, initiatives to educate pupils about safeguarding, and details of any contribution the School has made to local discussions and multiagency working on safeguarding matters. The annual review will be conducted in conjunction with the Headmistress and Senior Leadership Team (including the DSL).
5. The date of the next review is shown on the front page.

*Safeguarding Concern Form*

Copies of this form are available in classrooms, the staff room and in the School Office. Please complete as soon as possible after the disclosure is made and hand straight to the DSL or, in his absence, a DSD.

Your name:	Name of child:
Date:	Time:
Where was the disclosure made:	Who was present:
Please give a detailed account of the disclosure or concern here and continue overleaf or on a separate sheet if necessary:	

This is a true and accurate account of the disclosure, signed:

*Appendix 2: Checklist – Reporting process if you have a safeguarding concern*

If you suspect a child is at risk of harm immediately, alert the Designated Safeguarding Lead (DSL) or, in his absence, a Deputy (DSD):

- Mr Tom Newton (DSL) on 0114 236 1411 Ext. 219
- Mrs Karen White (DSD) on 0114 236 1411
- Mrs Hannah Cunningham (DSD) on 0114 236 1411 Ext. 203 or 07498 921 139 out of school hours
- Mrs Heather Swift (DSD) for MSEL, Water Merlins or Camp Merlins, on 0114 236 1411 Ext. 233

If a child makes a disclosure:

- Listen – do not interrupt the child, use active listening techniques, do not appear shocked or upset
- Ask open questions (eg. Can you tell me more about...? How did it happen? Who was there? Tell me about your relationship with...? What happened?)
- Never ask leading questions (eg. Did she hit you? Did it happen more than once?)
- Believe – do not make assumptions about what you are being told
- Support – reassure the child that they have done the right thing and they are not in trouble





**Report**

Write down the contents of your conversation immediately, ideally on a Safeguarding Concern Form. Try to recount the disclosure in the child's words. Take the form straight to the DSL or, in his absence, a DSD.

- Mr Tom Newton (DSL) on 0114 236 1411 Ext. 219
- Mrs Karen White (DSD) on 0114 236 1411
- Mrs Hannah Cunningham (DSD) on 0114 236 1411 Ext. 203 or 07498 921 139 out of school hours
- Mrs Heather Swift (DSD) for MSEL, Water Merlins or Camp Merlins, on 0114 236 1411 Ext. 233



**Report**

If you cannot contact a DSL or DSD, alert Sheffield Safeguarding Hub on 0114 273 4855

*Appendix 2: Checklist – Reporting process for allegations of abuse against members of staff, Directors, contractors, volunteers, supply staff or students who work with children*

Immediately report allegations/complaints of abuse against staff (other than the Headmistress), DSL, Directors, contractors, volunteers, supply staff or students who work with children [to the Headmistress](#).



If appropriate, the Headmistress will liaise with:

- DSL
- Chair of the Board of Directors



The Headmistress reports the matter to the Local Authority Designated Officer (LADO) within one working day. The School complies with any strategy formulated by relevant agencies.



The parents/carers of the child involved, and the accused person, will be informed of the allegation after consulting with the LADO.



The parents/carers will be kept informed of the progress of the case. Effective support will be provided for employees facing an allegation.

*Appendix 4: Checklist – Reporting process for allegations of abuse against the Headmistress*

Immediately report allegations of abuse against the Headmistress, without notifying the Headmistress, to the Chair of the Board of Directors.

Parents: write to the Chair of the Board of Directors at the School address.



The Chair of the Board of Directors reports the matter to the Local Authority Designated Officer (LADO) within one working day, without notifying the Headmistress. The School complies with any strategy formulated by relevant agencies.

### *Appendix 4 - Useful Definitions*

#### **CAMHS**

Child and adolescent mental health services, which promote the mental health and psychological well-being of children and young people, and provide multi-disciplinary mental health services to all children and young people with mental health problems and disorders to ensure effective assessment, treatment and support, for them and their families.

#### **Child**

A person under the age of 18 (s105 Children Act 1989)

#### **Channel**

The multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour. It works in a similar way to existing safeguarding partnerships.

#### **Child abuse**

See Keeping Children Safe in Education paragraphs 22-26

#### **Child Protection**

This is part of safeguarding and promoting welfare. It is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

### Children in need

under section 17 of the Children Act 1989 are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or this will be significantly impaired without the provision of services, plus those who are disabled. The key factors in determining whether a child is in need are: what will happen to the child's health or development without services being provided; and the likely effect the services will have on the child's standard of health and development..

### Designated Safeguarding Lead

This is the individual (or individuals) identified within the school with lead responsibility for child protection and safeguarding matters.

### Extremism

Vocal or active opposition to fundamental British values ... (including) calls for the death of members of our armed forces, whether in this country or overseas.

### Local Safeguarding Partners

The three local safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority, and the chief officer of police for a police area in the local authority area) make arrangements to work together with the appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. They have a shared and equal duty to work together to safeguard and promote the welfare of children. They should make arrangements to allow schools to be fully engaged, involved and included in this process. Detailed guidance on these arrangements can be found in Working Together to Safeguard Children.

### Prevent

The Prevent duty is the duty under the Counter-Terrorism and Security Act 2015 on (inter alia) schools, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

### Radicalisation

The process by which a person comes to support terrorism and forms of extremism.

### Safeguarding

This is broader than child protection, and includes the process of protecting children from maltreatment; preventing the impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes .

### Significant harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 states "Where the question of whether harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child". There are no absolute criteria, but factors will be the severity of the ill treatment, the degree and extent of physical harm, the duration and frequency of abuse and

neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements.

#### Social Services

The work of local authorities exercising their social services functions with regard to children. This may also be referred to as Children's Social Care or local authority children's social care, or Children's Services (within the local Social Services Department). The LADO will be part of this.

#### Terrorism

An action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause.

#### Well-being

For children, well-being is the term used in the Children Act 2004 relating to the five Every Child Matters outcomes, i.e. being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.