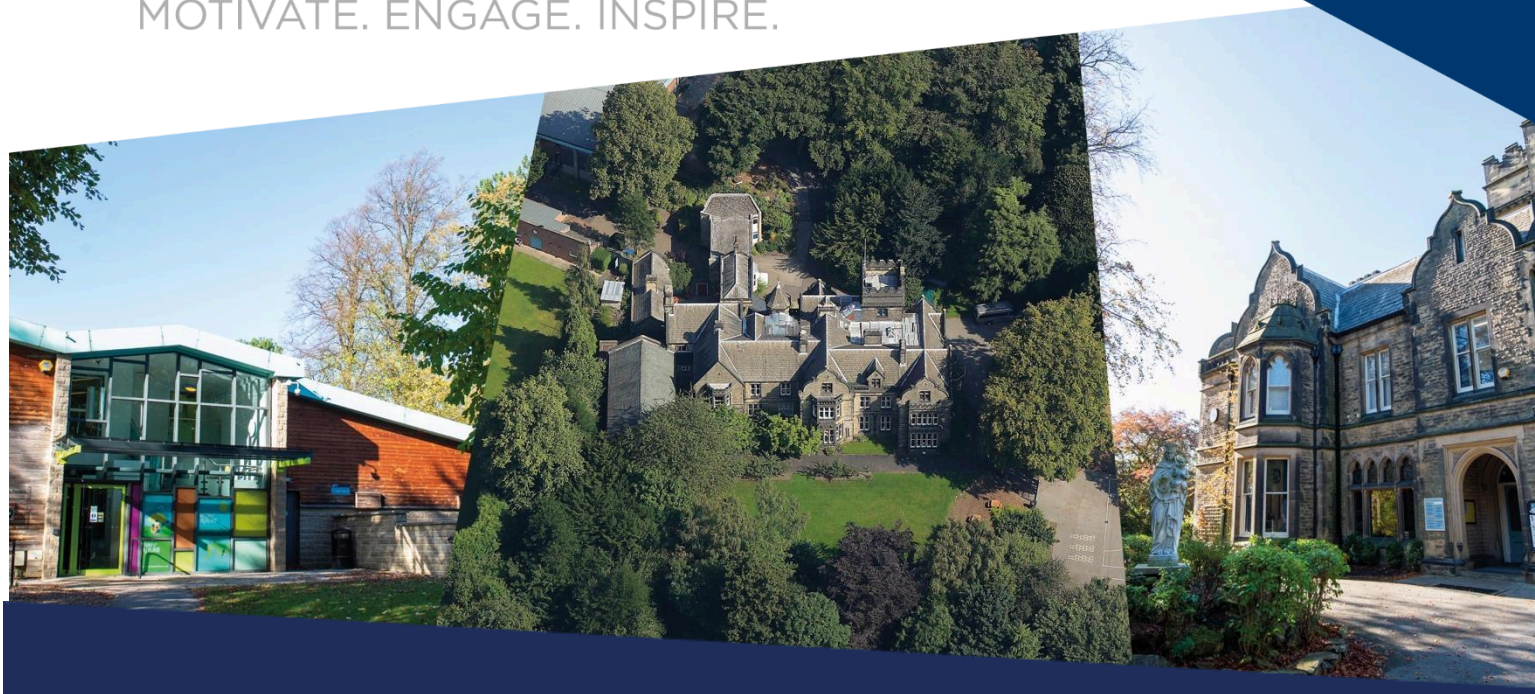
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Campus Group



Policy Document

Mylnhurst School & EYFS

# Safeguarding and Child Protection Policy

Publication Date: September 2026

Mylnhurst
Preparatory School and Nursery

Mylnhurst Campus Group

*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 trained in recognising and reporting safeguarding issues

**Designated Senior Persons (DSPs) Safeguarding Children Team*:**

| Name | Role | Responsibility | Contact |
|---|---|---|---|
| Kirsty Holland | Headteacher | Overall responsibility for Safeguarding & Child protection<br>Designated Safeguarding Deputy (DSD) with responsibility for Attendance (Attendance Champion) | 0114 2361411/07498 921137<br>headteacher@mylnhurst.co.uk |
| Karen White | Assistant Head (KS1 & Early Years)<br>DSL | Designated Safeguarding Lead (DSL) with responsibility for Online Safety and understanding the Filtering and monitoring systems and processes in place | 0114 2361411/07494 221468<br>kwhite@mylnhurst.co.uk |
| Evie O'Dwyer | Reception Class Teacher | Designated Safeguarding Deputy (DSD) | 0114 236 1411<br>eodwyer@mylnhurst.co.uk |
| Orlaith Firth | Director | Director with responsibility for safeguarding and child protection | 0114 2361411<br>ofirth@mylnhurst.co.uk |
| Heather Swift | Facilities Manager (MSEL, Camp Merlins and Water Merlins) | Designated Safeguarding Deputy for MSEL / Water Merlins / Camp Merlins | 0114 2361411 |
| Libby Harrison | Teaching Assistant | Designated Safeguarding Deputy for Camp Merlins | 0114 236 1411 |

**Key external agencies, services and professionals' contact details**

| | |
|---|---|
| Sheffield Safeguarding Hub | 0114 2734855 |
| Sheffield Child Protection Enquiry Team | 0114 2734925 (9-5pm)<br>0114 2052672 (Out of hours) |
| Children's Social Care Services Office (West) | 0114 2734491 |
| Institute of Swimming (IOS) -Waverpower | https://www.swimming.org/swimengland/wavepower-child-safeguarding-for-clubs/ |
| Multi Agency Support Team | 0114 2037485 |

| | |
|---|---|
| Local Authority Designated Officer (LADO) | 0114 2734855<br>Email: LADO@sheffield.gov.uk |
| South Yorkshire Police Public Protection Unit | 0114 2202020 |
| Police non-emergency | 101 |
| DfE Counter Extremism Helpline (Prevent) | 0207 340 7264<br>Email: counter-extremism@education.gsi.gov.uk |
| Childline (NSPCC) | 0800 11 11 |
| NSPCC Whistleblowing Advice Line | 0800 028 0285<br>Email: help@nspcc.org.uk |
| Sheffield Sexual Exploitation Service | 0114 2018649 |
| Sheffield Children Safeguarding Partnership | 0114 2734934<br>Email: child.protection@sheffield.gov.uk |
| Sheffield City Council Pupil Admissions | 0114 2735766<br>Email: ed-admissions@sheffield.gov.uk |
| Ofsted | 0300 1231231 |

## 2. Legislation and statutory guidance

This Policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- The Education (Independent School Standards) Regulations (2014), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Early Years Foundation Stage (EYFS) Statutory Framework - Gov.uk
- requirements relating to safeguarding and welfare of children in the Early Years (for children aged 0-5)
- 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)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Revised Prevent Duty Guidance for England and Wales support for those working in education settings with safeguarding responsibilities
- The use of social media for online radicalisation (July 2015)

- Multi-agency guidance on female genital mutilation, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Relationships and sex education (RSE) and health education

This list is not exhaustive. The School will also have regard to any other relevant legislation, statutory guidance and local safeguarding partnership procedures issued from time to time.

**3.Key Definitions**

**Safeguarding and promoting the welfare of children means:**

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

**Child Protection** is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Pages 18-20 explains the different types of abuse.

**Children,** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

Local Authority
Sheffield Clinical Commissioning Group
South Yorkshire Police

**Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

**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 5.

**4. Introduction**
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.

The Department for Education's (DfE) statutory guidance 'Keeping Children Safe in Education (September 2026) 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.

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 the Designated Safeguarding Lead (DSL) or the deputy DSD, 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 DSDs are set out in the grid on page 2.

This is a whole school Policy which applies from the Early Years Foundation Stage (EYFS) to Prep 6, as well as any of the School's other subsidiaries including Mylnhurst Sport Education and Leisure (MSEL). 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.

This Policy is available on the School website.

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
- RSE Policy
- Wellbeing Policy
- Low Level Concerns Policy (see page 40)
- Whistleblowing Policy
- Social Media Policy

Copies of the above policies are available from the School office. You may also email the School at enquiries@mylnhurst.co.uk to request hard copies, which can be made available in large print or other accessible formats if required.

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

**5. Human Rights & Equality Statement**

Some children have an increased risk of abuse, both online and offline, 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:

- are disabled or have certain health problems.
- have special educational needs (whether or not they have an Educational Health Care Plan)
- have a mental health need
- are young carers
- have exhibited early signs of abusive, violent and/or harmful behaviours
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- are missing or absent from education for prolonged periods and/or repeat occasions
- are at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- are at risk of being radicalised into terrorism
- have a parent or carer in custody, or are affected by parental offending
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- have English as an additional language (EAL)
- are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of honour or faith based abuse such as female genital mutilation (FGM), or forced marriage
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are looked after or previously looked after
- whose parent/carer has expressed an intention to remove them from school to be home educated
- are privately fostered

**6.Roles and Responsibilities**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to the School community, including but not limited to, the Headteacher, staff, Directors, pupils, parents, visitors, volunteers, supply staff and MSEL Centre who are expected to comply with this Policy and its procedures. It applies wherever members of the School community are working with pupils even when this is away from the School, for example at an activity centre or on an educational visit.

The School plays a crucial role in preventative education. This is in context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

Behaviour policy
Pastoral support system
Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship (including coercive and controlling behaviour)
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence, such as forced marriage, FGM and how to access support
- what constitutes sexual harassment and sexual violence and why they're always unacceptable

**6.1 All Staff**

All staff will:

- Read and understand the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education - Part 1, and review this guidance at least annually.

- Read Section 3 of the Early Years Foundation Stage (EYFS) statutory framework.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

**All staff will be aware of:**

- Our systems that support safeguarding, including this child protection and safeguarding policy, staff code of conduct, the role and identity of the designated safeguarding lead (Mrs Karen White) and designated safeguarding deputy (Miss Evie O'Dwyer), behaviour policy, online safety policy and the safeguarding response to children who go missing from education.
- The early help assessment process and family help assessment process, when additional needs of children are identified, and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to Sheffield Children Safeguarding Partnership and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense and unresolved), as well as specific safeguarding issues, such as child-on-child abuse (including harassment and violence), the making or sharing of nudes and semi-nudes (including where generated by AI), grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently online and offline.
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.
- That a child and their family may be experiencing multiple needs at the same time.
- What to look for to identify children who need help or protection.

**6.2 Designated Safeguarding Lead (DSL)**

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.
The DSL is a member of the Senior Leadership Team. Our DSL is Mrs Karen White. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, understanding our filtering and monitoring processes on school devices and school networks and to keep pupils safe online.

- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- The DSL can be contacted by phone and email out of school hours.
- In her absence the DSD (Miss Evie O'Dwyer) will act as cover.
- 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.

The School will ensure that the DSL is given the time, funding, training, resources and support to:

Managing referrals

- To take lead responsibility for promptly referring all cases of suspected abuse of any pupil at the School to the Sheffield Safeguarding Hub.
- Provide advice and support to other staff on child welfare and child protection matters.
- To support staff who make direct referrals to the 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 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 to understand when they should consider calling the police and what to expect when they do.

Working with others

- Keep the Head informed of any issues.
- Take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so.
- Contribute to the assessment of children.
- Make sure that staff have appropriate Prevent training and induction.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- 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 Headteacher in respect of police investigations or investigations under section 47 of the Children Act 1989, which involve the School.
- 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 PSHE programme teaches pupils about safeguarding, including safer use of the internet and social media.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

### Child Protection file

- When 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 SLT office and are only accessible by the DSPs and the Head.
- The School retains child protection files indefinitely where a referral has been made/social care has 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, 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 (UK GDPR) and the Data (Use and Access) Act 2025.
- 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 radicalisation.
- 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.
- Understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring with regard to online safety.
- 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.
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measure the School puts in place to protect them.

All DSDs receive Advanced Refresher training annually and take advantage of specialist training opportunities.

**6.3 Governing Board**

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 governing board will:
Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 and our school's local multi-agency safeguarding arrangements.
- The Board of Directors has nominated one of its members to manage child protection incidents on behalf of the Directors and will liaise with external agencies where required. The nominated Safeguarding Director is Mrs Orlaith Firth.
- To monitor the effectiveness of this policy in conjunction with the Board of Directors.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the Sheffield Children Safeguarding Partnership.
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness.

This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.

Make sure:

- The DSL has the appropriate status and authority to carry out her job, including additional time, funding, training, resources and support.
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low level concerns) about staff members (including supply staff, volunteers and contractors).
- This policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- Make sure that safeguarding requirements are a condition of using the school premises and that any agreement to use the premises would be terminated if the other body fails to comply.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education in its entirety.
- All governors will undertake safeguarding and child protection training specific to their role.

**6.4 Headteacher**

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

- Monitoring the effectiveness of the implementation of this policy and revising it where necessary.

Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems that support safeguarding, including this policy, as part of their induction.

- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.

- Are informed of any changes in this Policy.

- Communicating this policy to parents/carers when their child joins the school and via the school website.

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.

Early Years Foundation Stage

- Ensuring the relevant staffing ratios are met, where applicable.
- Ensuring all staff hold a Paediatric First Aid qualification in order to be included in the staffing ratios.

- Making sure each child in the Early Years Foundation Stage is assigned a key person.
- Ensuring the adequate supervision of staff through termly Supervisory meetings.
- Overseeing the safe use of technology, mobile phones and cameras in the setting.

**7. Universal Services and Community based Early Help and Community-Based Family Help**

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 or meet the threshold for community based family 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 professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating.

All staff must speak to the DSL if a child tells them they are being abused, exploited, or neglected. Staff should maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff must reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (or a deputy) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- Is pregnant and/or is a parent themselves

- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child

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.

**7.1 Early help and Family help**

If an early help or family assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help or family assessment, in some cases acting as the lead practitioner.

Will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to the Sheffield Children Safeguarding Partnership if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

**8. Contextual Safeguarding**

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.

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 DSDs being unavailable, staff must speak to a member of the Senior Team for Safeguarding regarding any safeguarding concerns and/or take advice from Sheffield Safeguarding Hub. In these circumstances, the DSL or a deputy DSD should be informed of any action taken as soon as possible.

**9. Confidentiality**

The HM Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers and support 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.

If in doubt about information sharing, a member of staff should ask the DSL for advice.

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.

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 practitioners gain consent, or if to gain consent would place a child at risk.

**10. Sheffield Strategic Safeguarding Partnership**

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.

**11. Summary of Reporting Procedures**

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 the School's DSL, or their deputy, except in the case of an allegation which itself involves a DSL, in which case the matter should be reported directly to the Headteacher in accordance with the procedures set out in Appendices 2 and 3.

If the suspicion relates to a member of staff, including a DSL, volunteer, supply staff, a Director or the Headteacher, the matter must be dealt with in accordance with the procedures set out in Appendix 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 on pages 2 and 3.

12. **Organisations or Individuals using school premises**
Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

**13. Abuse, Neglect and Exploitation**
All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery, understand that children can be at risk of harm inside and outside of school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse of children who may be in need of help or protection.

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.

All staff, but especially the DSL and his deputies should consider whether children are at risk of abuse, neglect 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships, (teenage relationship abuse - including physical, sexual, emotional abuse and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Children can also abuse other children online, this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups and the sharing of abusive images and pornography to those who do not want to receive such content.

**14. Indicators of Abuse and Neglect**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as

well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or caregiver abuse.

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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 as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the School's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); 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. Safeguarding Issues**

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk:

• drug taking and/or alcohol misuse
• unexplainable and/or persistent absences from education
• serious violence, criminal exploitation (including that linked to county lines), radicalisation and
• consensual and non-consensual making or sharing of nudes or semi-nudes.

Below are some safeguarding issues all staff should be aware of.

**15.1 Specific Forms of Abuse and Safeguarding Issues**

Child-on-Child abuse (including harassment and violence): children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of School and online.

Staff have an important role to play in preventing child-on-child abuse and responding where you believe a child may be at risk from it. Timely evidence-based support can be key to preventing children from going on to commit abuse or violence.

All staff should recognise that racism, faith-targeted abuse and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

- All staff should understand that even if there are no reports of child-on-child abuse, it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to the designated safeguarding lead (or a deputy). Staff should be alert to when children might be at highest risk around the school day (for example immediately after school).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below.
Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

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

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

Making or Sharing of nudes and semi-nudes including where generated by AI: where children create, share or post nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph.

Children who are absent from education: a child who is absent from school, particularly repeatedly and/or for prolonged periods is a 'vital warning sign to a range of safeguarding issues'. This may include abuse and neglect such as sexual abuse and can also be a sign of child criminal exploitation including involvement in county lines or radicalisation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of

Female Genital Mutilation so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential 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 are absent from education, particularly on repeat occasions and/or prolonged periods, 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 are absent 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.

Children Missing Education: Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

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 into taking part in sexual or criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

### Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.

They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

• go missing (from school or home) and are subsequently found in areas away from their home,

• have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime),

• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs,

• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection,

• are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity,

• owe a 'debt bond' to their exploiters, and

• have their bank accounts used to facilitate drug dealing.

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.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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: Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

School plays a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education or a history of offending.

Staff should be alert to when children might be at highest risk around the school day (for example, immediately after school).

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 DSD, 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, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also 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. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which staff are well placed to recognise. These could include:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like, and
- Physical signs of self-harm or neglecting themselves

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who

may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

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. Children that are repeatedly absent and/or for prolonged periods, and children missing education may indicate mental health problems. 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.

Prejudice based harm: All staff should recognise that children may experience prejudice based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help. Staff should be alert to the signs and impact of prejudice based harm and ensure that concerns are reported to the DSL.

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. It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. 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: can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

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 the special measures that are 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) provides 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 into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence, for example, as they start walking to school on their own, it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Where there are concerns about a specific incident, advice should be sought from the police and/or the Education Safeguarding Service when sharing information with the wider school/setting community. More general information is available at www.actionagainstabduction.org and www.clevernevergoes.org.

Modern slavery and the National Referral Mechanism: The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.

Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses:

- human trafficking
- slavery, servitude, and forced or compulsory labour

An individual could have been a victim of human trafficking and/or slavery, servitude and forced or compulsory labour.

Victims may not be aware that they are being trafficked or exploited, and may have consented to elements of their exploitation, or accepted their situation. If you think that modern slavery has taken place, the case should be referred to the NRM so that the relevant competent authority can fully consider the case. You do not need to be certain that someone is a victim.

Cybercrime: "Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scare and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer)" (KCSIE, Sept 2023)

Staff should be aware of the appropriateness of the content pupils are accessing. The School has robust filtering and monitoring systems in place to ensure that the opportunity for cybercrime is minimised.

Sexual violence, Sexual Harassment including Upskirting: 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 LGBTQ+ 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 judgement 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 the 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 susceptible to radicalisation. When referring an individual to Channel that person will need to give their consent before any support through the programme is provided. 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.

**16. Signs of Possible Abuse**

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

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.

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**

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. This includes upskirting.

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.

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.

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.

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 & 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

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.

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.

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.

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 victims and the School will respect and support this choice.

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)**

The Relationships Education, Relationships and Sex Education and Health Education Regulations (England) Regulations 2019 states that as of the summer term 2023 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.

Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools; the School provides PSHE lessons from Reception to Prep 6.

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.

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**

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 Headmaster has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

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

Before intervening: Before intervening physically, staff should, wherever practicable, tell the pupil to stop and what will happen if they do 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.

Inform senior staff: Staff should inform the Headmaster 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 Headmaster will advise as to when parents should be contacted.

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.

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

The school has a separate policy and procedure for the use of physical restraint which must be read alongside the above.

All staff have undertaken Team Teach training.

**20. What to do if a pupil makes a disclosure**

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 open-ended 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 she is unavailable, a DSD.
- Should offer ongoing support.

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

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 Headteacher in accordance with the procedures set out in Appendix 2 below).

All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing and securely stored by the DSL.

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 Headteacher, a referral should be made to Sheffield Safeguarding Hub immediately

**21. 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 on a course of action. This may include raising the pupil as a pastoral concern within briefings or staff meetings, 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.

**22. Confidentiality and Communicating with Parents**

Staff, supply staff or volunteers who receive sensitive information about children and their families should only share this information with appropriate professionals.

Parents will be made aware of the School's Safeguarding and Child Protection Policy and its availability on the School website.

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.

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.

**23. Investigation, referral and reporting**

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
- know that anyone can make a referral to the Sheffield Safeguarding Hub

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.

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.

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.

If no response or acknowledgement is received within one working day, the DSL, or the referrer, should follow up on the referral.

The DSL will keep the Head informed of the case unless the complaint involves the Headteacher, in which case the Chair of the Board of Directors will be consulted.

Staff must not investigate suspected abuse or any allegations against other staff themselves.

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.

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.

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.

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.

All pupils identified as children in need or children at risk of harm will be provided with the appropriate levels of pastoral support led by a DSL in conjunction with class teachers.

The school recognises the fact that some pupils may be disproportionately vulnerable and at greater risk of harm. For example, some may be at more risk of harm from specific issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

**24. Early Years Foundation Stage (EYFS)**

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.

**25. Children potentially at greater risk of harm**

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.

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.

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 13.

**Pupils with special educational needs, disabilities or health issues**

We recognise that pupils with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, including particular vulnerability to child-on-child abuse. Staff must be alert to the fact that additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions to be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so.

To address these additional challenges, such children may require extra pastoral support and attention, alongside any appropriate support for communication. Their additional vulnerabilities should also be particularly carefully considered in situations where the use of reasonable force may be needed. Any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

**26. Children who are lesbian, gay, bisexual or gender questioning**

Being lesbian, gay or bisexual is not in itself an inherent risk factor for harm. However, children who are lesbian, gay or bisexual or perceived to be lesbian, gay or bisexual can be targeted by other children and risks can be compounded where such children lack a trusted adult. Staff should therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns.

Staff supporting a gender questioning child will be guided by government advice.

**27. Private Fostering**

Private fostering occurs when a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related to, in that person's home. If a member of staff becomes aware that a child may be in a private fostering arrangement, they should raise this, in the first instance, with the Designated Safeguarding Lead. The school will then notify the local authority of the circumstances.

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

Mylnhurst has procedures for dealing with allegations against members of staff (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 and volunteers from unfounded, false or malicious allegations. Note, that allegations against a member of staff who is no longer employed by Mylnhurst should be made to the police. Any allegation made against a member of staff, a volunteer or Director must be reported immediately to the Head. The Head should not speak to the member of staff who is the subject of the allegation at this point. If there is a conflict of interest in reporting this matter to the Head, it should be directly referred to the LADO.

If the allegation is against the Head then the allegation should be reported to the Chair of the Board of Directors. The Chair of the Board will refer the allegation to the Local Authority Designated Officer. The Head must not be informed of the allegation prior to contact with the chair and the LADO.

These procedures will be used in respect of cases where it is alleged that a member of staff or volunteer has:

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

Mylnhurst will provide support for the members of staff and provide them with a named contact if they are suspended. Any allegation will be dealt with as quickly as possible in a fair and consistent manner that provides effective protection for the child and at the time supports the person who is the subject of the allegation. Particular care will be exercised where a member of staff has been suspended such that they are kept informed of progress and the length of any suspension is kept to a minimum.

The Head will take the lead and act as ‘case manager’. Additional information may be sought such as previous history, whether the child has made similar accusations in the past and the member of staff’s current contact with children. The initial discussions may lead to a decision that no further action is necessary and it should be recorded as such. In this situation the Head should determine what action should follow in respect of the person who made the allegation.

The Head should inform the member of staff about the allegation as soon as possible, and provide as much information as possible without compromising any investigation. The Head will consider carefully whether the member of staff should be suspended or whether alternative arrangements can be put in place. Suspension will only be considered if there is no reasonable alternative. Note that in the event of an allegation against the Head, the Head will not be informed of the allegation prior to reporting to the Chair of the Board and LADO. A decision to suspend the Head will be taken by the Chair of the Board of Directors.

If further investigation is deemed necessary then the Head will determine how and by whom this investigation will be undertaken.

Where it is or becomes clear that an investigation by the police or children's social care is unnecessary, an internal investigation and hearing will be undertaken. The Designated Safeguarding Lead may be appointed Lead investigator. Following a hearing, involving the member of staff, a union representative and the Head a decision will be reached, ranging from no further action to dismissal or a decision not to use the person as a volunteer.

Parents or carers of a child involved should be told of the allegation as soon as possible if they do not already know, subject to any concerns raised by the police or children's social services. They should be kept informed about progress of the investigation but should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

The school will report promptly to the Disclosure and Barring Service (DBS) any person whose services are no longer used by the school for regulated activity (effectively anyone employed at the school) and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. The following list describes the reasons where services are no longer required.

- Dismissal
- Non-renewal of a fixed term contract
- No longer engaging or refusing to engage a supply teacher
- Terminating the placement of a student teacher or other trainee
- No longer using staff employed by contractors
- No longer using volunteers
- Resignation
- Voluntary withdrawal from supply teaching, contract working, teacher training or volunteering

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order is appropriate, then the Foundation has a duty to consider whether a referral should be made to the Teaching Regulation Agency (TRA). This would be likely in the event of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. Where a school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

Supply staff:
In some circumstances Mylnhurst will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency. Whilst the Foundation is not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should the school decide to cease to use a supply teacher due to safeguarding concerns, without

finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The Board of Directors will discuss with the agency whether it is appropriate to suspend the supply teacher whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, the school will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies

**29. Low-level Concerns**

Mylnhurst encourages everyone affected by its operation to report to the Head, any concern – even if no more than one which causes a sense of unease of 'nagging doubt' – they may have that an adult working in or on behalf of the school may have acted in a way that is inconsistent with expected standards and/or the Staff Code of Conduct. In the Head's absence, a low level concern must be reported to the DSL.

Where a low-level concern is raised about the DSL, it should be reported to the Head. All members of staff are encouraged to self-refer where, for example, they have found themselves in a situation which could be misinterpreted or might appear compromising to others, and/or on reflection they believe that they have behaved in a way that falls below the expected standards. The Head will gather as much evidence as they can by speaking where possible with the person who raised the concern, the individual involved and any witnesses. They will consider whether it is indeed a low-level concern or whether it is sufficiently serious to meet the harm threshold.

All low-level concerns will be recorded in writing by the Head. The record will contain details of the concern, the context in which the concern arose, and action taken, together with the rationale for all decisions and actions. The name of the individual sharing the concern will also be noted: if the individual wishes to remain anonymous, that will be respected as far as reasonably possible.

Records of low-level concerns will be regularly reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern is identified, the Head and the DSL will decide on a course of action: this might be an internal disciplinary procedure or referral to the LADO if the harm threshold is met. They will consider if

any wider cultural issues in the school enabled the behaviour to occur and if appropriate policies could be revised or extra training given to minimise the risk of recurrence.

The purpose of this Low-level Concerns Policy is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff. Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, such as misconduct or poor performance. Those that relate exclusively to safeguarding will not be referred to in a reference unless they meet the threshold for referral to the LADO and are found to be substantiated. Where a low-level concern relates to supply staff or a contractor, their employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Recording concerns
A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. Where concerns are reported verbally to the Head a record of the conversation will be made by the Head which will be signed, timed, and dated. Responding to low-level concerns Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The Head, or if designated, the DSL will:

- Speak to the person reporting the concern to gather all the relevant information, gathering as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or police

Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses. The information reported and gathered will then be reviewed to determine whether the behaviour:

- is consistent with the school's Staff Behaviour and Code of Conduct: no further action will be required
- constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. via the Capability and Disciplinary Procedures.
- serious enough to consult with or refer to the LADO: a referral should be made to the LADO.

The school must consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence. Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed: when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO. In this case the school's Staff Behaviour and Code of Conduct within the Child Protection and Safeguarding Policy and Disciplinary Policy will be followed.

When considered with any other low-level concerns that have previously be made, records will be made of:

- all internal conversations including any relevant witnesses
- all external conversations, e.g. with the LADO the decision and the rationale for it
- any action taken.

Can the reporting person remain anonymous?
The person bringing forward the concern will be named in the written record. Where they request to remain anonymous, this will be respected as far as possible. However, there may be circumstances where this is not possible, e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

Should staff report concerns about themselves (ie self-refer)?
It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the Staff Behaviour and Code of Conduct. In these circumstances they should self-refer This will enable a potentially difficult situation to be addressed at an early opportunity if necessary. Where behaviour is consistent with the Staff Behaviour and Code of Conduct, feedback will be given to both parties to explain why the behaviour was consistent with the Staff Behaviour and Code of Conduct.

Should the low-level concerns file be reviewed?
The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained. References Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

What is the role of the Board of Directors?
The Head will regularly inform the Governors about the implementation of the low-level concerns policy including any evidence of its effectiveness, e.g. with relevant data. The safeguarding governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

**30. Allegations of abuse made against pupils (Child on Child Abuse)**
All staff should be aware that children are capable of abusing their peers i.e., Child on Child abuse. Child on Child abuse is unacceptable and will be taken seriously by the School. Mylnhurst has a zero-tolerance approach to Child on Child abuse. It can manifest itself in many ways, this is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- abuse in intimate personal relationships between children
- causing someone to engage in sexual activity with or without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- 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.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- initiation/hazing type violence and rituals.

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 Child on Child 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.

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 PSHE programme. The unacceptable nature of all forms of bullying is introduced into form discussion, assemblies and into lessons where appropriate, e.g. drama improvisation.

Pupils who have been subject to child on child 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 child on child abuse, staff should follow the procedure as set out under 'What to do if a pupil makes a disclosure' as seen on page 23 and Appendix 2.

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.

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.

Support will be available to the victims, perpetrators and any other children affected by child on child abuse. This may be in the form of counselling with the school counsellor.

The school acknowledges that, even if there are no reported cases of Child on Child abuse, such abuse may still be taking place and is simply not being reported.

**31. Safer Recruitment**

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.

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 https://www.gov.uk/government/collections/individuals-prohibited-from-managing-or-governing-schools

Individuals who have lived or worked outside the UK undergo the same checks as all other staff.

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.

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 Head) 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 Head), 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 have been made.

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.

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.

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.

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.

**32. Secure School Premises**

The School will take all practical steps to ensure that School premises are as secure as circumstances permit.

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 supervised 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 supervised whilst on School premises.

Contractors who are not required to undergo DBS checks will be issued with a visitor's badge and must be supervised at all times whilst on School premises. Contractors who have undergone requisite DBS checks will be issued with a contractor's ID and are not required to be supervised whilst on School premises.

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.

**32. Online safety and the use of mobile technology**

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

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

**The 4 key categories of risk**

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

**Content -** being exposed to illegal, inappropriate or harmful content, such as pornography, fake news racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

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

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

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

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

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.

Children are not permitted to bring in their own mobile phones. If an exception is made, pupils must have written consent from a teacher and the phone must be handed to a member of staff at the main reception desk, at the beginning of the School day and collected at the end of the day.

The Staff Code of Conduct and ICT Acceptable Use Agreement include guidance on the use of mobile phones, smart technology (including other electronic devices with imaging and sharing capabilities) 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 these should be kept in the EYFS office. Staff should never take photographs of pupils on their mobile phones/personal devices. The School has a separate policy for the use of mobile phones. Mobile phones are only permitted in areas where pupils are prohibited.
- Throughout the EYFS, staff are required to adhere to the *ICT Acceptable Use Agreement* on the use of mobile phones, cameras or other digital recording devices: that is, that personal digital recording devices must not be used for taking, editing or transferring images or videos of pupils.

The School will do all it reasonably can to limit pupils exposure to the above risks when using the School's devices and School's networks, by having in place a robust filtering and monitoring 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.

**Artificial intelligence (AI)**

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

The School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The School will treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying/behaviour/artificial intelligence] policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used

by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

The School will (where indecent images have been shared that are AI-generated.) follow our safeguarding policy and procedures.

The School has a separate Artificial Intelligence policy.

**Training**

All training will be carried out in accordance with the Sheffield Children Safeguarding Partnership requirements and National Legislation.

The DSL and DSD's will attend child protection training courses (also appropriate to our EYFS setting) and training on inter-agency working at least every year in keeping with Keeping Children Safe in Education. The DSL and DSD's also undertake Prevent awareness training. The DSPs will undertake advanced safeguarding training.

Safeguarding training for staff in the EYFS will include content designed specifically for staff caring for children aged 0-5 years, which will be renewed every two years as a minimum. It will cover the criteria for effective safeguarding training set out in Annex C of the EYFS Statutory Framework. The DSL for the EYFS will support staff to put their training into practice.

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, child on child abuse and online safety)
- the Code of Conduct for Staff (which includes the Whistleblowing procedure)
- the Missing Pupil Policy
- the Behaviour Policy
- Wellbeing Policy
- the role, identity and contact details of the DSL and DSDs
- Part One of KCSIE (Sept 2026)

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.

All staff, including the Head, receive a copy of Part One of Keeping Children Safe in Education (Sept 2025). Staff are required to complete a declaration confirming they have received, read and understood Part 1.

At least every two years, the DSL will ensure that the Head, DSD's, 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 and National Legislation. 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.

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.

The School undertakes to make all supply staff, part time staff and volunteers aware of the training to ensure their attendance. The DSL runs 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.

The Head 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).

**Monitoring and review**

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.

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 Head and Senior Leadership Team.

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.

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 multi agency working on safeguarding matters. The annual review will be conducted in conjunction with the Head and Senior Leadership Team (including the DSL).

The date of the next review is shown on the front page.

## *Appendix 1: 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 her 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 her absence, a Deputy (DSD):

Mrs Karen White (DSL) on 0114 236 1411/07494 221468

Miss Evie O'Dwyer (DSD) on 0114 236 1411

Ms Kirsty Holland (Headteacher) on 0114 236 1411/07498 921137

Mrs Heather Swift (DSD) for MSEL, Water Merlins, Camp Merlins, on 0114 236 1411

Miss Libby Harrison (DSD) for Camp Merlins, on 0114 236 1411

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. Di[illegible]hit you? Did it happen more than once?)

Believe – do not make as[illegible]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 her absence, a DSD. Note that referrals to statutory agencies do not require parental consent.

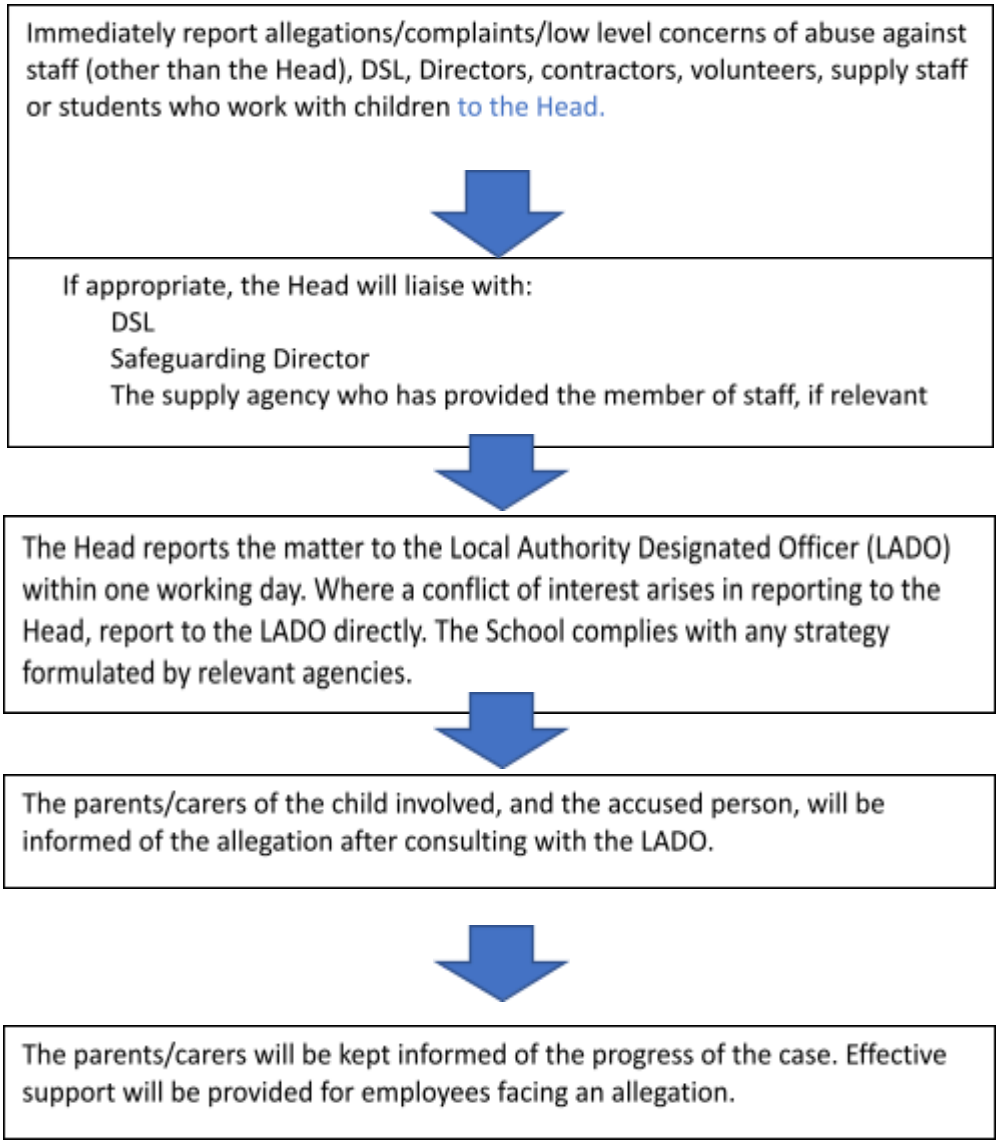
Mrs Karen White (DSL) on 0114 236 1411/07494 221468
Ms Kirsty Holland (DSD) on 0114 236 1411/07498 921137
Miss Evie O'Dwyer (DSD) on 0114 236 1411
Mrs Heather Swift (DSO) for MSE[illegible]ater Merlins or Camp Merlins, on 0114 236 1411
Miss Libby Harrison (DSD) for Camp Merlins, on 0114 236 1411

Report

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

## *Appendix 3: Checklist – Reporting process for allegations of abuse against members of staff, Directors, contractors, volunteers, supply staff or students who work with children*

Where 'lower level' concerns and allegations (low-level concerns) do not meet the harm test, they should be addressed separately. Please refer to our Low Level Concerns Policy for guidance.



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

Immediately report allegations of abuse against the Head, without notifying the Head, to the Chair of the Board of Directors (Dr Alex Rawlings).

Parents: write to the Chair of the Board of Directors (Dr Alex Rawlings) 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 Head. The School complies with any strategy formulated by relevant agencies.

# *Appendix 5 - 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 multidisciplinary 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 who are identified as being susceptible to being drawn into terrorism. 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.

### Children Missing Education
Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

### 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 the government or to intimidate the public and is made for the purpose of advancing a 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.