



St Thomas of Canterbury School

Safeguarding and Child Protection Policy

School purpose:

***Enrich lives, nurture faith, unlock potential, and
develop a global conscience***



Reviewed – September 2019

Next Review – September 2020

The Safeguarding/Child Protection Policy will be reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Other policies within school are considered and reviewed as part of safeguarding procedures, when required.

Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2019/20	Liam Colclough (Head of School)	Anne Wileman (Learning Mentor)	Emma Chatten	Dr Julie Bourne

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2019	tbc	September 2019

Please note this is an overarching safeguarding policy and beneath it sit all the policies/procedures from Sheffield Safeguarding Children Partnership. There is a hard copy of these policies and procedures in each setting plus they can be found at <https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures>



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

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

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

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



The people you should talk to at this setting are:

Our Designated Safeguarding Lead is:

Name: Liam Colclough

Their office is located down the corridor from the main office

Their tel. no / mobile no is... 0114 2745597



Our Designated Safeguarding Deputy is:

Name: Anne Wileman

Their office is located next to Main school office

Their tel. no / mobile no is... 0114 2745597





The Safeguarding Children Team in your setting includes:

Head Teacher/Principal/Senior Manager: responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Liam Colclough

Tel no: 0114 2745597

Designated Safeguarding Lead (DSL): a member of the leadership team (in a post which requires assessment of children) with appropriate authority, responsible for dealing with safeguarding issues, providing advice & support to other staff, liaising with the local authority, & working with other agencies. Cannot be an administrative or finance worker.

Name: Liam Colclough

Tel no: 0114 2745597

Designated Safeguarding Deputy (DSD): a member of the teaching, support or pastoral staff, (in a post which requires assessment of children), with sufficient status & authority to effectively deputise for the DSL role above. Cannot be an administrative or finance worker.

Name: Anne Wileman

Tel no: 0114 2745597

Child Sexual Exploitation (CSE) Lead: responsible for ensuring that staff understand CSE indicators & how to refer; & that children/young people are taught about CSE & related topics, plus how to protect themselves & others.

Name: Liam Colclough

Tel no: 0114 2745597

Special Educational Needs Coordinator (SENCo): staff member who provides advice, liaison & support for school staff & other agencies working with pupils with special education needs & their mothers, fathers or carers.

Name: Nicola Hutchings

Tel no: 0114 2745597

Learning Mentor (or equivalent): addresses difficulties preventing a child/young person from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues, & develops strategies to overcome these barriers.

Name: Anne Wileman

Tel no: 0114 2365529

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children/young people who are on the school roll, helping staff understand issues that affect how they learn & achieve. Ensures appropriate staff have the information they need to effectively support 'looked after' children/young people.

Name: Nicola Hutchings

Tel no: 0114 2745597



Online-Safety Coordinator: develops & maintains a safe online culture within a setting.

Name: Jo Robinson

Tel no: 0114 2745597

Education Welfare Officers (or equivalent): address difficulties preventing pupils from attending school.

Name: Anne Wielman/Emma Lancaster

Tel no: 0114 2745597

Your Safeguarding Children Team also links in with the:

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

Name: Emma Chatten

E-mail: e.chatten@tst-tc.co.uk

Chair of Governors/Management Committee: takes the lead in dealing with allegations of abuse made against the Head Teacher/Principal/Senior Manager (& other members of staff when the Head Teacher is not available), in liaison with the Local Authority; & on safe recruitment practices with the Head Teacher/Principal/Senior Manager.

Name: Dr Julie Bourne

Tel no: j.bourne@st-tc.co.uk



St Thomas of Canterbury recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such:

- It is everyone's responsibility to safeguard children
- Everyone who comes into contact with children and families has a role to play
- Everyone working with children should make sure the approach is child centred and at all times should consider what is in the best interests of the child

And we believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school, to contractors, supply staff and visitors during any interactions they may have with children.

This policy covers EYFS requirements.

St Thomas of Canterbury will fulfil local and national responsibilities as laid out in the following documents:-

- **KCSIE 2019**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf
- **Working Together to Safeguard Children**
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- [Statutory guidance on children who run away or go missing from home or care –](#)
- **What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners**
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-beingabused--2>
- **Statutory Framework for the early years foundation stage**
https://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdfhttps://



[/www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf)

- **Information sharing** - Advice for practitioners providing safeguarding services to children, young people, parents and carers
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Sheffield Safeguarding Children Board Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- The Teachers Standards' 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)



1. What School and College Staff Should Do and Know (KCSIE 2019 pg5)

All school staff will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2019)
- Read Appendix One 'What School and College Staff Should Look Out For'
- Attend appropriate safeguarding training every 3 years

Everyone working in school, either paid or on a voluntary basis will:

- Be familiar with the school's safeguarding policy including issues of confidentiality.
- Remember that the child's welfare and interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. (Refer: Appendix One) for current definitions of abuse and examples of harm.
- Inform the safeguarding lead/deputy safeguarding lead verbally of concerns
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix Two. These must be passed to one of the Designated Staff immediately, followed by a written account. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc.
- Will be expected to behave in accordance with the Guidance / Policies from Sheffield Children Safeguarding Partnership.
- Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. St Thomas of Canterbury School, A Catholic Voluntary Academy recognises that the only purpose of confidentiality in this respect is to benefit the child.
- Be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>.
- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: general guidance on whistleblowing can be found via: Advice on Whistleblowing; and the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.



2. Responsibilities of the Designated Safeguarding Team (KCSIE 2019 pg 17/pg 92)

The governing body of St Thomas of Canterbury School will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety). **This should be explicit in the role holder's job description.** This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads (KCSIE pg 92)

At St Thomas of Canterbury School, the deputy safeguarding lead will be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Further details of the role of the DSL can be found in KCSIE (pg 92)

- All schools must ensure the designated safeguarding lead for child protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection. These must be evidenced by minutes and records
- The designated safeguarding lead must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- Where the school has concerns about a child, the designated safeguarding lead will 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.
- The designated safeguarding lead is responsible for referring all cases of suspected abuse to Children's Social Work Service Duty and Advice Team. Keeping Children Safe in Education (DfE 2019) dictates that anyone in the school setting can make a referral, however, wherever possible this should be done by appropriately trained designated safeguarding staff. In the case of FGM, the person discovering this should make the referral
- The designated safeguarding lead/deputy will liaise with the head teacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the designated safeguarding team feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family
- Child protection records will be stored securely. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation
- Access to these by staff other than the designated staff will be restricted.



- Designated staff must ensure each member of staff and volunteer has access to and understands the school's or college's child protection policy and procedures, including new and part time staff – this will be via a structured induction programme
- Designated staff must obtain access to resources and attend any relevant or refresher training courses. This is in order that designated staff have a working knowledge of the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments and of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Designated staff must encourage a culture of listening to children and taking account of their wishes and feelings, among all staff:
- Ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and SCSP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Designated Safeguarding Staff must have attended the 2-day Children's Services Education child protection training course (or equivalent), and Under 5's Training. They will attend refresher training at least every year.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from Sheffield Children Safeguarding Partnership.
- The designated safeguarding lead will take the lead role for **Operation Encompass** in the school and ensures the school meets all requirements set out in the South Yorkshire Countywide Partnership – Memorandum of Understanding "Making the Next School Day Better". This includes informing all members of the schools community about the project.

2.2 Responsibilities of the Governing Body (KCSIE 2019 pg 17)

- They are responsible for liaising with the Head teacher/Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils;
- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The designated lead officer and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The designated safeguarding lead must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/SCSP. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school/college.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school/college's safeguarding arrangements.



- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school.
- In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) **within one working day**.
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children
- Governors, including the Nominated Governor will attend specific training on their role, updated at least every three years.

3.1 Child Protection Records

- Child protection records should be held securely with only the designated team or headteacher having access. The following information must be kept securely:
 - Chronology
 - Any child protection information received from the child's previous educational establishment
 - Records of discussions, telephone calls and meetings with colleagues and other agencies or services
 - Professional consultations
 - Letters sent and received relating to child protection matters
 - Referral forms (sent to Children's Social Care, other external agencies or education-based services)
 - Minutes or notes of meetings, eg child protection conferences, core group meetings, etc, copied to the file of each child in the family, as appropriate
 - Formal plans for or linked to the child, eg child protection plans, early help (previously known as CAF's), risk assessments etc.
- Where children leave the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.
- There is no need to keep copies of the child protection file, apart from the chronology summary and in either of the following instances:
 - Where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*
 - Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings on their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.
 - Where the destination school is not known, *(the original file should be retained by the school)*
 - Where the child has not attended the nominated school *(the original file should be retained by the school)*



- There is any on-going legal action (*the original file should be retained by the school and a copy sent*)
- Children records should be transferred in a secure manner. Records can be transferred via CPOMS if the receiving school operates this system. Otherwise, where possible, this will be done by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt.
- If a pupil moves from our school, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. Good practice dictates that this should always be done with a face to face handover
- If sending by post children records should be sent, “Special Delivery”, a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.
- For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the ‘The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the local authority children’s services EHE team, following the above procedure for delivery of the records.
- When a designated safeguarding lead/member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All Designated Safeguarding Team members receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

3.2. Archiving

Responsibility for the pupil record once the pupil leaves the school

- The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to Children’s Social Work Social Services. If no referral has been made to Children’s Social Work Service the child protection record should be retained until the child’s 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher)

3.3 Access to files



- A pupil or their nominated representative has the legal right to see their file at any point. This is their right of subject to Access under GDPR. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner

3.4 Children's and parents' access to child protection files

- Under GDPR 2018 a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
 - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - is likely to prejudice an on-going criminal investigation; or
 - the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from legal services.
- The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

3.5 Safe Destruction of the pupil record

- Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of GDPR 2018 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

4. Information sharing (KCSIE 2019 pg 21)

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If designated safeguarding leads are in doubt, they should consult the Sheffield



Safeguarding Hub on 0114 2734855, part of the Sheffield Children Safeguarding Partnership on 0114 2734450.

- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns.
- It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.
- However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
 - place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
 - prejudice the prevention, detection or prosecution of a crime; or
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult;
- Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order
- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the SCSP procedures and contact Children's Social Care Duty and Advice team to discuss their concerns.
- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding lead. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.

5 Multi-agency work (KCSIE 2019 pg20)

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.

New safeguarding partners and child death review partner arrangements are to be in place by 29 September 2019. Locally, the three 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) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their new local arrangements.



The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies.

Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Care. Referrals (contact) should be made, by the Safeguarding Designated Staff to Sheffield Safeguarding Hub (0114 2734855) part of the Sheffield Children Safeguarding Partnership on 0114 2734450.
- Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.
- We will co-operate with Children's Social Care where they are conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.



6. Opportunities to Teach Safeguarding (KCSIE 2019 pg 23)

- We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.
- Relevant and current issues will be addressed thorough the curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.;
- Children recognise when they are at risk and how to get help when they need it
- We will offer appropriate support to individual children who have experienced abuse or who have abused others.

Inspection

From September 2019, Ofsted's inspections of early years, schools and post-16 provision will be carried out under: Ofsted's Education Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In addition to the Framework and Inspections Handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills.

8 Radicalisation/Extremism (KCSIE 2019 pg 84)

Children are vulnerable to extremist ideology and radicalisation.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.



Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

9. The Prevent duty (KCSIE 2019 pg84)

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The HT/ DSL/DDSL have received Prevent training and this has been disseminated to staff in school.

PREVENT is part of the UK’s counter terrorism strategy, it focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Responding to concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the designated safeguarding lead who should contact the Sheffield Safeguarding Hub (0114 2734855) part of the Sheffield Children Safeguarding Partnership on 0114 2734450

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. The Education & Early Years Child Protection Team and the PREVENT lead can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available.

So-called ‘honour-based’ violence (Including Female Genital Mutilation and Forced Marriage) (KCSIE 2019 pg83)

So-called ‘honour-based’ violence (HBV) 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 (FGM), forced marriage, and practices such as breast ironing. Abuse



committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

10. FGM (KCSIE 2019 pg83)

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.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

Signs and Symptoms to be aware of:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. (see FGM Fact Sheet.) Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care 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, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.



The following FGM Fact Sheet, is a useful summary of the FGM mandatory reporting duty: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

11. Peer on peer abuse (KCSIE 2019 Pg 9 & 86)

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to)

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence (such as rape, assault by penetration and sexual assault);
- sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be a stand-alone or part of a broader pattern of abuse);
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting and initiating/hazing type violence and rituals;

12.Domestic Violence (KCSIE 2019 pg81)

Our school is fully engaged in **Operation Encompass** and we recognise the importance of all staff having a basic understanding in relation to domestic violence and the impact it can have on children.

Operation Encompass is a process used to inform schools when the police have attended an incident of domestic abuse, where domestic abuse incidents have occurred in the homes of their pupils since the previous school day.

The purpose of the information sharing is to ensure schools have more information to support safeguarding of children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours. Operation Encompass will complement existing safeguarding procedures

How will it work?

Police will share information with the Sheffield Safeguarding Hub team, providing a list of children of school age each morning who have been affected by domestic abuse incidents the previous day. Staff from the Sheffield Safeguarding Hub team will identify the school the child attends and e-mail the school before 9am, and inform the Head teacher and/or the Designated Safeguarding Lead that a child at their school has been affected by a Domestic Violence incident. The school will be informed simply that there was an incident and the name of the child. Basic information will be given at that point. The staff in contact with those pupils will then be in an informed position to support them in a way that is right for that particular child or young person, either with silent or overt support.

The single most critical factor in how children cope with exposure to domestic violence is the presence of at least one loving and supportive adult in their life. Children without any support, who are isolated or lack nurturing adults in their lives, are more negatively affected by their exposure to domestic abuse.

When we receive an Encompass notification at St Thomas of Canterbury, we will:-

- Be supportive and understanding of the child's needs and possible behaviours.



- Share this information on a need to know basis e.g. the class teacher.
- Allow time for the child to talk about how they feel and what has happened.
- Develop a trusting relationship with the child and the parent.
- Go at the child's pace; follow their lead.
- Monitor their feelings of safety and security
- Support possible safety planning.
- Acknowledge what they have been through or what they are going through.
- Help them make sense of what has happened/ is happening.
- Monitor children at the start of the day; monitor attendance if required.
- Make referrals/signpost to support services for the child and/or parent.
- Help the child make sense of the way they are feeling and behaving – wishes and feelings work.
- Help the child to develop coping strategies.

13. Serious violence

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

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

14. Sexual violence and sexual harassment between children in schools and colleges (KCSIE 2019 Pg 87)

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

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and



- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

15. Homelessness (KCSIE 2019 pg 82)

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

16. Child criminal exploitation: county lines (KCSIE 2019 pg 80)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

17. Child Sexual Exploitation (KCSIE 2019 pg 79)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;



- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

18. Children with special educational needs and disabilities (KCSIE 2019 pg 28)

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and may be more vulnerable to abuse. St Thomas of Canterbury School acknowledges additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint



- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body.

19. Online Safety (KCSIE 2019 pg94)

Jo Robinson has lead responsibility for online safety.

- St Thomas of Canterbury School recognises that all members of the community have important roles and responsibilities to play with regards to online safety.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (Sexting), or online bullying.

The leadership and management team will:

- Ensure that online safety is viewed as a safeguarding issue and that practice is in line with national and local recommendations and requirements.
- Ensure there are appropriate and up-to-date policies regarding online safety; including a staff code of conduct/behaviour policy and/or acceptable use policy, which covers acceptable use of technology. (Amend as appropriate)
- Ensure that suitable and appropriate filtering and monitoring systems are in place and work with technical staff to monitor the safety and security of our systems and networks.
- Ensure that online safety is embedded within a progressive curriculum, which enables all learners to develop an age-appropriate understanding of online safety.
- Support the DSL and any deputies by ensuring they have sufficient time and resources to fulfil their online safety responsibilities.
- Ensure there are robust reporting channels for the community to access regarding online safety concerns, including internal, local and national support.



- Ensure that appropriate risk assessments are undertaken regarding the safe use of technology.
- Audit and evaluate online safety practice to identify strengths and areas for improvement.

Filters and monitoring

Education broadband connectivity is provided through Schools broadband.

- We use Smoothwall which blocks sites which can be categorised as: pornography, racial hatred, extremism, gaming and sites of an illegal nature.
- The filtering system blocks all sites on the Internet Watch Foundation (IWF) list.
- If learners discover unsuitable sites, they will be required to:
 - turn off monitor/screen and report the concern immediate to a member of staff.
 - The member of staff will report the concern (including the URL of the site if possible) to the DSL (or deputy) and/or technical staff.
 - The breach will be recorded and escalated as appropriate.
 - Parents/carers will be informed of filtering breaches involving their child.
- Any material believed to be illegal will be reported immediately to the appropriate agencies.
- Technology in this area evolves and changes rapidly. The Governing Body will review this policy at least annually.
 - The policy will also be revised following any national or local policy requirements, any child protection concerns or any changes to the technical infrastructure
- We will regularly monitor internet use and evaluate online safety mechanisms to ensure that this policy is consistently applied.
- To ensure they have oversight of online safety, the Head of School will be informed of online safety concerns, as appropriate.
- The named governor for safeguarding will report on a regular basis to the governing body on online safety practice and incidents, including outcomes.
- Any issues identified via monitoring will be incorporated into our action planning.
- The governing body of St Thomas of Canterbury School will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing body will ensure the school has appropriate filters and monitoring systems in place.
- Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the governing body will consider the age range of the pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
- The governing body will also have regard to the following:

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. (KCSIE 2019 pg94)

20. Safer Recruitment, selection and pre-employment vetting (KCSIE 2019 pg 30)

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined part three of Keeping Children Safe in Education (2019).
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. As an academy, our Chair of



Governors will acquire his DBS through the Secretary of State for England. **(KCSIE 2019 pg 48)**

- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/Sheffield SSCB.
- The school will ensure that where relevant, individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

21. Procedures in the event of an allegation against a member of staff or person in school **(KCSIE 2019 pg 53)**

At St Thomas of Canterbury School, the following procedures will be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. Behaved in a way that indicates s/he is unsuitable to work with children.

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the Chair of Governors. The head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher **should not** carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), **within one working day**.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Head teacher /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

As from 2nd May 2019

- There will be a rota between the Child Protection Coordinator's and Steve Hill, Service Manager;



- Whoever is covering the role will be available on [0114 2734850](tel:0114 2734850).
- To make a referral to the LADO please complete the [LADO request form 2018](#) and email it from **your secure email** to lado@sheffield.gcsx.gov.uk

NB: If you have concerns about the behaviour of someone who works with a **vulnerable adult**, you should ring [0114 2736870](tel:0114 2736870) or visit [Adult Safeguarding](#) at the Sheffield City Council website.

22. Procedures for dealing with poor attendance or children that are regularly missing

Unless authorised by the school, absence will be classed as unauthorised. A letter or explanation from the parents does not of itself authorise an absence: only the school's acceptance of the explanation offered authorises the absence. Parents should ensure that the school has at least two emergency contacts for their child.

- If no contact has been made by a parent/carer the school will the school will arrange a home visit, if no contact is made via the home visit **a letter will be sent out to parents**.
- If there are any doubts about the legitimacy of any notes or reasons given for absence this should be reported immediately to the Head teacher who will contact home and in some cases may seek further advice and guidance from the Attendance and Inclusion Officer.
- Where a pupil is frequently late, parents will be contacted via letter informing them of their child's lateness and need for improvement.
- The school action plan to improve attendance will be reviewed each term
- The school will identify and monitor pupils whose attendance gives cause for concern. This being the 90 % or less. A tiered letter system will operate for any child whose attendance is a concern. Parents may then be invited in for a meeting with the Headteacher, Assistant Headteacher and, if in year 6, a member of the transitional secondary school pastoral care team.
- Referrals may being made to Multi Agency Support Team (MAST) Early Help for additional support where support needs are identified.
- Returns on persistent absences will be monitored by Beth Schofield and the members of the school 'Compassion Team'; Mr Walker, Mrs Wileman and Miss Lancaster.
- Appropriate strategies will be employed in order to address the attendance of individuals.
- Where attendance improves to an acceptable level the pupil will be removed from the concerns list.

Private fostering – Part 9 of the Children Act 1989

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.



The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Appendix One

Definitions and indicators of abuse

Reference: *What School and College Staff Should Look Out For' KCSIE 2019 pg 4)*

Early help

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

- is disabled and has specific additional needs; has special educational needs (whether or not they have a statutory Education,
- Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;

Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight
Failure to develop intellectually or socially
Neurotic behaviour

Physical abuse

Physical abuse: Physical abuse 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.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred
Finger, hand or nail marks, black eyes
Bite marks
Round burn marks, burns and scalds
Lacerations, wealds
Fractures
Bald patches
Symptoms of drug or alcohol intoxication or poisoning
Unaccountable covering of limbs, even in hot weather
Fear of going home or parents being contacted
Fear of medical help
Fear of changing for PE
Inexplicable fear of adults or over-compliance
Violence or aggression towards others including bullying
Isolation from peers

Sexual Abuse

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse as can other children

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate.
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self-mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant

Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

Emotional abuse

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

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self-harming, drug or solvent abuse
Fear of parents being contacted
Running away / going missing
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child

- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Appendix Two

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to **Children's Social Care** without delay, by the Head of School / designated safeguarding lead/staff using the correct procedures as stated in the guidelines.

Safeguarding concerns - flow chart for education settings

Someone raises concerns about a child or young person at your setting:

- Concerns passed on **verbally** to the DSL/D (in person or by phone) straight away
- Concerns **then** written down & given to the DSL/D to keep as a record in the safeguarding file

DSL/D should collect information by:

- Reviewing the child or young person's safeguarding file
- Contact involved practitioners to discuss

These checks are important but should not delay the referral of a child or young person under 18 years old who is suffering or likely to suffer significant harm

Is the child or young person **suffering or likely to suffer significant harm**?

YES...

Discuss with parents/carers?

- You do not need consent to refer to Children's Social Care but it is preferable
- You should inform parents/carers of your concerns & that you are making referral
- You do not need to discuss the referral with parents/carers if you think it will place a child, parent/carer or worker at further risk
- If you cannot contact parents/carers **DO NOT WAIT** to make a referral as this may increase the risk

- Talk immediately to the child's social worker if one is already involved
- If no allocated social worker, refer concerns immediately to **Sheffield Safeguarding Hub**, tel. 2734855
- Within 24 hours securely send a completed **Multi-Agency Confirmation Form (MACF)**

Not sure...

Consult **Thresholds of Need Guidance (SCC)** at:
www.safeguardingsheffieldchildren.org/sscb
in the 'Information for Professionals' section

and/or:

Seek advice from **MAST**, tel. 2037485

and/or:

Discuss with a Social Worker for Prevention & Intervention (SWPI) at the **Safeguarding Children Advisory Service**, tel. 2053535

NO but need support...

- Discuss support needs with parents/carers
- Explain EHA (Early Help Assessment) process & seek agreement for parent/carer involvement

Early Help Assessment:

- Family needs support from an agency other than school (level 3)
- Complete EHA part 1
- Send to MAST for discussion at weekly EH Gateway Meeting to co-ordinate support

If EHG Meeting identifies more complex needs or no positive outcome at level 3, case will 'step up' to level 4

Early Help Assessment level 4:

- Family need multi-agency, intensive support
- Complete FCAF with parents/carers & involved practitioners
- Send FCAF securely to MAST for consideration at the **Multi Agency Complex Case Panel (MACCP)**

Appendix 3

Individual school procedures for St Thomas of Canterbury School, A Catholic Voluntary Academy

- Child Protection records will be stored securely via CPOMS system. Individual files including Operation Encompass notifications will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation
- All teaching and support staff have a CPOMS log-in – access rights are assigned to each user with only members of the schools safeguarding team (ie DLS & DDSLs) having full access rights
- A separate CP file must be created regardless of whether formal CP procedures have been initiated. For some children this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated from a variety of sources over time
- Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school- this is automatically done on CPOMS system
- Vehicles for informing parents/carers about our safeguarding policy are: School prospectus, website, newsletter, and new families' induction/home visits.