



Safeguarding and Prevent Policy

Date: October 2023

Date ratified:	16/10/24
Author/Reviewer:	Ben Paxman
Date for Review:	October 2024

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this Policy will be reviewed every year.

First Issue	October 2023
Originator	Ben Paxman, DSL
Linked Policies	Online Safety Policy Attendance Policy Anti-bullying Policy Behaviour Policy
Target Audience	School staff, governors and the wider community
Dissemination via	Publication on school website / signposting to parents and staff

MONITORING AND REVIEW

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This will be reviewed at an appropriate time after ratification by the governing body.

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Appendix 1: Resolution of Practitioner Disagreements

1. SAFEGUARDING TEAM AT TOTLEY PRIMARY SCHOOL

Safeguarding role	Role outline	Name	Job role	Direct email
Designated Safeguarding Lead	Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.	Ben Paxman	Headteacher	headteacher@totley.sheffield.sch.uk
Deputy Designated Safeguarding Leads	With the Headteacher, responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.	Coralie Corrin Chris Atkinson Michael Cooper	Deputy Headteacher s KS2 leader / IT and online safety lead	ccorrin@totley.sheffield.sch.uk catkinson@totley.sheffield.sch.uk mcooper@totley.sheffield.sch.uk
Child Sexual Exploitation Lead	Develops and maintains policies & staff awareness of CSE, the Sheffield Safeguarding Children Board responsibilities and the Sexual Exploitation Service key priorities.	Ben Paxman	Headteacher	headteacher@totley.sheffield.sch.uk
Prevent Single Point of Contact (SPOC)	Leads within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.	Ben Paxman	Headteacher	headteacher@totley.sheffield.sch.uk
Looked After Children (LAC)	Promotes the educational achievement of	Ben Paxman	Headteacher	headteacher@totley.sheffield.sch.uk

Designated Teacher	children who are 'looked after'.			
Online safety officer	Develops and maintains a safe on-line culture within the school.	Michael Cooper	ICT co-ordinator	mcooper@totley.sheffield.sch.uk
Filtering and Monitoring System Lead	Is responsible for ensuring that the DFE 'filtering and monitoring standards' are met https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges	Ben Paxman Gareth Harle	Headteacher Trust IT Lead	headteacher@totley.sheffield.sch.uk gharle@merciatrust.co.uk
Chair of Governors	The chair of governors has a key role in the leadership and management of schools.	Nick Harris		chair@totley.sheffield.sch.uk
Safeguarding/ Child Protection Governor	Reviews the safeguarding policies and procedures and remedies any deficiencies or weakness in regard to child protection arrangements.	Greg Raynor		safeguarding@totley.sheffield.sch.uk
Contact	Contact Number			Email address
Totley Primary School	0114 2364482			headteacher@totley.sheffield.sch.uk

The Nook	0114 3494230	
Sheffield Safeguarding Hub	0114 2053535 0114 273 4855	sscb@sheffield.gov.uk
LADO	0114 2734850	lado@sheffield.gcsx.gov.uk
South Yorkshire Police	101 Anonymously to 0800 555 111	Complete an online form at https://www.southyorks.police.uk/contact-us/report-something/ https://crimestoppers-uk.org/give-information/give-information-online/
WEST MAST	0114 250 6865	childrenandfamiliesMAST@sheffield.gov.uk

2. **OUR AIMS**

At Totley Primary School, our aim is for children to be happy and secure in their environment so they can grow socially, emotionally, intellectually and morally. Our values are a vehicle for this:

Relationships - positive relationships provide a true sense of belonging for all of our staff community.

Outcomes - high expectations drive all children to aspire to achieve exceptional outcomes across and beyond.

Attitudes - through a culture of learning, children are lifelong, self-motivated learners with the resilience to embrace future challenges.

Development - nurture the personal growth of happy, well-rounded and balanced citizens with a deep-rooted appreciation of British Values.

Our policy outlines how we protect our children and keep them safe, as well as ensure that they understand their own value and self-worth. All staff must recognise our legal and moral duty to promote the welfare of children and safeguard them from any mental, physical or emotional harm. Relationships between staff and children play an integral role in our policy. This includes the teaching team and support staff, including lunchtime supervisors.

Our school fully recognises the contribution it can make to protect and support children by fostering an honest, open, caring and supportive climate. We aim to:

- Make a safe environment where we can trust and care for each other
- Prevent children from being radicalised and forming harmful relationships
- Take action if a child is found to be suffering significant harm
- Maintain confidentiality, keeping all records in a secure place
- Teach the children about how to keep themselves safe from harm through our curriculum
- Use positive relationships to provide a sense of belonging for our staff community
- Nurture the personal growth of happy, well-rounded and balanced citizens with a deep-rooted appreciation of British Values
- Arrange site security to ensure that all children are safe at all times
- Recruit staff through safer recruitment protocols

In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times be proactive in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children and their families as part of their responsibility for pastoral care. The school hopes that parents/carers and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action.

We are fully aware of the significance of the Equalities Act and that discrimination against any members of the school community because of their protected characteristics is unlawful. In our school, we are committed to supporting children in understanding the protected characteristics, whether they may be personally relevant or otherwise and will take positive action as required to address any associated disadvantages. This could mean making reasonable adjustments for disabled children, for example, or supporting children to have a quiet space to pray during a time of religious significance.

This policy applies to all teaching staff, non-teaching staff, support and volunteer staff and anyone else who is responsible for, or is in contact with, children in our school.

We believe safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body.

We will:

- track all children against the 5 outcomes of Every Child Matters and keep a record of positive and negative issues that could affect a child's well being
- take action to support children whose well-being is affected
- ensure, through training and supervision, that all staff and volunteers in the school are aware of the child protection procedures and act on any guidance or advice given by them; and are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions
- Designate a senior member of staff and a deputy with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and are responsible for coordinating action within the school and liaising with other agencies
- share our concerns with others who need to know, and assist in any referral process
- ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated members of staff, who will refer on to Children's Services
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by special educational needs or protected characteristics such as sexual or racial factors or disability
- ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children
- act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children
- Note any concerns about the welfare of children on CPOMS to ensure swift and appropriate referrals are made to the designated officer

3. STATUTORY DUTIES

The statutory duty to safeguard children and young people is set out in the following document:

- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children (2023)

Definition of Safeguarding

Totley Primary School adopts the definition used in the Children Act 2004 and in 'Working together to safeguard children' 2023 and Keeping Children Safe in Education 2023. This can be summarised 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
- taking action to enable all children to have the best outcomes

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

Safeguarding involves a range of issues which can include:

- Physical, sexual, emotional abuse
- Neglect
- Young carers
- Mental health needs
- Bullying (including cyber-bullying and prejudice-based bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalisation or extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Domestic violence
- Issues specific to our local area and population e.g. anti-social behaviour, gang activity, youth violence, family members in prison
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.
- Those who are within the care system and are looked after or have been previously looked after or have a social worker
- Asylum seekers
- Persistent absence from education

4. SUPPORTING CHILDREN AT RISK

The school may be the only stable, secure and predictable element in the lives of children at risk. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may still be challenging. Our aim is to foster relationships with these children to promote positive behaviour through support and communication, making use of our wellbeing team and external agencies.

Some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. Children with behavioural difficulties, children with special educational needs and/or

disabilities (SEND), children missing from education and children who are looked after are most vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse.

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

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

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

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy (which includes guidance in use of restraint)
- Online Safety Policy
- Equalities Policy
- Whistle-blowing Policy - a link to the NSPCC whistle blowing line <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>
- Health and Safety Policy
- Intimate Care Policy

5. HELPING CHILDREN TO KEEP THEMSELVES SAFE

Curriculum

Safeguarding is part of our taught curriculum. We teach children that they have a right to speak out and be heard, be safe and get help when they need it. They are taught how to keep themselves safe, how to understand and recognise signs of abuse and about the sources of help available to them. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain and teaches them how to be safe and happy, both in and outside of school. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We teach sex and relationships education where the fundamentals of keeping ourselves safe are taught from Foundation stage through to Y6. Examples of these are the PANTS rules and 'what are safe and unsafe drugs'. These ensure our children understand about themselves, their human rights and everyone's protected characteristics. Our assemblies look at important aspects of the school's golden rules and focus on whole school or current issues at the time with focus weeks; for example, online safety, friendship and anti-bullying.

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE), Relationships and Sex Education (SRE) lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our children is important to us. Children are encouraged to speak to a member of staff in confidence about any worries they may have. As well as the whole staff team, Wellbeing Champions build relationships with children and are there for children to share their worries.

However, all our children are aware that if they disclose that they are being harmed or that they have, or intend, to harm another, that this cannot be kept secret and that information will need to be shared.

PSHE association <https://www.pshe-association.org.uk/>

Mental Health and Wellbeing

Children are taught that mental health and wellbeing is a priority. We teach children how to support their own mental health and recognise if they need support. We have systems in place to support children's mental health and wellbeing including Wellbeing Champions and the Zones of Regulation. These have resulted in a culture whereby mental health and wellbeing is talked about openly.

Online Safety

Online safety is taught in our curriculum. Our Online Safety policy outlines how we keep children safe online and promote the positive use of technology. All electronic devices that have access to the internet or/and school system are filtered and monitored by Smoothwall to ensure the DSL and online safety officer are aware of the content being viewed in school and what has been restricted. Any concerns raised are logged systematically. This also applies to staff and visitors who have been granted access to the school's wi-fi network. With compliance to UK legislation and guidance such as the **Prevent Duty** and **DfE Keeping Children Safe in Education** remaining high on the Safeguarding agenda, Governors and Proprietors must ensure they have the appropriate filtering and monitoring in place to fulfil their duty of care and safeguard children and staff against any online threats and harmful content. A daily email to the DSL and online safety officer is sent to ensure any website deemed to be a risk to children is flagged immediately and the DSL and online safety officer can act in accordance with this policy.

6. CHILD PROTECTION

Early Help

All children are monitored using CPOMS by all staff to ensure they are happy and healthy in school. At times, children and their families may need coordinated intervention to promote, safeguard or protect the welfare of the child. This could be in the form of early help in order to gain support from other services for the child or their family. Totley Primary School is committed to working together with other professionals in order to support our families. Early help may be given by:

- Holding professional meetings with other professionals.
- Working with the School Nurse service
- Working with MAST – requests for their services would be made by the safeguarding team and screened by the MAST team.
- Completing an FCAF and discussing the needs with the family (unless to do so would place the child or others at risk of harm) in order to gain further support

The impact of early help is monitored through professional meetings with parents.

Attendance at Child Protection Conferences

Our school will follow the recommendations for good practice from the local area Sheffield Children's Safeguarding Partnership with regards to attendance at Child Protection Conferences.

The Family Common Assessment Form (FCAF)

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

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

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the DSL. **This referral will be by telephone to the relevant team at Social Care.**

7. SAFEGUARDING CHILD PROTECTION ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children and to report any concerns to the safeguarding team. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.

One member of our senior leadership team is responsible for the implementation of appropriate procedures alongside the rest of our Safeguarding team.

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

Procedures

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

All staff working at Totley Primary School are required to:

- Read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Be aware of our child protection and safeguarding policy and procedures, including referrals to statutory agencies. They must understand the role of the DSL and know how to deal with children missing from education.
- Observe and comply with the staff code of conduct and be vigilant in reporting low level concerns.
- Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2023.
- Know how to deal with a disclosure.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM as set out in this policy.
- Understand the school's management policy and procedure and know what to do in the event of an allegation made against someone working with children.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence, sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child-on-child abuse as outlined in this policy.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Be aware of the early help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment.

The Governing Body will:

- Assess the impact of this policy in keeping children safe.
- Contribute any local, contextual information that may support children's safety and welfare.
- Appoint a nominated governor to liaise with the Head Teacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.

- Receive and consider regular reports from the Head Teacher about the effectiveness of safeguarding and child protection at the school.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.
- Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation and good practice. They will also hold the Headteacher to account for its implementation.
- Ensure all Governors read Keeping Children Safe in Education 2023.
- Receive any allegations made against the Headteacher.

All Governors must read Keeping Children Safe in Education.

The Head Teacher will:

- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.
- Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL.
- Meet regularly with the Safeguarding Team.
- Ensure that the Safeguarding Team has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
- Attend advanced training through the Local Authority.
- Ensure that all staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- Be alert to the signs of harm and abuse and specific safeguarding issues including but not limited to: Child Sexual Exploitation (CSE); Child Criminal Exploitation including County Lines activity; serious violent crime including serious violent sexual offences; child-on-child abuse, FGM, and radicalisation. child-on-child abuse can manifest itself in many ways but often in bullying (including cyber bullying) gender based violence / sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child-on-child abuse.
- Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and to ensure that this person has appropriate training.
- Communicate clearly to visitors, parents, and children so everyone understands the school's safeguarding policy and procedures.
- Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a

referral that requires an urgent response and time to attend lengthy meetings or case conferences.

- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff online areas and the website (along with this policy).
- Report to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policies.
- Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure all appropriate checks are made in relation to all staff, volunteers, and visitors, including Section 128 checks for School Governors.
- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of children and staff at the school.

The Designated Safeguarding Lead is responsible for:

- Being available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and deputy contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised.
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attending accredited, enhanced training each year, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via e-bulletins, email, or as part of staff meetings) is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison takes place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a child.
- Ensuring that all staff have an understanding of child abuse, neglect, and child-on-child abuse (including serious violence and serious sexual violence, Child Criminal Exploitation, FGM, and Prevent) and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).
- Maintaining details of any looked after child's social worker and the name of the Virtual School Head (in the authority that looks after the child).
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting key staff in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.

- Liaising with the Governing Body's nominated governor for safeguarding.
- Ensuring relevant records (and further information not contained in the child's child protection file) are passed on appropriately when children transfer to other schools, or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
- Undertaking the Sheffield Children Safeguarding Partnership (SCSP) annual safeguarding audit.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support key staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.
- Meeting regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the school and meet the needs identified in the child's personal education plan.
- Ensuring that the DFE filtering and monitoring standards are met and therefore that pupils and staff are protected from potentially harmful and inappropriate online material.

8. STAFF AND SCHOOL SITE

Conduct of staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Staff have all signed the school's Code of Conduct and are aware of procedures around reporting low level concerns.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties
- enforcing their personal views through their teaching
- exposing children to potentially harmful and inappropriate online material

Staff Training

Our school will ensure the designated lead and the deputy designated lead attend all training relevant to their role.

All staff will receive and be able to access safeguarding training relevant and appropriate to their role. As a minimum requirement, all staff will receive safeguarding training during their induction when joining the Trust and complete statutory basic training every three years. All staff will be trained to recognise and respond to situations where a child might be considered to be at risk. All staff will have yearly update training online for safeguarding children and preventing radicalisation.

All staff will be trained to recognise and respond to situations where a child may be considered to be at risk.

Recruitment

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. Totley Primary School creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose risk of harm to or abuse children.

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

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

All staff (including supply staff) who work in the school

- All others who work in regular contact with children in the school including volunteers
- All members of the proprietor body (Mercia Learning Trust).

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

Recruitment checks are carried out in line with the statutory DFE guidance as set out in 'Keeping children safe in education' 2023.

School Site

- Children are never allowed to leave the school site without adult supervision during the school day
- During the school day, there is only one point of entry/exit
- External doors are kept locked when unsupervised
- The building supervisor undertakes regular safeguarding site checks

- Visitors use the main entrance and report to the main office on arrival where they will be asked to sign in and given a visitor's badge.
- All visitors will have sight of our safeguarding guidelines (within their lanyard) and be taken through these by a member of the office staff.
- Adults having contact with children in the school grounds or over the wall should always be challenged by a member of staff and the Headteacher informed

Visitors and Supply Staff

Visitors to the school and supply staff are made aware of our safeguarding and child protection policies on arrival at the school and are given information (in the form of a pack for supply staff) about what to do if they are concerned about any aspect of child welfare. Supply staff are only used from agencies where recruitment and DBS checking procedures are known to be robust. Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present. Staff will not invite speakers into school without first obtaining permission from the headteacher. Any visitors who have not had a DBS (Disclosure and Barring Service) check will wear a red lanyard. All staff and children are aware of this procedure. Any staff member or visitor who does not have a DBS check will not be permitted to be unsupervised with children.

9. RESPONDING TO SUSPICION OR ALLEGATION OF ABUSE

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

We have clear procedures to respond to two situations:

- Suspicion of abuse
- Allegation of abuse

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

Suspicion of Abuse

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

Allegation of Abuse

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

What to do if a child makes an allegation of abuse.

- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.
- When talking with the child:
 - Stay calm and reassuring
 - Explain that you cannot promise to keep what the child tells you a secret
 - Tell the child you might need to get someone else to help
 - Allow the child time and space to talk
 - Listen to, and take seriously, what the child tells you
 - Tell them that whatever the circumstances, they are not to blame
 - Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message, such as by asking open questions or repeating back what the child tells you to prompt further clarification or detail
 - Reassure the child that they have done the right thing in telling someone
 - Ask the child if they have told anyone else
 - Do not make any promises to the child
 - Inform a member of the safeguarding team or the Headteacher.
- Write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL for the Child Protection file.
- As the person the child has entrusted in disclosing information, it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- Confidentiality is vital. The DSL and Headteacher will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the 'Whistle-blowing Policy', contact the Local Authority Designated Officer (LADO) on (0114) 273 4855 (select option 1). Office hours are Monday – Thursday (8:45am – 5:15pm) Fri (8:45am – 4:45pm).
- For further details of the role of the LADO visit:
<https://www.safeguardingsheffieldchildren.org/scsp/processes/allegations-of-abuse-against-people-who-work-with-children-lado>

In the case of staff becoming aware of issues regarding radicalisation or female genital mutilation, they have a duty under the Prevent duty, to report their concerns to the designated officer within school and / or to the police.

Procedures for DSL and safeguarding team

Where a member of staff relays a suspicion that a child may be at risk;

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

If the child is already known to be on the Child Protection register:

If we know that the child is on the register, then we should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that we are aware that there is some basis to their concerns and that support is being offered to the child. If the child is not known to the register: We will use our professional judgement in deciding on a course of action.

Depending on the nature of the concern we may:

- Decide to keep a watching brief
- Seek advice from the Sheffield Safeguarding Hub (0114 2734850)
- We will keep a record of all contacts with external agencies.
- Whether or not we decide to make a referral, we will see the teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns.

When a child alleges abuse (Any allegation made will need to be investigated by one of the statutory agencies)

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

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

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

Before referral, ensure that we have the following information:

- Details of the child- name, address, date of birth, family surgery, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child

- Condition, location and expectations of the child
- Information given to parents/carers, if any
- Any background information
- Check the Child Protection register.
- If the child is known to the register, then the member of the safeguarding team will contact the appropriate key worker.
- If the child is not known to the register, a referral must be made to the Duty Principal Social Worker of the Children and Families team of the division in which the child lives. If in doubt about which is the correct division, phone Safeguarding Advice Line (2053535).

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

If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's **Whistleblowing Policy** (which can be found on the school website). Enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

If you are concerned about safeguarding practices within school you must raise your concern through the whistleblowing procedure or through the NSPCC whistleblowing helpline 0800 028 0285.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher.

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Local Authority Designated Officer (LADO) will happen if staff have;**

- **Behaved in a way which has harmed, or may have harmed a child;**
- **Possibly committed a criminal offence against or related to a child or**
- **Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.**

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to the Police or Designated Officer or NSPCC Whistleblowing helpline

(0800 028 0285) if they believe direct reporting is necessary to secure action. Allegations must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher. Allegations must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' 2023.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHS (Child and Adolescent Mental Health) may be required.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2023)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

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

The purpose of these procedures is to:

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

Totley Primary School follows the statutory guidance as set out in 'Keeping children safe in education' DFE 2023.

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

- If you think a child is at risk of harm or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think an adult may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think a member of staff may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made you must inform the Headteacher immediately.
- Record all concerns or disclosures on CPOMS even if you have informed a member of the safeguarding team.
- Refer to the “What to do” section above.

10. DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will refer the matter to the relevant Children’s Services.

To this end, volunteers and staff will follow the procedures below;

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused, or makes an allegation against a member of staff

- **record what they have seen, heard or know accurately at the time the event occurs, using CPOMS**
- **share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree action to take.**

Records should include the date including the year and the full name of the person reporting the allegations and should be signed. The DSL is then responsible for the coordination of information within school and for liaising with external agencies.

Records and monitoring

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

Confidentiality

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

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

11. PHYSICAL CONTACT & RESTRAINT – USE OF REASONABLE FORCE

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child

needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means 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 a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention or is in crisis. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force:

- In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit;
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

Members of staff who may have to make physical interventions with children should:

- Use de-escalation techniques to try to calm the situation first.
- Decide if the potential consequences of not intervening are sufficiently serious to justify the action.
- Decide if the chance of achieving the desired outcome by other non-physical means are low
- Assess the risk of using force and conclude that using force outweighs the risk of not using it
- Do what is reasonably proportionate and necessary to protect the child.
- Explain to the child/other children in the area what they are doing and why - this prevents misunderstandings
- Be adequately trained in the appropriate use of force and restraining holds.
- Complete a physical intervention form which is discussed with the Headteacher and log the incident on CPOMS.
- Contact the parents or carers as soon as they are able to pass on the information in a timely and appropriate way.

Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may

not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

Post-incident support

If injuries result from the application of reasonable force, medical help should be sought straight away. It is also important to ensure that staff and pupils are given emotional support. As soon as possible after the incident, parents / carers should be informed and provided with a copy of this policy. If necessary details of the incident will be confirmed in writing. When assessing the incident, consideration may be given to involving multi-agency partners to offer support or advice. Where a pupil is responsible for injury to another, as well as holding him/her to account and issuing appropriate sanction, the child will be given the opportunity to repair the relationships with pupils and staff affected by the incident. The child will be offered appropriate support to help develop strategies for avoiding such crisis points in future.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

12. CHILDREN MISSING FROM EDUCATION

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM, forced marriage CSE.

All pupils will be placed on admission and attendance registers as required by law.

We will only remove a child off our admission register when authorised by the local authority and only after following local authority guidelines. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Sheffield procedures. The Children Missing from Education Team can be contacted on 0114 273 6462.

13. FEMALE GENITAL MUTILATION (FGM)

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

14. THE 'ONE CHANCE' RULE

As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the school takes action without delay.

Further information on specific safeguarding issues can be found at:

www.nspcc.org.uk

www.safeguardingsheffieldchildren.org.uk

www.gov.uk

15. CHILD CRIMINAL EXPLOITATION (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Staff should make themselves aware of issues surrounding County Lines.

County Lines

How do you know if County Lines drug dealing is happening in your area?

Some signs to look out for include:

- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g. different accents compared to local accent).
- Change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional).
- Substance misuse and/or drug paraphernalia.
- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc).
- Residents or young people you know going missing, potentially for long periods of time.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.

All staff should be aware of the associated risks and understand the measures in place to manage these.

All staff at Totley Primary School School will be made aware of the indicators that may signal children are at risk from, or are involved with, serious violent crime.

Signs may include:

- Increased absence.
- Change in friendships.
- New relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm.
- Significant change in wellbeing.

- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

16. CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs when 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 activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
 - Inappropriate sexual or sexualised behaviour.
 - Sexually risky behaviour, 'swapping' sex.
 - Repeat sexually transmitted infections.
 - In girls, repeat pregnancy, abortions, and miscarriage.
 - Receiving unexplained gifts or gifts from unknown sources.
 - Having multiple mobile phones and worrying about losing contact via mobile.
 - Having unaffordable new things (clothes, a mobile phone, etc.) or expensive habits (alcohol, drugs, etc.).
 - Changes in the way they dress.
 - Going to hotels or other unusual locations to meet friends.
 - Seen at known places of concern (e.g. brothels).
 - Moving around the country, appearing in new towns or cities, not knowing where they are.
 - Getting in/out of different cars driven by unknown adults.
 - Having older boyfriends or girlfriends.
 - Contact with known perpetrators.
 - Involved in abusive relationships, intimidated, and fearful of certain people or situations.
 - Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
 - Associating with other young people involved in sexual exploitation.
 - Recruiting other young people to exploitative situations.
 - Truancy, exclusion, disengagement with school, opting out of education altogether.
 - Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, etc.).
 - Mood swings, volatile behaviour, emotional distress.
 - Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.

- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

17. DOMESTIC ABUSE

Domestic violence and abuse refer to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. It can include any situation where someone is forced to alter their behaviour due to fear of their family member's reaction.

Incidents of domestic violence are rarely a one-off and often become more frequent and severe over time. Domestic violence can affect anyone, regardless of age, social background, gender, religion, sexuality or ethnicity.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

ACEs – Adverse Childhood Experiences

The effects of domestic violence can be traumatising and long lasting and can have an impact on:

- children and young people's understanding of acceptable
- relationships with others and their ability to form relationships in school and beyond
- their emotional wellbeing: increased anxiety, fear and stress levels
- their ability to learn
- their view of the family and the broader community and society
- levels of aggressive and anti-social behaviour.

Staff need to be mindful that children may not feel ready or know how to tell someone they are being abused or witness to abuse.

Operation Encompass

This initiative helps police and schools work together to provide emotional and practical help to children who have been involved in domestic abuse. When the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) before the child or children arrive at school the following day. This ensures that the school has up to date and relevant information about the child's circumstances and can enable support to be given to the child according to their needs. DSLs should endeavour to alert relevant pastoral support staff as soon as possible where this is appropriate.

18. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- 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.
- Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

19. PREVENTING RADICALISATION

Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2023)
- Prevent Duty Guidance (Updated April 2021)
- Working Together to Safeguard Children (2023)

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes rejection by peers, family, social groups or faith

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns such as CPOMS. Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

20. Child-on-child abuse

All staff should be aware that children can abuse other children and that they have an important role in preventing and responding where they believe a child may be at risk from it. They should also be aware that a lack of reports of such abuse does not necessarily mean it is not happening and that they should remain vigilant. Staff should be prepared to challenge inappropriate behaviours between children that are abusive in nature and be especially mindful to avoid downplaying sexual harassment, for example, as 'just banter,' or 'part of growing up,' which could potentially lead to its normalisation and the development of an unsafe culture. Staff should be aware that children who identify as LGBT+ or who are perceived as LGBT+ by other children (whether they are or not) may be more susceptible to being targeted by other children. The same may be true for other children for whom protected characteristics apply.

Signs of child-on-child abuse may be:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- 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)
- 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 sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- 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).

It is essential that if staff have any concerns about child-on-child abuse, they speak to the safeguarding team.

21. Types of abuse and neglect

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Attendance

The benefits of good school attendance are wide ranging, as set out in 'Working together to improve school attendance' DFE 2022. Attendance issues may be an indicator of safeguarding concerns such as neglect, sexual abuse and child sexual and criminal exploitation. Children will be registered in accordance with the Attendance Policy and the school will be vigilant on following up on any absence or concerns, as well as working with parents and, if needed, external agencies, to offer support and address any barriers to regular attendance.

Mental Health and Wellbeing Support

We recognise that the ongoing impact of the pandemic could have a significant effect on the mental health and wellbeing of all members of the school community, and there will be a particular focus on pastoral care as a consequence. Staff will remain vigilant for signs of safeguarding risk or emotional distress.

Safeguarding concerns should be reported to the DSL. Staff are reminded of the need to report any concern immediately and without delay. The statutory guidance Keeping Children Safe in Education 2023 highlights the fact that mental health problems can be an indicator of a safeguarding concern. All safeguarding concerns will be logged on CPOMS in the usual manner, and information will be shared appropriately so that all relevant staff are aware of the support needs or child protection issues of the children in their care.

Vulnerable Children

The school will continue to work with and support children's social workers and local authority to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care can attend school where appropriate, or are accessing education and wellbeing support if they are unable to attend school.

In the event of a prolonged closure or partial closure of our schools, Totley Primary School will:

- Provide frequent and ongoing general update information, guidance and advice
- Advise as to how to make contact with school (to be made clear through school website) and make key phone numbers available via the school website
- Ensure that staff reply as necessary, immediately where concerns are safeguarding issues for current and new child protection concerns through CPOMS and contact with DSL/DDSL

- Liaise with all necessary professionals as usual
- Attend any planned review meetings, offering remote attendance by phone or video conference
- Use the school's agreed system to record and report (CPOMS)
- Keep an ongoing log of all contact made for vulnerable families
- Monitor the attendance of children learning remotely daily through teaching teams taking a register. The parent/carer of any child not accounted for (learning remotely or in school) will be called to check that they are fit and well. Any concerns will be referred to DSL/DDSLs for further attempts of contact (through calls, texts, emails or home visits depending on the family)
- Offer of food support through school where the child is eligible by application for Free School Meals
- Keep an ongoing log of all contact made for those pupils identified as having possible financial difficulties
- Make regular telephone contact where support from school is requested by the family
- Have contact details of necessary children through the school's remote access capability
- Not remove personal information of pupils from the premises (paper copies etc)
- Record and report any cause for concerns through CPOMs unless there is an immediate danger where they will call Ben Paxman (DSL), Coralie Corrin (DDSL) or Chris Atkinson (DDSL)
- Where necessary and if possible in terms of current government advice, home visits will be undertaken to support families in exceptional circumstances (or when we have not been able to make contact (despite efforts) for two consecutive days)

Onsite Provision

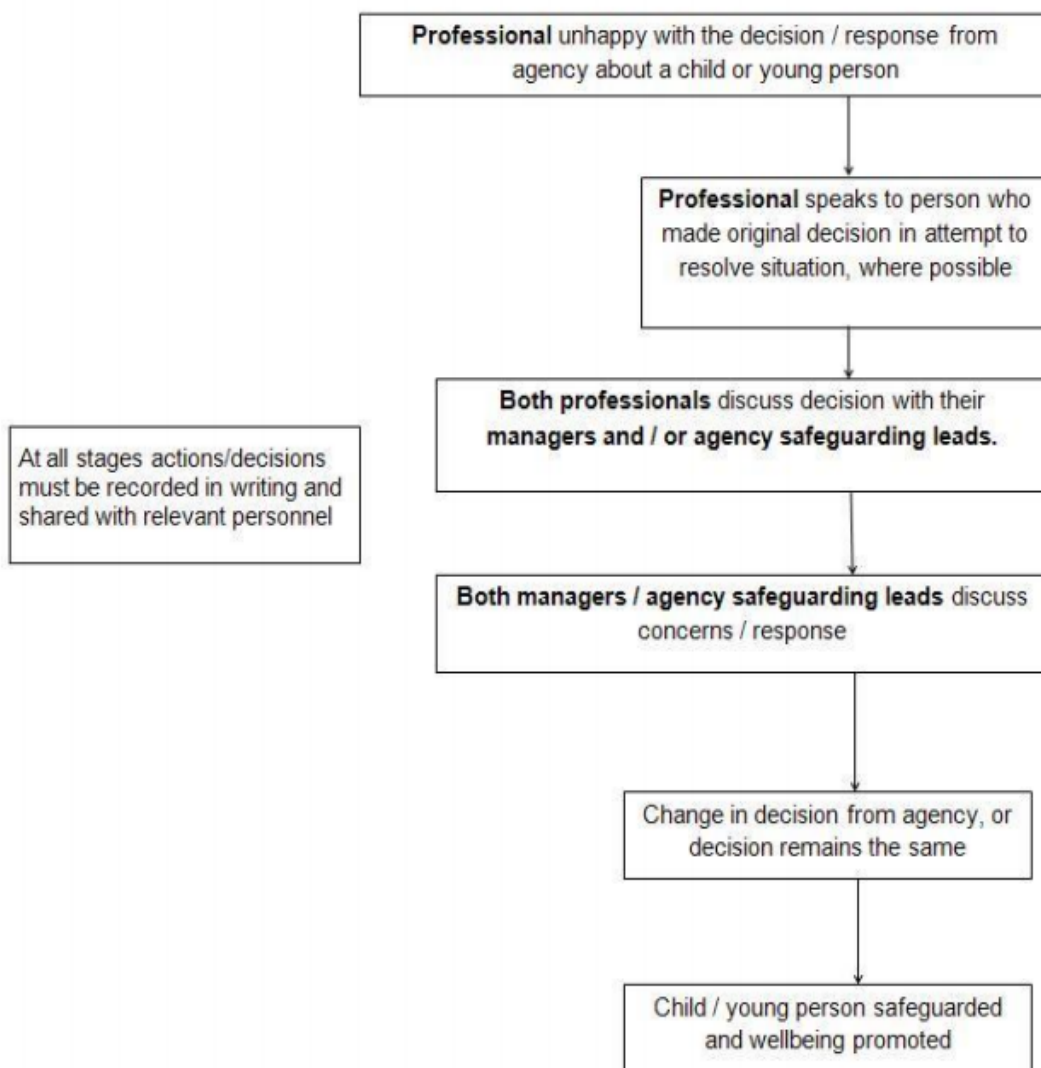
When providing onsite care for children Totley Primary School will have a trained Designated Safeguarding Lead (DSL), or Deputy Safeguarding Lead (DDSL) in the premises.

Appendix 1:

Resolution of Practitioner Disagreements

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

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



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