



Westbourne School  
Safeguarding and Child Protection Policy

<b>Person Responsible</b>	<b>Designated Safeguarding Lead - Mrs Natalie Day</b>
<b>Date Written</b>	September 2019 (updated April 2020)
<b>Review required</b>	September 2020
<b>Governor with safeguarding/child protection responsibility</b>	Mrs Alison McKinna

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This policy is applicable to all pupils at Westbourne School, including those in EYFS (please see **Appendix A** for the EYFS policy on the use of cameras and mobile phones). It is reviewed and updated annually, with involvement from the whole of the safeguarding team, who also meet regularly (at least once, usually twice per term) to formatively review procedures, plan training and discuss priorities.

### **Statutory Guidance**

We operate our safeguarding procedures in line with the Sheffield Children Safeguarding Partnership (SCSP) and with locally-agreed inter-agency procedures. We liaise with the SCSP team regularly and attend safeguarding training from the Local Authority which ensures we are kept abreast of local issues and challenges, and of how procedures in Sheffield work. Both the SCSP policies/guidance and our own have been updated to reflect the current statutory guidance from:

- 1) Paragraphs 7 and 16 of the Schedule to the Education (Independent School Standards) Regulations 2014 (SI 2014 No.3283);
- 2) Keeping Children Safe in Education (September 2019) (*KCSIE*). *KCSIE* incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006*. *KCSIE* also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015);
- 3) *Working Together to Safeguard Children* (September 2018) (*WT*). *WT* refers to the non-statutory but important advice: *Information sharing* (2018);

- 4) *Prevent Duty Guidance: for England and Wales* (July 2015) (*Prevent*). *Prevent* is supplemented by non-statutory advice and a briefing note: *The Prevent duty: Departmental advice for schools and childminders* (June 2015) *The use of social media for on-line radicalisation* (July 2015)
- 5) [Children Missing Education, September 2016](#).

For Sheffield Local Authority policies/guidance please follow this link: <https://www.safeguardingsheffieldchildren.org/sscb/education/policies-procedures>.




This policy also has links/references to other school policies such as behaviour, SEND and online safety policies, as well as the staff code of conduct and recruitment policy. All of these policies can either be found on our website or are available upon request. It is vitally important to us that policies are as clear, cohesive and user-friendly as possible. If you ever have a question about any of our policies, please do raise it. Policies are reviewed regularly and we are always open to feedback.

## **1. Introduction and meet the safeguarding team**

### **Westbourne School Safeguarding Team**

You can speak to any member of the Westbourne Safeguarding Team

			
<b>Designated Safeguarding Lead</b>	<b>Designated Safeguarding Deputy</b>	<b>Designated Safeguarding Deputy</b>	<b>Online-Safeguarding Coordinator</b>
<b>Mrs Natalie Day</b>	<b>Mr John Hicks</b>	<b>Mr Jonathan Clark</b>	<b>Miss Katie Baker</b>
Her office is located in Ashdell Grove (Learning Support room)	His office is located in Ashdell Grove	His office is located in Junior School	Her classroom is located in Ashdell Grove
Tel: 0114 266 0374 (217)	Tel: 0114 266 0374 (203)	Tel: 0114 266 0374 (213)	Tel: 0114 266 0374

			
	<p><b>Designated Safeguarding Deputy for EYFS</b></p> <p><b>Mrs Emma Rees-Oxley</b></p> <p>Her office is located in Pre-School</p> <p>Tel: 0114 266 0374 (212)</p>	<p><b>Designated Safeguarding Assistant Deputy for EYFS</b></p> <p><b>Miss Rebecca Hall</b></p> <p>Her office is located in Pre-School</p> <p>Tel: 0114 266 0374 (212)</p>	<p><b>Safeguarding Governor</b></p> <p><b>Mrs Alison McKinna</b></p> <p>Contact via Clerk to the Governors (Mrs Vina Khan)</p> <p>Tel: 0114 266 0374 (204)</p>

*Note: Although Mrs Day has overall responsibility as the DSL for Westbourne School, Mrs Rees-Oxley takes the lead on such matters for the EYFS. This arrangement has been discussed and agreed with our advisors at SCSP.*

**The Safeguarding Children Team in Westbourne School includes:**

**Headmaster (also DSD):** responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Mr John Hicks Tel no: 0114 266 0374 (203)

**Designated Safeguarding Lead (DSL):** teaching or pastoral staff from Senior Management Team, responsible for all safeguarding issues, advising & supporting staff, liaising with the Local Authority and other agencies.

Name: Mrs Natalie Day Tel no: 0114 266 0374 (217)

**Designated Safeguarding Deputy (DSD):** a teacher, support or pastoral worker, in a post which requires assessment of children, deputises for the DSL. Not an administrative or finance worker.

Name: Mr Jonathan Clark Tel no: 0114 266 0374 (213)

**Child Sexual Exploitation (CSE) Lead:** support for pupils and staff to understand CSE & related topics & how to refer.

Name: Mrs Natalie Day Tel no: 0114 266 0374 (217) **Sheffield Sexual Exploitation Service - 0114 201 8645**

**Special Educational Needs Coordinator (SENCo):** support for staff & other agencies working with pupils with special education needs & disabilities and their parents & carers.

Name: Mrs Natalie Day Tel no: 0114 266 0374 (217)

**Learning Mentor (or equivalent):** develops strategies and support to help pupils achieve their potential

Name: Mrs Natalie Day Tel no: 0114 266 0374 (217)

**Looked After Children (LAC) Designated Teacher:** promotes the education of 'looked after' children.

Name: Mrs Natalie Day Tel no: 0114 266 0374 (217)

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

Name: Miss Katie Baker Tel no: 0114 266 0374

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

Name: Mrs Natalie Day Tel: 0114 266 0374 (217)

**Early Years Foundation Stage (EYFS) Lead:** Supports staff to keep pupils up to 5 years old safe and well

Contact: Mrs Emma Rees-Oxley Tel: 0114 273 4855 (212)

**Your Safeguarding Children Team also links in with the:**

**Safeguarding/Child Protection Governor:** ensures there are appropriate policies & procedures in place, that they are being implemented & followed. Ensures that any deficiencies & weaknesses that are identified are remedied.

Name: Mrs Alison McKinna Tel no: Via Clerk to Governors – Mrs Vina Khan 0114 266 0374 (204)

**Chair of Governors/Management Committee:** leads on safe recruitment & allegations of abuse made against the Headmaster & other staff & liaises with the Local Authority.

Name: Mr Scott Hinchliffe Tel no: Via Clerk to the Governors -Mrs Vina Khan 0114 266 0374 (204)

**SEND Governor:** link between the SEND Co-ordinator (SENCo) and the governing body/management committee.

Name: Mrs Julia Leatherland Tel no: Via Clerk to Governors – Mrs Vina Khan 0114 266 0374 (204)

## **2. Child Protection/Safeguarding Contacts (Sheffield)**

Westbourne School follows locally agreed safeguarding procedures to ensure its children are safe. We work closely with the Sheffield Children's Safeguarding Partnership (SCSP), following guidance from our advisor, Flora Bandele (0114 205 3714 / [flora.bandele@sheffield.gov.uk](mailto:flora.bandele@sheffield.gov.uk)). Additional contact numbers and details for specific Sheffield services related to Child Protection and Safeguarding can be found in **Appendix B** of this policy.

All child protection concerns which meet local thresholds will be reported to the Sheffield Safeguarding Hub on 0114 273 4855. Allegations against staff will be reported to the Local Authority Designated Officer (LADO) : 0114 273 4850. Allegations must be recorded on a LADO request form and sent via secure email to [lado@sheffield.gcsx.gov.uk](mailto:lado@sheffield.gcsx.gov.uk) (See later section on allegations against staff).

There are posters around school to remind staff, pupils and parents, of who to contact (and how) to discuss a safeguarding concern.

## **3. Policy Statement - principles and aims**

Westbourne is a small, caring school, with a homely environment and dedicated staff. The school recognises its responsibility for all aspects of safeguarding and child protection and the safety of pupils is always given the highest priority. Safeguarding issues can occur at any place, at any time, and we are committed to fulfilling our duties when it comes to ensuring our pupils stay safe and happy. Westbourne has an excellent reputation for its nurturing, caring approach to our pupils and our community. We have clear procedures and lines of communication to ensure that our pupils remain safe at all times. Everyone who comes into contact with children and their families (or carers) has a role to play in safeguarding and must ensure that their approach is child centred: **this means considering at all times what is in the best interests of the child.**

This policy aims to:

- clarify the different members of the safeguarding team, and their separate areas of responsibility;
- clarify training procedures and expectations;
- identify the different categories of abuse and neglect, and to provide guidance on how to recognise possible abuse/neglect;
- explain school's responsibilities in identifying and preventing specific safeguarding issues, such as children missing from education (CME);
- explain the school's procedures for reporting a concern regarding the safety/wellbeing of children;

- emphasise the importance of seeking Early Help, both through school-based interventions and in consultation with Local Authority services (e.g. MAST);
- outline Westbourne School's safer recruitment procedures for staff and volunteers;
- explain how allegations against staff will be handled and reported;
- set-out the school's whistleblowing procedures in relation to safeguarding;
- explain expectations regarding record-keeping;
- explain how this policy will be reviewed and maintained by the Governing Body;
- provide a list of key contact details (both within the school and are Sheffield Local Authority).

Having a robust safeguarding procedure is vital in ensuring that all children are kept safe and are supported equally. If you are ever unsure of what steps you need to take, please know that you can talk to any member of the Safeguarding Team, who will be happy to advise you about any relevant matters.

We all have a statutory duty to **"safeguard and promote the welfare of children"**, ([\*Working together to safeguard children, DfE 2018\*](#)) up to the age of 18 years.

If you have any concerns about the health and safety of a child or young person at Westbourne School, or feel that something may be troubling them, you should share this information with the DSL or a Deputy DSL straight away.

Do not worry about reporting matters which appear minor - report anything which causes you concern no matter how small. It is important to record all concerns regarding the welfare of pupils. This is because it is common for seemingly minor pieces of evidence to emerge over time and build up a pattern. This also allows information from various members of staff to be collated. If you think that a child, a young person or an adult who cares for them has been or might be harmed; please talk to a member of our safeguarding team immediately.

**You can ask any member of staff to find them and ask them to speak to you straight away about a confidential and urgent matter.**

## **4. Roles and Responsibilities**

### **The main responsibilities of the DSL are:**

- To co-ordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding;
- To advise and act upon all suspicion, belief and evidence of concerns reported to them and to liaise with the Children's Services department;
- To ensure the Headmaster is fully informed as soon as possible about all safeguarding concerns;
- To attend case conferences or other multi-agency planning meetings and to contribute to assessments and reports;

- To be responsible for procedures in the school and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service;
- To provide a systematic means of monitoring and supporting pupils known or thought to be at risk of harm or where there are ongoing concerns;
- To promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked-after children;
- To maintain a regular training programme for all members of the school's staff and volunteers in line with advice from the Sheffield Safeguarding Children Board (SSCB);
- To ensure all new staff receive induction training in safeguarding and understand their responsibilities;
- To ensure that all staff have confirmed that they have been provided with a copy of the Safeguarding Policy (i.e. this document), KCSIE and Annex A and have read and understood it;
- To ensure that all staff are assisted to understand and discharge their roles and responsibilities as set out in KCSIE and in this policy;
- To ensure that when pupils leave the school any child protection information is transferred securely and separately from the main file to their new setting;
- To ensure that a record of any safeguarding information is obtained from the previous school or nursery for a new pupil joining the school;
- To ensure the Safeguarding and Child Protection Policy is reviewed annually in conjunction with the school governors;
- To ensure the Safeguarding and Child Protection Policy is reviewed in the case of a serious incident or change in legislation, and that any remediation necessary in policy or procedures is given immediate effect;
- To be responsible for overseeing online safety in the school with the support of the school's E-Safety Co-Ordinator;
- To ensure the Safeguarding and Child Protection Policy is available on the school's website;
- In the absence of the DSL one of her deputies will take the lead role (although the DSL must receive copies of all reports and referrals and be fully briefed as soon as possible on her return).

### **The responsibilities of all staff**

All staff have a responsibility to:

- be familiar with the safeguarding procedures within the school;
- be alert to signs of abuse/neglect, and respond appropriately to concerns;
- take action where they feel a pupil is suffering or likely to suffer from significant harm;
- recognise vulnerable pupils and their individual needs, and ensure they are supported;



- show due regard to matters relating to contextual safeguarding, ensuring any concerns regarding such matters are recorded and passed on to the safeguarding team, as per the table below (more information and guidance regarding the reporting of a concern is contained within Part 7 of this policy);
- provide an environment in which pupils can learn how to keep themselves safe, including online;
- put the best interests of the child first, whenever concerned about their welfare.

**Table outlining procedure for reporting a concern:**

Issue	1st Action	Next step(s)
Concerns that a child is in need of help/support	Provide reassurance (if the child has disclosed information) and refer to DSL as soon as possible. Write up incident/issue on a pink Cause for Concern form. Pass form to DSL.	DSL to consider next steps - e.g. pastoral support, MAST support (Early Help), meeting with the family, involvement of social care etc.
Concern that a child is suffering or likely to suffer significant harm	Refer immediately to DSL - do not delay. Refer to DSD if DSL unavailable. Write up incident/issue on a pink Cause for Concern form. Pass form to DSL.	DSL to inform social care/police (as appropriate) as soon as possible (within one working day). If DSL/DSD is unavailable remember <b>anyone can make a referral (you do not need parental consent to make a referral to social care or the police).</b>

Westbourne Safeguarding Team are clearly identified at the beginning of this policy. A number of team members are responsible for specific areas of safeguarding across the setting, with Mrs Day holding the title of Designated Safeguarding Lead. This is a position of Senior Management level responsibility - please see Appendix D for a detailed job description for the role of DSL at Westbourne School. In short, the DSL has overall responsibility for child protection matters in the school, and is the first point of contact for external agencies (such as MAST, Children’s Social Care) related to safeguarding.

The DSL is supported in school by her team of deputies (DSDs), with Mrs Rees-Oxley taking a leading role within the EYFS. Although Mrs Day retains the title of DSL, it has been agreed with SCSP that Mrs Rees-Oxley will lead on safeguarding-related matters in the Pre-School and EYFS, and will also attend relevant training as per this agreement (see Part 5 - Recruitment and Training).

Children and parents/carers are encouraged to approach any member of the safeguarding team to report or share a concern (whether about their own child or another). When dealing with disclosures,

concerns, suspicions and/or allegations, the safeguarding team will follow the procedures set out by SCSP.

Our Safeguarding Governor meets regularly with the Safeguarding team (at least termly). Once per year, the DSL, along with the Safeguarding Governor, completes an audit of the school's safeguarding practices, and submits an Annual Report to the Local Authority (as per procedure within Sheffield Local Authority). This report encourages the school to be reflective about its safeguarding practices, and to create an action plan for the following year. This ensures we are always striving to be the best we can be at ensuring our children are safe and well cared-for.

## **5. Recruitment and Training**

### **Recruitment**

Westbourne School recruits its staff in line with statutory guidance from Part 3 of [Keeping Children Safe in Education, 2019](#), and informed by Local Authority guidance [SCSP - Vetting, Barring and Recruitment](#). We follow guidance from the Disqualification under the Childcare Act, 2006. We are committed to recruiting high-quality staff who can be trusted to work with children. The ultimate responsibility for the safe recruitment of staff lies with the Governing Body. The Headmaster and bursar are responsible for implementing our safer recruitment procedures. The school makes the relevant and appropriate checks on all staff through the Disclosure and Barring Services (DBS) and through obtaining, following up on and retaining references. Our Recruitment Policy is available on our website and upon request.

### **Training**

All staff are trained in safeguarding matters in line with guidance from SCSP.

#### **Induction for all staff**

All staff, both teaching, non-teaching and volunteers, receive a face-to-face safeguarding induction meeting with the DSL on appointment to Westbourne (including those working in a voluntary capacity).

The purpose of the safeguarding induction meeting is to ensure any new staff member feels equipped to be able to manage any disclosures or concerns, but also to ensure that they are aware of what might constitute a safeguarding concern. This is especially important if a staff member is joining the school at a non-regular transition point (e.g. halfway through a school year). Specifically, the safeguarding induction meeting will address the following (items in italics will also be provided directly to the member of staff, either electronically or in a hard copy):

During this induction staff are required to read and confirm they have understood the following:

- Safeguarding and child protection policy (including roles and responsibilities of safeguarding team members);
- Online safety policy;
- Keeping Children Safe in Education Part One (all staff);
- Keeping Children Safe in Education Annex A (leaders and those working directly with children);

- Relevant behaviour policy/ies for the sections of the school in which the member of staff is to work;
- Attendance and Punctuality Policy (covering school's response to Children Missing in Education);
- Staff Code of Conduct (contained within the Staff Handbook, which is also shared at this point). The Code of Conduct and Staff Handbook contain additional guidance on whistleblowing procedures, acceptable use of IT, staff/pupil relationships and communication, including use of social media).

It is also advisable for all staff to read the related government guidance and Local Authority advice regarding safeguarding, and all current links to such documents are in our Safeguarding folder in our staff-shared drive.

### **Training for the DSL and Deputy DSLs**

The safeguarding team have additional training beyond that which is required for the majority of staff, given the nature of their roles and responsibilities. The DSL and deputies have attended Advanced Safeguarding training with the local authority, and regularly receive refreshers again in line with local requirements (currently ½ a day's training every year).

The DSL has attended Prevent training and additional, non-statutory training in order to be as fully informed as possible regarding local and nationwide safeguarding issues.

### **E-Safety Co-ordinator**

The E-Safety Co-ordinator attends regular, additional relevant training which is disseminated back to the team and wider staff (and, where appropriate, to parents and pupils). The E-Safety Co-ordinator works closely with the PSHEE team and ICT department to ensure that the pupils know how to keep themselves safe online. This ensures that online safety has a high profile at all times in the school and assemblies and parental information evenings disseminate messages and guidance further. A branch of the student council is dedicated entirely to E-Safety; this meets regularly and liaises closely with the E-Safety Co-ordinator who brings any matters to safeguarding team meetings.

### **EYFS**

The EYFS safeguarding team members also attend SCSP-agreed training through attending termly briefings.

The school and safeguarding governor also subscribe to weekly e-briefings from safeguarding consultant, Andrew Hall. The DSL disseminates pertinent information and resources from these briefings to relevant colleagues.

### **Governors**

Our Safeguarding Governor is appropriately trained for their role, having attended the Local Authority training course: *Safeguarding Children Training*.

### **Online and refresher training**

All staff receive regular updates on safeguarding and full refresher training takes place every three years.

In addition to induction training, all staff are regularly asked to explore and discuss safeguarding-related matters and guidance, such as Children Missing Education (for example) during staff meetings and briefings. Current staff members are also regularly reminded to revisit the induction documents listed above to refresh themselves regarding their contents.

Our Safeguarding Administration Officer, Mrs Morton, maintains an ongoing tracking record of all safeguarding training undertaken by school staff, and ensures deadlines for training are met.

## **6. Identifying Safeguarding Concerns**

### **Identifying types and signs of abuse**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Staff who have regular contact with a child are likely to have more opportunity to spot signs of abuse than anyone else, and may even be the first to see a child after the abuse has occurred. Staff are regularly reminded to maintain an attitude of 'it could happen here' where safeguarding is concerned.

**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.

Signs of physical abuse could include:

- explanations provided for an injury (whether by the child or a parent/carer) which do not appear to be consistent with the injury;
- parents/carers appearing undisturbed or disinterested in an injury/accident;
- unexplained delay in the seeking of treatment following an injury/accident;
- repeated instances of minor injuries;
- reluctance to give information or details regarding injuries;
- flinching at sudden movements;
- withdrawal;
- poor attendance.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include

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

Emotional abuse is complex, but some signs could include the following:

- abnormal attachment between the parent/carer and their child;
- parents appearing emotionally distant from their child;
- failure to thrive;
- attention-seeking behaviour;
- low self-esteem, lack of confidence, distress or anxiety;
- poor relationships with peers;
- delay in achieving developmental milestones.

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

Again sexual abuse is likely to be complex, and to include other types of abuse, but some signs may include:

- sexually explicit conversation or behaviour, inappropriate to age;
- self-harm, including eating disorders;
- suicide attempts;
- poor attendance/punctuality;
- running away/truancy;
- poor relationships with peers;
- sudden changes in behaviour/extreme mood swings;
- withdrawal/anxiety/depression.

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

abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect could include a child appearing:

- unkempt/inadequately clothed;
- listless, apathetic and/or unresponsive;
- hungry;
- to have frequent accidents/injuries;
- to thrive away from the home environment, but not in it;
- to have a disproportionate number of responsibilities within their family or home environment for their age/stage of development.

Abuse and neglect are complex issues, and often there may be a number of safeguarding issues occurring for a child at the same time. Staff should be alert to any changes or concerns regarding a child, from their day-to-day appearance and hygiene, to school attendance (children missing in education), and to other issues such as their behaviour, e.g. becoming withdrawn, or engaging less in school. Staff should be aware of the specific vulnerability of pupils who have SEND to safeguarding issues, such as peer on peer abuse. Specific safeguarding issues school should also be aware of are: radicalisation, domestic abuse, parental drug and alcohol misuse, gangs, child sexual exploitation, female genital mutilation, so-called honour-based violence, forced marriage and other issues such as contextual safeguarding matters. Staff are encouraged to share any concern, however seemingly small, as often a true safeguarding issue will become apparent as a result of a number of separate incidents coming together to show a picture of what life is like for a young person. Staff are aware of the legal requirement to report female genital mutilation (FGM) to the police (either through reporting to the DSL within school) or contacting the police directly on 101.

### **Peer on peer abuse**

All staff are aware that children are capable of abusing their peers. Peer on peer abuse may take many forms: physical, emotional, sexual, bullying (including cyberbullying), sexting and initiation/hazing type rituals, upskirting, as well as other forms of abusive behaviours. Pupils may be perpetrators of abuse but all children, whether regarded as a perpetrator or a victim, should be regarded as being "at risk".

Depending on the circumstances, a pupil's behaviour may require a response under child protection procedures rather than behaviour or anti-bullying procedures. If a pupil has suffered or is likely to suffer significant harm, or the alleged abuse would, if proved, be a criminal offence, a referral to Children's Services will be made.

At Westbourne we value mutual respect of everyone and of individual differences. Allegations of peer on peer abuse are dealt with seriously, taking guidance from SCSP [https://www.safeguardingsheffieldchildren.org/assets/1/peer\\_abuse\\_sept\\_18.pdf](https://www.safeguardingsheffieldchildren.org/assets/1/peer_abuse_sept_18.pdf) and our own school behaviour and anti-bullying policies.

### **Minimising the risk of peer on peer abuse**

Small class sizes enable us to have good relationships with our pupils, and to foster an environment whereby pupils feel about to talk to us about their worries. It also enables us to have closer supervision of pupils, which helps to reduce the opportunity for peer on peer abuse to occur on school premises. We

have a dedicated pastoral team who work hard to ensure that the best wishes of the children are at heart. We work closely with families to ensure that they feel they can talk to us should they ever have concerns that there may be issues linked to peer on peer abuse occurring online for their child or children. Again, our E-Safety council and information evenings provide parents with excellent advice and signposting regarding this issue.

We cover the topic of abuse regularly through PSHEE and make it very clear to our pupils that **abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”**. [Keeping Children Safe in Education, 2019](#) Regular assemblies and enrichment afternoons, and interventions such as Socially Speaking also cover this topic explicitly. Whilst we are aware that girls are more likely to be victims of peer on peer abuse than boys, we ensure that **all** our pupils receive the same messages regularly regarding peer on peer abuse, and constant reference to our school values of **respect, resilience, excellence and inclusion** also reinforces these messages. We are also aware of the increased vulnerability of children with SEN/D, in all aspects of safeguarding, including peer-on-peer abuse, so are especially vigilant of this. School makes good use of well-placed CCTV surveillance to ensure that behaviour during social times can be monitored.

For more information about different forms of peer on peer abuse and how pupils, including perpetrators, will be supported, please see our anti-bullying policy and our behaviour policies (we have three cohesive, but more individualised policies for the EYFS, the Junior School, and the Senior School respectively).

### **Children Missing Education**

All children between the age of 5 and 16 years must be in full time education. Children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs which they may have. Local authorities must identify children who are living in their area and are missing from education. A child or young person is considered to be missing from education if they are of compulsory school age and:

- are not on a school roll;
- are not being suitably educated at home, privately or in alternative provision.

Staff should be alert to safeguarding concerns such as sexual, criminal or other forms of exploitation, travelling to conflict zones, Female Genital Mutilation (FGM) and forced marriage. Some circumstances can leave children and young people at greater risk of being missing from education, including those who are:

- in Gypsy, Roma, & Traveller communities;
- involved in the youth justice system;
- living in a refuge or fleeing domestic abuse;
- part of a homeless family;
- young runaways or missing children;
- asylum seekers, refugees, or new migrant families;
- teenage mothers;
- excluded from or not attending school;
- known to early intervention service.

All schools must inform the local authority of children who start or leave the school midyear or who join or leave the school at any time other than the normal year of entry or departure for the school. This must

be done via Anycomms + (secure email). Schools must send a Children Missing Education Team (CMET) Referral Form if they intend to remove a pupil from their admission register and obtain written confirmation from CMET before this is done.

Our Attendance and Punctuality policy clarify expectations to staff, parents and pupils, and stresses the importance of good attendance. We work closely with the local authority to ensure all children are accounted-for.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation (CSE) 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 sexual abuse, CSE:

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative & nonpenetrative) and non-contact sexual activity;
- can take place in person or via technology, or both;
- can involve force and/or enticement, and may include violence or threats of violence;
- may occur without the child or young person's immediate knowledge e.g. through copying or posting images or videos on social media;
- can be perpetrated by individuals or groups, males or females, children or adults;
- can be a single incident, a series of incidents, opportunistic, and/or complex organised abuse;
- is typified by a power imbalance in favour of those perpetrating the abuse due e.g. age, gender, sexual identity, cognitive ability, physical strength, status, and/or access to economic or other resources.

**CSE is never the victim's fault.**

One of the key factors of CSE is the presence of some form of exchange e.g. sexual activity in return for something:

- **Tangible** e.g. money, drugs, alcohol;
- **Intangible** e.g. status, protection, perceived love or affection.

It could also be for the prevention of something negative e.g. a child or young person who engages in sexual activity to stop someone carrying out a threat to harm their family. As this exchange occurs within an unequal power dynamic, the receipt of something by a child or young person still makes them a victim. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Even though the legal age of consent to sexual activity is 16 years, a person between 16 & 18 years old cannot 'consent' to abusive or exploitative sexual activity as they have legal protection as a child. Our safeguarding duty to protect and support does not depend on the child or young person's desire to be safeguarded:

- **Always focus on the child/young person**
- **Help them to understand that they are valued and listened to**



Sheffield Children's Safeguarding Partnership contain a wealth of additional, useful information regarding CSE, which can be reached via this link. Also, our DSL has received additional, specialist training regarding this aspect of safeguarding. [https://www.safeguardingsheffieldchildren.org/assets/1/child\\_sexual\\_exploitation\\_sept\\_18.pdf](https://www.safeguardingsheffieldchildren.org/assets/1/child_sexual_exploitation_sept_18.pdf).

### **'Honour' based violence**

'Honour' based violence (HBV) occurs when perpetrators believe a relative or other individual has shamed or damaged a family's or community's 'honour' or reputation (known in some communities as izzat), and that the only way to redeem the damaged 'honour' is to punish and/or kill the individual. 'Honour' based violence is a term that is widely used to describe this sort of abuse however it is often referred to as so called 'honour' based violence because the concept of 'honour' is used by perpetrators to make excuses for their abuse. There is a very strong link between 'honour' based violence, forced marriage and domestic abuse.

As with all safeguarding and child protection matters, staff should maintain an attitude of 'it could happen here', and be alert in identifying concerns and passing them to the DSL without delay. The DSL will work closely with the SSCB on such matters.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and in October 2015 it became mandatory for teachers, social workers & health professionals to report 'known' cases of FGM to the Police.

When FGM involves girls under 18 it is classified as child abuse with potential for long-lasting harmful physical and psychological consequences. Girls who are threatened with, or have undergone FGM may withdraw from education, affecting their educational & personal development; they may feel unable to oppose the wishes of their parents & may suffer emotionally as well as physically.

#### **Indicators:**

The girl's community or country of origin is high risk of FGM plus the girl:

- Has a mother or female relative who has had FGM;
- Is uncomfortable walking, sitting or standing;
- Spends longer than usual in the toilet;
- Has frequent urinary, menstrual or stomach problems. Has prolonged or repeated absences from the education setting.

Or you may overhear references to being cut, closed, circumcised or other terms. Staff may also become concerned about a female pupil because:

- She appears anxious, depressed and withdrawn;
- Her educational performance, aspirations or motivation may decline;
- Her friends report their concerns.

If you are concerned that a pupil/student is at immediate risk of, or has undergone FGM, you must inform the DSL (or a deputy) immediately. Staff must also report 'known' cases of FGM direct to the police by ringing 101. The DSL/D **must**:

- Make an immediate referral to Children’s Social Care, tel. 0114 2734855 for further investigation with the Police & health services;
- Talk to the pupil/student about why they have made a referral (particularly if against their wishes).

As with all specific safeguarding issues, Westbourne School operates its procedures and protocols in line with guidance from the Local Authority, via SCSP.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

*For both HBV and forced marriage, Sheffield has specific systems in place in order to address these safeguarding matters. Further information can be found at:*

<http://sheffielddact.org.uk/domestic-abuse/wp-content/uploads/sites/3/2013/05/Forced-Marriage-and-Honour-Based-Violence-Sheffield-Protocol.pdf>

### **Preventing extremism and radicalisation**

We take the ‘Prevent’ duty extremely seriously at Westbourne School. The DSL and Headteacher (DSD) have undertaken the mandatory ‘Workshop for Raising Awareness of Prevent’ (WRAP) training.

#### **The ‘Prevent’ duty:**

All education settings must try to prevent children and young people from being drawn into extremism and/or terrorism, whilst carrying out their usual educational functions.

#### **Extremism is defined as:**

Opposition to fundamental values, e.g. democracy, law, liberty, respect & tolerance of other faiths & beliefs; that can be used to sow division on the basis of race, faith, denomination; to justify discrimination towards women and girls; persuade others that minorities are inferior etc. It includes e.g. far right views, animal rights activism and religious fundamentalism.

- Protecting students from these risks is similar to protecting them from harm and abuse.
- The Prevent programme must not involve any covert activity against people or communities.
- However, specified authorities may need to share personal information, e.g. to ensure that a student who is at risk of radicalisation is given appropriate support.

#### **Factors making students vulnerable include:**

- Pressure from peers & others or the internet;
- Crime against them or involvement in crime;
- Anti-social behaviour and bullying;

- Family tensions;
- Race or hate crime;
- Lack of self-esteem or identity;
- Personal or political grievances.

**Signs to look out for include:**

- Isolation;
- Fixation on an ideology/belief/subject;
- Sense of injustice/grievance;
- Subjected to group influence/control;
- Seeking identity/meaning/belonging;
- 'Them' and 'us' perspective on situations;
- Attitudes that justify offending etc.

**If you think a student might be at risk:**

Inform the DSL/D immediately. The DSL/D can assess the needs of the pupil with their family with an Early Help Assessment (EHA). The student and their family can be supported within school and a 'team around the family' meeting. If the concern is serious or immediate, the DSL/D will refer this straight away to Children's Social Care. If necessary, the Police and other agencies will be involved. Where necessary, accessing additional support to reduce vulnerability through the Channel Programme will be considered. The LADO (contact details in Appendix B) is the key point of contact for 'Prevent'-related concerns in Sheffield.

Sheffield Children's Safeguarding Partnership advises that education settings should ensure that:

- They are alert to changes in behaviour which may indicate that a student needs help or protection;
- They discuss & challenge ideas via the curriculum, debates, outside speakers, etc.;
- They have clear procedures in place to assess & protect students at risk.

**'Prevent' does not:**

- Stop students from debating 'risky' issues;
- Require staff to intrude unnecessarily into family life;
- Override your legal duties of ensuring freedom of speech within legal boundaries;

Be careful that you do not stereotype – any group or community can be drawn to extremist ideas and put a child or young person at risk.

**Private Fostering**

Westbourne School follows guidance from SCSP regarding children in private fostering arrangements, working alongside the local authority to ensure that such children are in safe and supportive arrangements, where their needs are being met. We operate procedures in line with other settings in Sheffield, ensuring we inform the Local Authority of children living in private fostering arrangements.

Private fostering is defined as an arrangement that is made privately without the involvement of the local authority. It applies to the care of a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more (including occasional short breaks). A 'close

relative' is a grandparent, brother, sister, aunt or uncle, step-parent, whether of 'full blood' or 'half-blood' or by marriage/civil partnership.

A 'private' foster carer can be:

- Extended family e.g. a cousin or great aunt;
- A friend of the family;
- The parent of a friend of the child;
- Someone unknown to the child or young person's family.

For further information on how private fostering is monitored and overseen by the Local Authority, please visit the following link to SCSP:

[https://www.safeguardingsheffieldchildren.org/assets/1/private\\_fostering\\_march\\_19.pdf](https://www.safeguardingsheffieldchildren.org/assets/1/private_fostering_march_19.pdf)

## **7. Procedures for keeping children safe in school**

Children who are experiencing or affected by abuse or neglect may show their needs or distress through their words, actions, behaviour, demeanour, school work or other children.

Concerns about a child may arise from:

- observation of the child's behaviour or appearance;
- things the child has said;
- a third party (another pupil, parent/carers) expresses concern;
- receipt of an anonymous allegation.

### **How staff can respond to and report a concern**

#### **Procedures for staff if a pupil discloses information or there are concerns about a pupil**

Where there are any concerns about a pupil, or if a pupil discloses information which may raise concerns of abuse, the member of staff should:

**Listen carefully** and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.

**Reassure** the pupil, if they have made a disclosure, that he/she is right to tell and is not to blame.

**Do not promise confidentiality.** Explain that you have to make sure that the pupil is safe and you will need to ask other adults to help you to do this.

**Do not cross question** the pupil. You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.

**Be prepared to follow up** with the pupil, but only in conjunction with advice from the DSL.

**Be aware** that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.

**Do not attempt any examination** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class. If a pupil wants to show you his or her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be the same sex as the pupil.

**Do not attempt to investigate** matters further; your role is to listen, record and report your concerns to the DSL.

**Do not discuss matters with parents** before consulting with the DSL.

It is everybody's job to safeguard our pupils. If you have a concern about a child, you must inform the DSL or DSD. It is best practice to speak with the DSL/D before writing your concerns down (in case a situation is so serious that it requires immediate referral to Social Care). Concerns **must** be recorded on a 'Cause for Concern' (see **Appendix C**) form. These are printed on pink card, and can be found in every staffroom. They can also be accessed and printed off from the safeguarding folder on the school resources page on our drive.

The form will prompt you to record all necessary details, but the more information you can give, the more helpful you will be. Do please feel free to write on the back of the form or to attach additional sheets. It is vital that you stick to facts, and record anything that has been said verbatim. Try to ask open questions, such as, 'Can you tell me about..?'. It is also acceptable to ask questions such as, 'How/when/where did this happen?', but **do not** ask leading questions. The DSL will provide you with further advice on how to conduct these conversations, and there are further tips in the Safeguarding folder on Google Drive. **NEVER** share a 'Cause for Concern' form electronically.

Once you have shared a concern with the Safeguarding Team, you should expect feedback on how your concern has been dealt with. You must ensure you do not discuss the incident with any member of staff who is not on the Safeguarding Team - this is vital and it ensures we are protecting the privacy and the dignity of our young people and their families.

**Do not delay** in reporting a safeguarding concern. It is extremely unlikely that there would ever be a situation whereby our Safeguarding Team are uncontactable, but if you are unable to speak to any members of the Safeguarding Team, and you feel a child is at **immediate risk of significant harm**, contact

**Sheffield Safeguarding Hub immediately, on 273 4855.**

Record your actions on a pink 'Cause for Concern' form, and speak to a member of the Safeguarding Team as a matter of urgency as soon as they are available. The Cause for Concern forms are clearly visible in wallets on the notice boards in all staff rooms.

### **Communication with parents/carers**

All parents are aware from the school's Parents' Handbook and publication of this policy on the school's website that the school has a safeguarding policy and is required to follow statutory guidance in respect of reporting to Children's Services any case of suspected abuse. From this policy and from notices in the school buildings, parents are made aware of the identities of the DSL and deputies with whom they may discuss concerns.

The school will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the pupil as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.

The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. The DSL will explain the reasons for the school's concerns and the course of action the school intends to take. Referrals to the Sheffield Safeguarding Hub or the LADO (or initial advice from either service) do not require prior parental consent. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes.

If the DSL believes that notifying parents might in any way exacerbate the problem, increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Children's Services prior to notifying the parents. This may result in an immediate referral to Children's Services without parents being notified.

If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent. If a parent has any safeguarding concerns he/she should contact the school's DSL as soon as possible.

## **8. Allegations of abuse against staff**

Westbourne School takes very seriously any allegations made against members of staff (including members of the safeguarding team, volunteers, temporary and visiting staff) which call into question their suitability to work with or be in a position of trust with children, whether made about events in their private or professional life.

We follow statutory guidance as set out in Part 4 of [Keeping Children Safe in Education, 2019](#) regarding such matters. An allegation or disclosure involving someone working with children in a paid or unpaid capacity (including allegations against the DSL or a DSD) **must** be reported directly to the Headmaster, who would discuss the allegation immediately with the Local Authority Designated Officer (LADO). If an allegation were to be made against the Headmaster, this must be reported directly to the Chair of Governors without informing the Headmaster first. The Chair of Governors would immediately discuss this with the LADO **without informing the Headmaster**. The school would never investigate such matters before referring the case to the LADO.

Westbourne School applies the following, locally-agreed procedures where an adult who works (paid or unpaid) with children or young people at the setting has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Employers have a 'duty of care' and should:

- Act to minimise the stress in this process;
- Inform employees as soon as possible unless the police object;
- Provide appropriate support to employees;

- Appoint a named person to keep the employee informed of the progress of the case;
- Advise employee to contact their trade union;
- Maintain confidentiality;
- Advise all parties about reporting restrictions preventing the publication of material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same school or college.

**All allegations should be:**

- Dealt with by the Headmaster, who would be the Case Manager in this situation (unless the allegation is against the Headmaster, as outlined above, whereby the Chair of Governors would become the Case Manager);
- Responded to quickly, fairly & consistently, protecting the child or young person, whilst supporting the person subject to the allegation;
- Systematically recorded by the LADO & Case Manager, detailing all decisions & actions.

The Case Manager should inform the LADO within one working day of all allegations that may meet the criteria above, so they can consider the nature, content and context and agree a course of action (see process checklist below).

**Considerations:**

- Apply procedures with common sense & judgement;
- If the allegation is about physical contact, the strategy discussion should consider whether 'reasonable force' has been used;
- All options to avoid suspension should be considered prior to taking that step;
- If investigation by the police or children's social care is unnecessary, the Case Manager should consider further options with the LADO;
- Resignation/ceasing service provision should not prevent an allegation being followed up;
- 'Compromise agreements' must never be used;
- Referral to the Disclosure & Barring Service (DBS) must be made if the criteria are met;
- Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references;
- A phased return and/or the provision of a mentor may be appropriate if staff have been away from work during investigation.

At the end of a case where the allegation is substantiated, the LADO should review the case with the Case Manager and Safeguarding Children Advisor, Flora Bandele (contact details in **Appendix B**), to identify any improvements that are required.

The Designated Safeguarding Lead/Deputy should ONLY liaise with the Case Manager & LADO about child protection concerns and NOT about employment issues concerning the staff member or volunteer.

**Potential outcomes:**

**Substantiated:** sufficient evidence to prove allegation;

**Malicious:** sufficient evidence to disprove the allegation & a deliberate act to deceive;

**False:** sufficient evidence to disprove the allegation;

**Unsubstantiated:** insufficient evidence to prove/disprove allegation, not implying guilt or innocence.

### **Process checklist:**

Action required to secure the immediate safety or well-being of child/young person:

- Does the child need medical attention, to be removed from the scene of an incident, a member of staff to look after them until their mother, father or carer arrives?

- Report incident/concern to Headmaster/Chair of Governors immediately.

Action required from Headmaster/Chair of Governors:

- Do the police need to be involved immediately, e.g. if there is an immediate risk to children or if an offence has been committed?
- Record dates/times of alleged incidents, details of those involved and any potential witnesses
- Gather & secure any already existing evidence, but do not take statements, this is a police role
- Listen to the child/young person, encourage them to speak but do not lead or probe
- Verify that the alleged event(s) could have happened: e.g. was the member of staff on duty and present when the alleged incident took place? Are there witnesses?
- Contact the LADO immediately if advice is needed, otherwise email the information via LADO request form using secure email or fax.

**The LADO will determine the nature and scope of the investigation and consultation with the police/social care; responsibility for employment matters rests with employer but will form part of the advice given.**

- After consultation with the LADO, inform the accused person, providing them with as much information as possible, unless the police and Children's Social Care are involved and need to agree what information to disclose;
- Consider whether suspension is needed or if an alternative arrangement can be made until the allegation is resolved;
- Inform mothers, fathers or carers as soon as possible unless police/social care need to be involved or a strategy discussion is required;
- Decide what, if anything, you can tell other staff members, considering confidentiality, the views of the member of staff and their representative;
- No details should be discussed with other people – all staff must observe confidentiality;
- All parties should be advised about reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil/student from the same school.

**A note on procedures for EYFS** - In accordance with statutory regulations, we are required to inform Ofsted of any allegations made against people working at our Pre-School, or of any other abuse alleged to have taken place on the premises - as soon as practicable and within 14 days of the incident at the latest.

### **Whistleblowing Procedures**



We ensure whistleblowing procedures are referenced in safeguarding induction training. There are also posters in staff bases to remind staff of procedures regarding whistleblowing. There is a detailed section of the staff handbook which explains our whistleblowing procedures.

Whistleblowing is when someone raises concerns, usually relating to misconduct or malpractice that has happened in the past, is happening now or they fear may happen in the future either within the organisation they work for or externally.

We have an organisational culture at Westbourne School that:

- Encourages a safe environment that welcomes the raising of concerns about poor or unsafe practices, the resolution of conflict and the building of trust;
- Understands the benefit of addressing issues;
- Supports staff to reflect about their practice;
- Responds to concerns quickly, proportionately, fairly and without reprisal.

Whistleblowing is different from a complaint or a grievance - a grievance is when an employee has a dispute about their employment & this is dealt with by the school's internal procedures.

If you are concerned about Westbourne's practice about safeguarding children or vulnerable adults:

- Raise your concern internally, e.g. with the Senior Management Team;
- If you feel unable to do this (e.g. your concern relates to them), raise your concern with the Chair of Governors;
- If you have raised your concern but feel that the matter has not been dealt with appropriately, and all internal procedures have been exhausted, a member of staff shall have a right of access to the Independent Association Preparatory Schools (IAPS).

It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the employee reasonably believes :-

- That exceptionally serious circumstances justify it;
- That the School would conceal or destroy the relevant evidence;
- Where they believe they would be victimised by the School;
- Where the Secretary of State has ordered it.

### **Malicious Accusations**

False, malicious, vexatious or frivolous accusations will be dealt with under the School's Disciplinary Procedure.

### **Protection from Reprisal or Victimisation**

No member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the school's Whistleblowing procedures.

### **Useful resources:**

**Public Concern at Work**- tel. 020 7404 6609 / email: [whistle@pcaw.org.uk](mailto:whistle@pcaw.org.uk)

**NSPCC Whistleblowing Helpline-**, Monday to Friday, 8am to 8pm, tel. 0800 028 0285 / email: help@nspcc.org.uk / write to National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

**Ofsted Whistleblowing Hotline=**, 8am to 6pm, Monday to Friday: tel. 0300 1233155 / email: whistleblowing@ofsted.gov.uk o write to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

**The Independent Association of Prep Schools** - tel. 01926 887833

### **Notification to the Disclosure and Barring Service and Ofsted**

If the school ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly, if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the governors without delay.

If a member of staff tenders their resignation or ceases to provide their services to the school at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the school and a referral to the DBS will still be made promptly, if the criteria for such a referral are met.

For teaching staff, the school also has a legal responsibility to report the matter to the Teaching Regulation Agency (TRA) which may result in a prohibition order.

### **Reasonable Force**

Westbourne School adheres to local and national guidance with regard to the use of reasonable force in school. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact with pupils:

- **'Force'** is used either to control or restrain; e.g. breaking up a fight, or restraint to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive, e.g. standing between pupils, or active, e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

### **Who can use reasonable force?**

- All staff can legally use reasonable force
- Volunteers or parents accompanying students on an education trip, if authorised by the Headmaster.

Staff should use their professional judgement to make a decision to physically intervene or not and avoid causing injury, pain or humiliation. **Schools do not require parental consent to use force on a student.**

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from:

- hurting themselves or others;

- damaging property or causing disorder.

Some examples of this are:

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

There is further advice and guidance regarding behaviour management in our behaviour policy. Governors and staff should ensure they make appropriate adjustments in this policy for pupils with special education needs or disability, where extra consideration may be needed.

All staff members are aware that corporal punishment is never used, nor is its use ever threatened.

## **9. Appendices**

### **Appendix A**

#### **EYFS Policy for the use of Cameras and Mobile Phones**

##### **1 Introduction**

1.1 To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones, and cameras in the setting.

1.2 We recognise that people may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that people may also have other technological devices in their possession or within their personal belongings. Safeguarding of pupils within the school and early years setting is paramount and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately and therefore the setting has implemented the following policy.

##### **2 Statutory Regulation**

2.1 The Early Years Safeguarding and Welfare Requirements (para 3.4) require all schools to have a clear policy on the use of mobile phones and devices.

##### **3 Use of Personal Devices by Staff and Volunteers**

3.1 Staff may use their mobile phones and/or devices outside of working hours and on school premises, provided that there are no pupils present.

3.2 Mobile phones and/or devices should be stored in bags, on silent mode and never used whilst pupils are present to send messages or receive phone calls.

3.3 Staff are allowed to use their mobile phones and/or devices in the staffroom and work room during breaks and non-contact time.

3.5 In circumstances such as outings and off-site visits, staff are permitted to take mobile phones for use in the event of an emergency. Photos may be taken but must be uploaded to the school computer as soon as they return to school and another member of staff must witness the photos being deleted from their phones and their deleted photos.

3.6. When taking pictures of children for observations staff may use the school cameras or school mobile phone. If neither of these options is available, then in exceptional circumstances they may use their own phones, but must ensure they adhere to the instruction in 3.5 regarding the deleting of images.

#### **4 Use of Personal Mobile Phones, Cameras and Technological Devices by Others (this may include children, parents, visitors and contractors)**

4.1 The Neill building is a mobile-free zone, as highlighted in a range of posters around this part of the school. Staff are encouraged to ask parents to turn off mobile phones and/or devices whilst in the Neill building.

4.2 Staff are permitted to use their professional judgement in exceptional circumstances such as a family emergency.

4.3 In the case of school productions and events, parents are requested to only take any photos of their child – or with permission from other families.

4.4 At the beginning of each event/performance, the school strongly advises against the publication of any such photos on social networking sites.

4.5 If staff have a suspicion that the material on a mobile phone and/or device may be unsuitable and provide evidence relating to a criminal offence, then parents will be approached. If this is not possible, the DSL will be informed and procedures followed in line with the Safeguarding Policy.

## **APPENDIX B**

### **Additional contact details for Sheffield services relating to safeguarding and child protection**

Sheffield Children's Safeguarding Partnership and the Quality Assurance & Involvement Service, Floor 3, Howden House, Union Street, S1 2SH.

**Sheffield Children's Safeguarding Partnership (SCSP):**

SCSP is the statutory body responsible for overseeing safeguarding children arrangements in the city. Their office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday, tel: **0114 273 4450** email: [SCSP@sheffield.gov.uk](mailto:SCSP@sheffield.gov.uk)

**The areas of responsibility of the SCSP include:**

- **Substance Misuse Manager:** [Mandy.Craig@sheffield.gov.uk](mailto:Mandy.Craig@sheffield.gov.uk) or tel.: 0114 205 8214
- **Licensing Manager:** [Julie.Hague@sheffield.gov.uk](mailto:Julie.Hague@sheffield.gov.uk) or tel.: 0114 273 6753
- **Child Death Overview Panel (CDOP):** Diane Shahlavi, tel.: 0114 205 3846 or email:[cdop@sheffield.gov.uk](mailto:cdop@sheffield.gov.uk)

**Quality Assurance and Involvement Service:**

The Quality Assurance and Involvement Service is responsible for the reviews of children in care and those subject to child protection plans. It also employs the Early Years and Education Advisors and is responsible for safeguarding children training.

Their office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday, tel.:**0114 273 4934**, email: [child.protection@sheffield.gov.uk](mailto:child.protection@sheffield.gov.uk)

**The areas of responsibility of the service include:**

- **Local Authority Designated Officer (LADO) and Prevent,** tel.: [0114 273 4850](tel:01142734850)

To make a referral, download the [LADO referral form](#), complete & email securely to [lado@sheffield.gcsx.gov.uk](mailto:lado@sheffield.gcsx.gov.uk)

- **Safeguarding Children Training,** tel.: [0114 273 4530](tel:01142734530); email:[safeguardingchildrentraining@sheffield.gov.uk](mailto:safeguardingchildrentraining@sheffield.gov.uk)
- **Safeguarding Children Advisors, Education:**

Bea Kay, tel.: [0114 273 5655](tel:01142735655); email: [bea.kay@sheffield.gov.uk](mailto:bea.kay@sheffield.gov.uk)

Flora Bandele, tel.: [0114 205 3714](tel:01142053714) email: [flora.bandele@sheffield.gov.uk](mailto:flora.bandele@sheffield.gov.uk)

- **Safeguarding Children Advisor, Early Years:**

Val Linnett, tel.: 0114 273 5484 or email: [val.linnett@sheffield.gov.uk](mailto:val.linnett@sheffield.gov.uk)

- **Child Protection Coordinators**, tel.: [0114 273 5129](tel:01142735129) or [0114 273 4934](tel:01142734934) \* If you have a disagreement about whether a conference should be held about a child, the SSCB [Effective Challenge and Escalation](#) procedure should be followed.
- **Independent Reviewing Service**: tel.: [0114 273 4994](tel:01142734994) for matters relating to the reviewing or monitoring of care plans for looked after children
- **Children Missing from Education Team** Level 5 West Wing, Moorfoot, S1 4PL Tel: [0114 2736462](tel:01142736462) Fax: [0114 2735470](tel:01142735470) Email: [ed-missingchildren@sheffield.gov.uk](mailto:ed-missingchildren@sheffield.gov.uk)

1. Sheffield Quality Assurance and Involvement Service	
Designated Officer (formerly known as LADO)	Tel: 0114 273 4850
2. Safeguarding Hub Team	
	Tel: 0114 273 4855
3. Children's Social Care Out of Hours Service	
	Tel: 0114 273 4855
4. Sheffield Safeguarding Partnership for Children and Young People	
Safeguarding Children Board	Tel: 0114 273 4450
SCSP Licensing Manager	Tel: 0114 273 6753
SCSP Substance Misuse Service	Tel: 0114 273 4450
SCSP Training and Development	Tel: 0114 273 4530

## 5. Children, Young People and Families

<b>Children and Families Services: Children's Social Care</b>	<b>For all referrals contact:</b> Sheffield Safeguarding Hub: <b>Tel:</b> 0114 273 4855 (24hrs) Area based team contact numbers: North: <b>Tel:</b> 0114 203 9591 East: <b>Tel:</b> 0114 203 7463 West: <b>Tel:</b> 0114 203 4491 North MAST: <b>Tel:</b> 0114 233 1189 East MAST: <b>Tel:</b> 0114 205 3635 West MAST: <b>Tel:</b> 0114 250 6865  <a href="#">Click here to view the services map</a>
<b>Multi Agency Support Teams</b>	
<b>Adult Social Care Services</b>	<b>Tel:</b> 0114 273 4908
<b>SCC General Switchboard</b>	<b>Tel:</b> 0114 273 4567
<b>6. South Yorkshire Police</b>	
<b>Switchboard</b>	<b>Tel:</b> 0114 220 2020 <b>Non-Emergency Number:</b> 101
<b>7. Health</b>	
<b>Sheffield Children's Hospital</b>	<b>Tel:</b> 0114 271 7000
<b>Jessop's Hospital &amp; Royal Hallamshire Hospital</b>	<b>Tel:</b> 0114 271 1900
<b>Northern General Hospital</b>	<b>Tel:</b> 0114 243 4343
<b>Child Assessment Unit</b>	<b>Tel:</b> 0114 226 7803 <b>Fax:</b> 0114 226 7865

**8. National Probation Service**

**Main switchboard**

**Tel: 0300 047 0600**

**9. Sexual Exploitation**

**Tel: 0114 273 6940**



**APPENDIX C**  
**Cause for Concern Form**

Safeguarding Cause for Concern Form		
<b>Name of pupil:</b>	<b>Date/Time:</b>	<b>Member of staff reporting the concern:</b>
<b>Who is involved?</b>		
<b>What has happened?</b> Include as much detail as possible, and if reporting a conversation with a child, remember to record their words verbatim. (Please continue onto the back of this form if you need more space, or <b>staple</b> additional pages)		
<b>What next steps do you feel are needed?</b>		

Further concerns / matters which may be relevant to this incident/disclosure.	
Signature	

## Coronavirus (COVID-19) Addendum

This addendum was added on 10th April 2020, and follows [Government Guidance](#), published on 27th March 2020. The procedures outlined below are interim measures, and supercede the usual steps outlined above (during this period of school closure). It is under constant review, and will be updated regularly (and urgently upon the release of any further government guidance).

Despite there being a number of interim, procedural deviations from ‘business as usual’, schools continue to have regard to [Keeping Children Safe in Education, 2019](#). The following important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first;
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately;
- a DSL or deputy should be available;
- it is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to children;
- children should continue to be protected when they are online.

*Coronavirus (COVID-19): safeguarding in schools, colleges and other providers*

Amongst other matters, schools have been advised that this addendum (which will be reviewed weekly) should reflect:

- any updated advice received from the local 3 safeguarding partners (local authority, police and Clinical Commissioning Group);
- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need;
- what staff and volunteers should do if they have any concerns about a child;

- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns;
- Designated Safeguarding Lead (DSL) and deputy arrangements;
- the continued importance for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children;
- peer on peer abuse - given the very different circumstances schools and colleges are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach);
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns);
- any arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition;
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed.

### **Designated Safeguarding Lead**

A member of the safeguarding team (the Designated Safeguarding Lead or a Deputy) will always be available remotely during the period of restricted access due to COVID-19. It may not always be the case that a member of the team will always be on site, and where this is the case the safeguarding team will be contactable via phone. All staff have the relevant phone numbers in order to make this contact, and parents and pupils have been advised to email a member of the safeguarding team if they wish to discuss a possible safeguarding matter, so that a member of the team can then contact them to discuss it.

### **Attendance**

Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. The DfE has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places. Our attendance form is uploaded securely to Sheffield Local Authority via Anycomms each day.

### **What constitutes a 'safeguarding concern' during the COVID-19 crisis?**

Staff should continue to be vigilant to any signs of possible abuse or neglect of children, as per the usual guidance and advice laid out both in KCSIE and in our Safeguarding and Child Protection Policy. However, with the vast majority of children being off-site rather than in our classrooms, staff should be

particularly aware of the following possible issues (this list is not exhaustive, and staff are encouraged to talk with a member of the safeguarding team should they have a separate concern):

- **Pupils not being present in online classes** - All pupils engaging in daily Google Classroom lessons should also make contact with their Form Tutor during registration time (8.30-9.00am) each weekday morning of term time, although we do understand that circumstances at home may mean this is not always possible. Where it is not possible, parents are encouraged to make the Form Tutor aware.. Form Tutors should follow up any pupil not present during registration *if they are not already aware that the pupil is unable to attend the session*. Likewise, class teachers should be informing Form Tutors if any pupils are not completing tasks or being present in their Google Classrooms. We are aware there may be good reason for this (illness, inability to access ICT etc), but the concern should be raised nevertheless. The Form Tutors will conduct fortnightly phone calls home to speak both with parent(s) and pupils, but these phone calls can happen at any time should concerns arise which are urgent.
- **Illness** - Pupils themselves, or family members may become seriously unwell during this time, and may need support in dealing with the emotional aspect of illness. More than ever, close links with home and a supportive approach from school is crucial. Parents are encouraged to keep school informed of any illness, and the Form Tutor remains contactable by pupils if they are worried. In the Senior School, pupils can also make contact with a member of the pastoral team via [worrybox@westbourneschool.co.uk](mailto:worrybox@westbourneschool.co.uk) should they feel the need to talk to a teacher about anything that is worrying them.
- **Domestic abuse** - During the COVID-19 crisis, children already living with domestic abuse are at increased risk. Also, families with no history of domestic abuse may develop difficulties of this nature. It is crucial that school retains links with more vulnerable pupils and continues to follow guidance from Sheffield Children's Safeguarding Partnership regarding this matter. Despite the increased pressures on local authorities during this time, it has been made very clear that abuse will continue to be dealt with as a matter of priority by the police and relevant services. Staff are encouraged to share any concerns about a child or family with the DSL immediately.
- **Mental health concerns** - As above, children with mental health difficulties may be experiencing heightened levels of anxiety during this time. Again, Form Tutors should be engaging with all children on a regular basis, and checking in with parents at least fortnightly. Staff will still receive briefings and pastoral updates, so will be aware of particular children who need our support.

### **What to do if a member of staff is worried about a child?**

The usual practice of completing a 'pink form' (raising a Cause for Concern) is not appropriate during this period. Instead, the member of staff should phone the DSL and discuss their concern directly. It may sometimes be appropriate for the member of staff to speak to a Deputy DSL (for example Jon Clark, Head of Junior School) instead of the DSL, but the DSL must be made aware of all concerns raised.

The safeguarding team member will log the concern directly onto the school's secure [CPOMS](#) account, and will take next steps in accordance with standard procedure as outlined in the school's Safeguarding and Child Protection Policy.

It may be appropriate for the DSL to speak directly with a pupil when dealing with a safeguarding concern, and so the DSL has the Headteacher's permission to speak with the pupil via Google Meet or on the phone if the situation arises. However, if it is felt that doing so would place a child at further risk, the DSL would instead go straight to Sheffield Safeguarding Hub to refer the concern to the appropriate authorities.

### **Peer on peer abuse**

The principles as set out in part 5 of KCSIE continue to inform our approach when it comes to managing any reports of such abuse. Parents are encouraged to be vigilant and monitor their children's online activity, as it is likely at this time that any peer on peer abuse would take place online. Parents are still encouraged to report any concerns to the Form Tutor, who would then liaise with the pastoral and safeguarding teams as appropriate. Pupils and parents are given regular guidance and updates regarding how to keep children safe online (see below for further details), and children in the Senior School have constant access to the worrybox email address where they can raise any concerns immediately with the pastoral and safeguarding teams.

### **What should staff / volunteers do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children?**

The principles in part 4 of KCSIE will continue to support how school responds to any such concerns, and staff should report these concerns to the Headteacher (or the Chair of Governors if the concern / allegation is regarding the Headteacher) as they would be advised to in usual circumstances. School will continue to safeguard against such instances by recruiting new staff safely, following guidance from part 3 of KCSIE.

### **What is done to support those pupils who staff have concerns about, but do not fit the government's 'vulnerable' criteria?**

All staff should continue to raise any concerns about specific children with the relevant member(s) of the pastoral and/or safeguarding teams. In most cases, the Form Tutor will be best-placed to raise concerns. Maintaining close communication with families during this period is vital in ensuring children's wellbeing is monitored. Those pupils about whom staff have concerns will be monitored more closely than others, with a key member of the pastoral team also staying in close contact with the family and liaising with the safeguarding team as appropriate. Ongoing concerns will be logged by CPOMS to enable a picture of need to be built up, and the DSL will seek advice or refer to Sheffield Safeguarding Hub should they feel further specialist advice is required.

**What arrangements are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed?**

Any concerns about the safety of children should be raised with the DSL, verbally, who will make a decision on appropriate next steps. As mentioned before, close contact with home remains crucial in order to monitor the safety and wellbeing of children, as it can be harder to notice the signs that something is wrong when a child is not physically in school on a daily basis. The Form Tutor, again, is crucial to this process, as they should be making regular contact with pupils and their families.

School has created a Remote Learning Policy, which is reviewed, updated and shared with staff, pupils and parents on a weekly basis. This sets out the expectations of pupils, including clarification on how lessons will be taught remotely. We also send out regular surveys, to elicit feedback on parents regarding the success of this and any concerns they may have about our systems and processes. Our delivery of online teaching is under constant review, taking into account advice from the DfE, Learn Sheffield, e-safety advisors and the advice drawn on by external experts in digital communication with whom the school has links. Our Online Safety Co-ordinator also provides regular, relevant updates to staff on e-safety during this time.

All learning for pupils is shared with them via their school accounts (which they can access remotely) rather than on personal accounts - this ensures there is additional security for children when they are working remotely. We also set a considerable amount of work which does not need to be completed online, to reduce pupils' exposure to the virtual world and unnecessary risks. Pupils should take regular breaks away from their screens, and it is important that they continue to take plenty of physical exercise where possible.

**Addendum written by: Natalie Day (DSL), in consultation with Senior Management Team and Safeguarding Governor, Alison McKinna, on 10th April 2020**

**Reviewed: 15th April 2020**

**Next review due: 22nd April 2020**