



## Westbourne School

# Safeguarding and Child Protection Policy

<b>Person Responsible</b>	<b>Designated Safeguarding Lead - Natalie Cox</b>
<b>Date Written</b>	September 2022
<b>Review required</b>	June 2023 (and whenever amendments are required eg due to changes in legislation / statutory guidance)
<b>Governor with safeguarding/child protection responsibility</b>	Alison McKinna

*At Westbourne School, we take safeguarding very seriously, and ensure everyone knows it is a team effort to keep our community safe and happy. We follow an 'it could happen here' policy, and remain vigilant at all times.*

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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 every six months, with involvement from the whole of the safeguarding team, who also meet regularly ( 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. Three organisations are jointly responsible for the partnership arrangements for keeping children safe: Sheffield City Council, Sheffield Clinical Commissioning Group and South Yorkshire Police. 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. Westbourne School is also signed up to Operation Encompass, which is a country-wide system enabling the police to inform schools’ designated safeguarding leads (within 24 hours) of any domestic abuse incidents where there are children in the household. More information regarding Operation Encompass can be found in Section 7 of this policy. 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 2022) (*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, updated July 2022) (*WT*). *WT* refers to the non-statutory but important advice: *Information sharing* (2018);
- 4) *Prevent Duty Guidance: for England and Wales* (July 2015, updated April 2021) (*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) RSHE guidance 2019 (updated Sept 2021);
- 6) [Children Missing Education, September 2016](#);
- 7) The Data Protection Act, 2018 and GDPR.

For Sheffield Local Authority policies/guidance please follow this link: [Safeguarding policy & procedure templates for Sheffield education settings.](#)

This policy also has links/references to other school policies such as behaviour, anti-bullying and peer abuse, SEND and online safety policies, as well as the staff code of conduct and our safer 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.

## **In a rush? Need to report something urgently and need a reminder of our procedures?**

It is crucial that you read this policy in full, but if you are in a rush and need a quick reminder of processes, please follow these basic rules and principles:

### **If you are an adult, and are worried about a child:**

- Speak to the DSL (Miss Cox) as soon as you can about your concerns - she will direct you regarding next steps and will take the necessary actions to ensure the child's safety;
- Speak to another member of the Safeguarding team if Miss Cox is unavailable (Mr Hattam, Mr Clark, Miss Baker, Mrs Rees-Oxley or Miss Hall);
- Phone Sheffield Safeguarding Hub if you think a child is at immediate risk of significant harm, and in the unlikely event that you have been unable to contact anyone from our safeguarding team - phone number 0114 273 4855;

- Remember that confidentiality cannot be promised, but that concerns will be escalated and shared with other professionals / services where this is in the best interests of the child.

**If you are a child, and need to share a worry:**

- Speak to any member of staff - they will listen carefully to what you have to say and will make sure the right people help - they might not be able to keep your information confidential, but if they need to share it with someone else they will tell you who they will share it with and why;
- Send an email to [worrybox@westbourneschool.co.uk](mailto:worrybox@westbourneschool.co.uk) to say you need to speak to someone from the safeguarding team, and they will contact you;
- If you are unable to speak to a member of staff (eg if it is holiday time), you can phone Childline on 0800 1111, or Sheffield Safeguarding Hub on 0114 273 4855.

**If you are concerned about the behaviour of a member of staff:**

- Raise your concern immediately with the Headteacher;
- If your concern **is about the Headteacher**, raise it with our Chair of Governors, Dorrien Peters ([chair@westbourneschool.co.uk](mailto:chair@westbourneschool.co.uk))





**If you need to report peer abuse / bullying:**




- Speak to any member of staff - they will listen carefully to what you have to say and will talk to the pastoral and safeguarding team, who will look into the matter urgently.

## **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>Miss Natalie Cox</b> Her office is located in Ashdell Grove	<b>Designated Safeguarding Deputy</b> <b>Mr Chris Hattam</b> His office is located in our whole-school building	<b>Designated Safeguarding Deputy</b> <b>Mr Jonathan Clark</b> His office is located in Junior School	<b>Online-Safety Coordinator</b> <b>Miss Katie Baker</b> Her classroom is located in Ashdell Grove

Tel: 0114 266 0374 ()	Tel: 0114 266 0374 ()	Tel: 0114 266 0374 ()	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</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</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</p>

*Note: Although Miss Cox 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:**

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

Name: Mr Chris Hattam Tel no: 0114 266 0374 ()

**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: Miss Natalie Cox Tel no: 0114 266 0374 ()

**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 ()

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

Name: Miss Natalie Cox Tel no: 0114 266 0374 () **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: Dr Kate Wrennall (Senior School), Mrs Katrina Lillywhite (Junior School) Mrs Emma Rees-Oxley (EYFS) Tel no: 0114 266 0374

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

Name: Miss Natalie Cox Tel no: 0114 266 0374

**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: Miss Natalie Cox Tel: 0114 266 0374 ()

**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 0374

**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 ()

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

Name: Mr Dorrien Peters 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: Dr Julia Leatherland Tel no: Via Clerk to Governors – Mrs Vina Khan 0114 266 0374 ()

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

Westbourne School follows locally agreed safeguarding procedures to ensure our children are safe. We work closely with the Sheffield Children's Safeguarding Partnership (SCSP), following guidance from their school advisor, Naseem Akhtar (0114 273 5655/ [safeguardingchildrenadvisorseducation@sheffield.gov.uk](mailto:safeguardingchildrenadvisorseducation@sheffield.gov.uk) / [Nassem.Akhtar@sheffield.gov.uk](mailto:Nassem.Akhtar@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) *See Section 8 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**

"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes." *KCSiE 2022*

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 at 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\*](#)).

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 refer cases of suspected abuse to the local authority children's social care as required;
- To support staff who make referrals to local authority children's social care;
- To refer cases to the Channel programme where there is a radicalisation concern as required;
- To support staff who make referrals to the Channel panel;
- To refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- To refer cases where a crime may have been committed to the Police as required;
- 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 Headteacher is fully informed as soon as possible about 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 Children Safeguarding Partnership (SCSP);
- 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) and KCSiE, and have read and understood them;
- 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 safeguarding information about pupils is recorded accurately and carefully, and kept securely;
- 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 *at least* 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 Online Safety Co-Ordinator;
- To ensure the Safeguarding and Child Protection Policy is available on the school's website;
- To be aware of requirement for pupils to be accompanied by an appropriate adult for police searches.

In the absence of the DSL one of their 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 their return).

The DSL should also:

*help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.* KCSIE

## **The responsibilities of all staff**

**All staff** should:

- be familiar with the safeguarding systems within the school, as explained to them at induction;
- attend and engage with safeguarding and child protection training;
- be aware of the local early help process and understand their role in it;
- be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral (e.g. section 17 and section 47 assessments), along with the role they might be expected to play in such assessments;
- be mindful that early information sharing is vital. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff in making decisions about sharing information;
- be alert to signs of abuse/neglect, and respond appropriately to concerns;
- know what to do if a child tells them they are being abused / neglected;

- 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 Westbourne’s procedure for reporting a concern (see Appendix C for a flowchart outlining what response might be expected for different levels of 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 Engage (our secure safeguarding reporting software).	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 Engage.	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 to contact 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 Miss Cox 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 a team of deputies (DSDs), with Mrs Rees-Oxley taking a leading role within the EYFS. Although Miss Cox 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. Children, in particular, are encouraged to share any worries with whichever member of staff they feel most comfortable talking to - they do not have to disclose safeguarding matters **only** to members of the safeguarding team (but it is the responsibility of the member of staff who receives the report to forward the information on the the safeguarding team).

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. We ensure our policy is reviewed every six months, but it is updated whenever needed, in order to keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

## **5. Recruitment and Training**

### **Recruitment**

Westbourne School recruits its staff in line with statutory guidance from Part 3 of [Keeping children safe in education 2022 - GOV.UK](#) and informed by Local Authority guidance [Safer 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 Headteacher and bursar are responsible for implementing our safer recruitment procedures (using guidance in our Safer Recruitment Policy). 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 Safer 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 (teaching, non-teaching, those on work-placements and volunteers), receive a face-to-face safeguarding induction meeting with the DSL upon 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). During this induction staff are also given the following policies / documents:

- **At least** Part 1 and Annex A of current KCSIE (all staff);
- Part 1, Annex A **and** Annex B of current KCSIE (if working directly with children and / or if they are a school leader);
- Staff Code of Conduct (contained within the Staff Handbook, which is also shared at this point). The Code of Conduct and Staff Handbook also include guidance on whistleblowing procedures, acceptable use of IT, staff/pupil relationships and communication, including use of social media);
- Safeguarding and Child Protection Policy (containing identities, roles and responsibilities of safeguarding team);
- Online Safety Policy;
- Relevant behaviour policies for the section(s) of the school in which the member of staff is to work;
- Anti-Bullying and Peer Abuse Policy;
- Attendance and Punctuality Policy (covering school's response to Children Missing in Education);
- [UKCIS guidance Sharing nudes and semi-nudes: how to respond to an incident](#) ;
- Low Level Concerns Policy.

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

The safeguarding team receive 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, as per local arrangements in Sheffield). Guidance regarding inter-agency working is covered in the advanced refresher training.

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

### **Online Safety Co-ordinator**

The Online 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 Online 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 Online Safety and promoting healthy, positive online behaviour (our 'Digital Leaders'); this group meets regularly and liaises closely with the Online Safety Co-ordinator who brings any relevant matters to safeguarding team meetings. The Online Safety Co-ordinator is responsible for reviewing and updating our Online Safety Policy, with support and guidance from the DSL and the rest of the safeguarding team (including external support from SCSP). The Online Safety Policy is available on the website and upon request, and covers matters such as: internet safety in school (including the use of filters and monitoring) and the use of mobile technology in school (e.g. the management of access to 3G, 4G and 5G).

As well as organising whole school Online Safety training as appropriate, the Online Safety Co-ordinator regularly delivers presentations in staff meetings, ensuring staff are kept abreast of local and national issues and kept aware of our procedures regarding the sharing of concerns.

## **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 and governors.

## **PSHEE Department**

There are many opportunities to teach safeguarding, particularly in PSHEE lessons but also across the curriculum and via assemblies. Specific safeguarding issues such as extremism / radicalisation, child on child abuse and child sexual exploitation are discussed and explored at age-appropriate stages, along with other safeguarding-related topics. From September 2020, Relationships Education (primary pupils) and Relationships and Sex Education (secondary pupils) has been compulsory. We have a separate policy regarding this, which outlines how Westbourne School delivers these lessons.

## **SEND Department**

Children with SEND can face additional safeguarding challenges, and additional barriers can exist when recognising abuse and neglect in this group of children. Our SEND staff work closely with the pastoral and safeguarding teams in school to ensure that SEND pupils are fully supported.

Some of the additional barriers which can exist when recognising abuse and neglect in SEND children can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.

## **Governors**

Our Safeguarding Governor is appropriately trained for their role, having attended the Local Authority training course: *Safeguarding Children Training*. From September 2022, **all** school governors will be expected to attend this training course, and they will be provided with regular updates, to ensure they are in a position to support the school to discharge its safeguarding duties as effectively as possible.

## **Ongoing 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 child on child abuse, child on child sexual violence and sexual harassment and Children Missing Education (for example) during staff meetings and briefings.

The DSL offers face-to-face whole staff training where appropriate, such as at points where legislation has been updated. Current staff members are also regularly reminded to revisit the induction documents listed above to refresh themselves regarding their contents. This constant revisiting ensures that safeguarding remains a high priority at all times. Because of this, staff remain clear on their duties regarding issues such as the Prevent Duty and online safety, as well as any other areas highlighted by SCSP as being a priority in Sheffield at any time. All staff are trained to:

- manage a report of child-on-child sexual violence and sexual harassment;
- be aware of their role in the local early help process;
- be aware of the process for making referrals to children's social care;
- know what to do if a child tells them they are being abused, exploited or neglected;
- reassure victims that they are being taken seriously and that they will be supported and kept so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.

Our Safeguarding Administration Officer maintains an ongoing log of all safeguarding training undertaken by school staff and governors, 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. Harm can include ill treatment that is not physical, as well as witnessing this ill treatment. For example, a child *is* suffering abuse if they witness a parent being abusive (even if not violent) in the home.

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, prejudice-based and discriminatory 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.

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 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 abuse, 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 *discovered* cases of female genital mutilation (FGM) to the police directly on 101, and to report immediately to the DSL within school any children who they feel is at risk of FGM or who they *suspect* may have undergone FGM.

## **Specific Safeguarding Issues**

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We provide outdoor-safety lessons sometimes using external providers such as Crucial Crew, and also through PSHEE. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [aged 5-11](#) and [12-17 year-olds](#). The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children, and school will ensure that additional pastoral support and talking time is available to any children experiencing this.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Domestic abuse**

The Home Office definition of domestic abuse is: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality". The definition includes 'honour' based violence, female genital mutilation, forced marriage and child to parent abuse. '**Controlling**' behaviour makes a person subordinate and/or dependent by isolating them from support, exploiting them for personal gain, depriving them of independence, resistance and escape and regulating their everyday behaviour.

'**Coercive**' behaviour is assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten the victim.

'**Behaviour**' includes psychological, physical, sexual, financial and emotional forms of abuse; stalking and harassment.

A pattern of coercive and/or controlling behaviour is a criminal offence. Domestic abuse can take place in an intimate or family relationship; its victims do not have to live together, are not confined to one gender

or ethnic group and include children and young people living in fear of such behaviour. Domestic abuse is a primary risk of harm for children and young people, especially if it is combined with substance misuse and/or mental health problems.

**Indicators of domestic abuse:**

- Suspicious injury
- Disguising injury through clothing & make-up
- Someone present & answering for the person
- Depression, alcohol and drug abuse
- Self-harm, anxiety and self-neglect
- Regular non-attendance for appointments
- Restricted access to money, work, education and a social life
- Children with behavioural difficulties
- Being withdrawn or sleep problems
- Direct disclosure

**How children experience domestic abuse:**

- Actual or threatened physical harm
- Being injured while trying to intervene
- Witnessing or overhearing abuse of others
- Being threatened to remain silent
- Seeing ill treatment of pets
- Seeing damage at home, toys, belongings
- Abuse during contact sessions or handover
- Being encouraged to take part in the abuse
- Being abused and/or abusive in intimate relationships
- Lost or reduced contact with parent, family, friends
- Spending time with peers engaged in risky behaviour to avoid home
- Increased involvement in substance misuse or anti-social behaviour
- In the case of homicide, the loss of the non-abusing parent

If staff are concerned that a child/family may be experiencing domestic abuse, they must inform the DSL immediately, who will follow guidance from SCSP. Next steps may include an assessment (FCAF), A Domestic Abuse , Stalking and Harassment (DASH) risk assessment and / or a referral to Children's Social Care. Additional local guidance can be found [here](#).

**Child on child abuse**

All staff are aware that all children are capable of abusing other children, and we have a whole school, dedicated policy which clearly details our procedures around this important issue (please see our Anti-Bullying and Peer Abuse Policy). Child on child abuse may take many forms, such as: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment (see additional section below); upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; consensual and non-consensual sharing of nude / semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery); 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; initiation / hazing type violence and rituals.

All staff are aware of their duty to inform the DSL of any reports or suspicions of child on child abuse, and of their duty to model respectful behaviour themselves at all times, including not tolerating any potentially abusive behaviours or attitudes between peers - they have had specific training linked to Hackett's Continuum and the 'Rape Pyramid' and are well-aware that bad behaviours at the lowest level can encourage or support increasingly abusive and dangerous behaviours and actions

We fully engage with our pupils on the matter of child on child abuse, with pupils themselves even leading assemblies and in information evenings regarding this matter. Because we regularly remind pupils of our school values, the processes for reporting abuse, and because they know their voices are heard, they can confidently report abuse, knowing their concerns will be treated seriously.

Pupils may be perpetrators of abuse but all children, whether regarded as a perpetrator or a victim, should be regarded as being "at risk". This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

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 and / or the Police will be made.

At Westbourne we value mutual respect of everyone and of individual differences. Allegations of child on child abuse are dealt with seriously, taking guidance from SCSP [Peer abuse & risk assessment](#) and our own school behaviour and Anti-Bullying and Peer Abuse Policy.

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

We recognise that, even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. Therefore, it is important to keep this matter 'live' at all times, and to remind all members of our school community to remain vigilant .

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 child on child abuse to occur on school premises. We have a dedicated pastoral team who work hard to ensure that the best interests 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 child on child abuse occurring for their child or children. Again, our Digital Leaders and information evenings provide parents with excellent advice and signposting regarding the specific issue of online abuse.

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", "boys being boys" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Regular assemblies and enrichment afternoons, alongside other interventions where appropriate also cover this topic explicitly. We are aware of the gendered nature of child-on-child

abuse, that is that girls are more frequently the victims, and boys more frequently the perpetrators. We are also aware that children with SEND and LGBTQ+ children are more likely to be victims of child on child abuse. However, **all** abuse is unacceptable and will be taken seriously, and we ensure that **all** our pupils receive the same messages regularly regarding consent, child on child 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 SEND, in all aspects of safeguarding, including child-on-child 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.

Pupils are made aware of the specific risks and legislation around the sharing of nudes/semi-nudes by young people under the age of 18. Ensuring that they are aware of the dangers of such behaviour helps to minimise the chances of children engaging in it. Staff are aware that they must not view any such material if (for example) confiscating devices from pupils or if a pupil discloses to them that they have such material on their device, and that they must report any incidents to the DSL immediately, who will take the appropriate next steps, following guidance from [Searching, screening and confiscation](#) and [Sharing nudes and semi-nudes: how to respond to an incident](#) (UKCIS) .

### **Child on child sexual violence and sexual harassment**

Although it is more generally covered in the above section, it is clear from the 2021 Ofsted [Review of sexual abuse in schools and colleges](#) that schools must be particularly vigilant to this specific safeguarding issue, and must maintain a constant attitude of 'it could happen here', since the scale of the problem in schools is much larger than most adults had previously thought. It is important that we remain mindful that children may not tell adults (including school staff) if sexual violence or harassment is happening, and so we must be aware of possible signs or patterns of concerning behaviour. It is also crucial that we handle any reports of sexual violence or harassment well, as how we respond to a report 'can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.' (KCSiE, Part 5)

Children can abuse their peers in this way both inside and outside of their school. Offences may include:

- Rape;
- Assault by Penetration;
- Sexual Assault;
- Causing someone to engage in sexual activity without consent.

#### *What is consent?*

Consent is about having the **freedom and capacity to choose**. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

### **Sexual harassment**

Child sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. It is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Although this is not an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and videos;
  - sharing of unwanted explicit content;
  - upskirting (which is a criminal offence);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation, coercion and threats.

Sexual harassment, if not challenged, creates a culture that can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

**Following the publication of the 2021 Ofsted review and the subsequent updated advice in [Keeping children safe in education](#) and [Sexual violence and sexual harassment between children in schools and colleges](#), Westbourne School has included additional detail about our procedures regarding child abuse (including sexual violence and sexual harassment) in our Anti-Bullying and Peer Abuse policy. Please see this policy for more information, which includes detail on how we remain vigilant to these issues, how we conduct peer abuse risk assessments, how we record, investigate and deal with peer abuse, and how pupils, including perpetrators, will be supported.**

See Appendix F for information and contact details regarding the Harmful Sexual Behaviour Service. This is a new resource which offers support to practitioners across the country in their management of and response to incidents of potentially harmful sexual behaviour.

### **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 their 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, following [local protocols](#) to ensure all children are accounted-for.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The victim may have been criminally/sexually exploited even if the activity appears consensual. CSE and CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

## **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children can include, for instance, children forced to work on cannabis farms or to commit theft. Children being criminally exploited may be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. **County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Trafficking can be within the city, UK or abroad. Any child who is recruited, transported, transferred, harboured or received for the purposes of exploitation is considered to be a trafficking victim, whether or not they have been forced or deceived.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced with carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.

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

The DSL will use the [Sheffield Child Exploitation Screening Tool](#) when considering the appropriate next steps to take if there are concerns a child may be being exploited (either sexually or criminally, or both).

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

Like all forms of child sexual abuse, CSE:

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative & non-penetrative) 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 shares a wealth of additional, useful information regarding CCE and CSE, which can be reached via the following link: [Child Criminal and Sexual Exploitation](#) . Also, our DSL has received additional, specialist training regarding this aspect of safeguarding.

### **Cybercrime**

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL or a deputy would consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), [WHEN TO CALL THE POLICE](#) (NPCC) and <https://www.ncsc.gov.uk/>

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Sheffield City Council's 'Housing Solutions' are a body with whom the DSL and deputies can raise/progress concerns at the earliest opportunity ([housingsolutionsgeneric@sheffield.gov.uk](mailto:housingsolutionsgeneric@sheffield.gov.uk) / 0114 273 6306). Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals

and/or discussion with Housing Solutions should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's social care will be the lead agency for these children and the DSL / deputy should ensure appropriate referrals are made based on the child's circumstances.

### **'Honour' based abuse**

'Honour' based abuse (HBA) 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 abuse is a term that is widely used to describe this sort of abuse however it is often referred to as so called 'honour' based abuse because the concept of 'honour' is used by perpetrators to make excuses for their abuse. There is a very strong link between 'honour' based abuse, 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 SCSP on such matters, following local advice shared here: [Child Criminal and Sexual Exploitation](#).

### **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.

*Sheffield has specific systems in place in order to address HBA, FGM and forced marriage (as well as breast-ironing/flattening and Faith Abuse). Further local guidance can be found here:*

[Faith & Cultural Abuses](#)

### **Preventing extremism and radicalisation**

We take the 'Prevent' duty extremely seriously at Westbourne School. The DSL has undertaken the mandatory 'Workshop for Raising Awareness of Prevent' (WRAP) training and the more recent 'Prevent Briefing' (in line with local guidance)

#### **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 through a 'team around the family' meeting, and raise any relevant concerns immediately with South Yorkshire Police's Prevent team. 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.

Relevant contacts:

South Yorkshire Police Prevent Team: Tel.: 0114 2523217 (8am–4pm) or via 101 email: [Prevent@southyorks.pnn.police.uk](mailto:Prevent@southyorks.pnn.police.uk)

**In an emergency (where your or others' safety is threatened) call 999. Public facing:**

<https://actearly.uk/contact>

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. A **proportionate** multi-agency approach is crucial. A Prevent referral would include:

- Completion of a Prevent Referral form;
- Information sharing (putting the 'jigsaw-pieces' together);
- The ruling in / out of any criminality;
- Voluntary and confidential involvement of Channel Panel (see below);
- A multi-agency assessment of risks;
- Support to all relevant parties to address vulnerabilities.

[Reminder of local procedures here](#)

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The DSL should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK](#)

### **Additional support**

The DfE has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). The Home Office has developed three e-learning modules:

- [Prevent.Training](#) offers an introduction to the Prevent duty.
- [Home Office Prevent Referral e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.

- [Channel Awareness](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#) , is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

### **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:

[Private Fostering](#)

### **Mental Health**

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, however staff are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one. Where staff are concerned about the mental health of a child, immediate action should be taken, by speaking to the DSL (or a deputy) without delay. Where a child does not seem to be experiencing a mental health problem, but appear to need some additional support to meet emerging pastoral needs, it may be appropriate for school to offer some Resilience Doughnut support through our internal pastoral support system. This could take the form of an agreed period of 1:1 support from one of our in-house Resilience Doughnut facilitators. [The Resilience Doughnut](#)

Since mental health needs are a SEND matter too (whether there are safeguarding issues co-occurring or not), it is important for the SENCo to be involved in supporting and monitoring any children experiencing difficulties in this area. As well as notifying the DSL, staff should complete a 'Reporting a SEND Concern'

form and pass to the SENCo, as per our SEND policy. Early intervention and reasonable adjustments in school, including involving the parents/carers and wider family, could prevent mental health needs from escalating.

### **Modern slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([Modern Slavery](#)).

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

Children who are experiencing or affected by abuse, neglect or exploitation may show their needs or distress through their words, actions, behaviour, demeanour, school work or other children. Alternatively, school may be made aware of a possible issue or incident of domestic abuse/violence via notification through [Operation Encompass](#).

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.

### **Operation Encompass**

In line with this national police force initiative, school will be notified within 24 hours if police have attended a domestic incident at the home of any pupil in the school. This enables school to be aware that the affected child(ren) may need additional support following the incident. A record of the notification will be retained in the pupil's safeguarding file.

### **Early Help**

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

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

- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

Staff are reminded of local early help procedures during ongoing internal safeguarding updates in staff meetings. These procedures and every staff member's responsibility to contribute to them are also explained during staff induction. [Sheffield Early Help](#)

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

Please see Section 4 of this policy for a simple table which outlines immediate responsibilities and actions for staff who are concerned about a pupil. If staff have concerns about a child's welfare, about children in need or at risk, they should follow the guidance outlined here, which is in line with the government guidance, Working Together to Safeguard Children.

### **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 they feel secure and, if appropriate, explain what you are going to do next.
- **Reassure** the pupil, if they have made a disclosure, that they are right to tell and are 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 they want 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 their 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.



- **Do write up the incident using our secure ‘Report a Concern’ software on Engage (the school’s Management Information System).**

Where a child discloses information about possible sexual violence or harassment, it is vital that the child is reassured that:

- they are being taken seriously and will be supported and kept safe;
- they are not creating a problem by reporting sexual violence or harassment;
- they should not feel ashamed for making a report.

### **Responding to incidents where nudes/semi-nudes have been shared by children**

The sharing of youth-produced sexual imagery such as nudes/semi-nudes is a significant safeguarding issue amongst young people today. It is crucial that staff respond appropriately if an incident is reported to them. The very useful overview by the UKCIS, [Sharing nudes and semi-nudes: how to respond to an incident](#) is displayed in staffrooms, and staff are regularly reminded of procedures in meetings and training. If an incident comes to a member of staff’s attention, they are given the following advice:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

### **Recording of concerns**

It is everybody’s job to safeguard our pupils. If you have a concern about a child, you must inform the DSL or a deputy. 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 Engage, using the ‘Report a Concern’ option. The following government advice is extremely helpful - [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#)

The secure online ‘Report a Concern’ form will prompt you to record all necessary details, but the more information you can give, the more helpful it will be. There is the option to upload additional relevant material (e.g. a copy of a story a child has written which has caused you concern), and there is an optional body map to use if reporting possible unexplained injuries as part of the concern. . When writing up a concern, 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 during staff induction on how to conduct these conversations, and there are further tips in the Safeguarding folder on Google Drive. You are always welcome to approach any member of the Safeguarding Team for more guidance on how to conduct such conversations.

You must ensure your confidential report is shared with the DSL and the Headteacher, as well as any other relevant members of **the safeguarding team only**. 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.**

If you do this, remember you still **must** write up the incident and your actions on Engage, and speak to a member of the Safeguarding Team as a matter of urgency as soon as they are available.

Even if a situation seems minor, report it anyway, using Engage, as often safeguarding concerns become apparent as a result of numerous 'smaller' issues coming together to show a bigger picture of harm.

**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 be informed **after** the school has consulted with the LADO and has obtained the LADO's consent. If a parent has any safeguarding concerns they should contact the school's DSL as soon as possible.

### **Procedures for the sharing of information concerning children leaving the setting:**

Where safeguarding concerns exist regarding a child, or if there were safeguarding concerns in the past, it is important to share those concerns with the child's next school or setting. Confidential safeguarding records are shared securely with the next setting. This information is usually shared as soon as the child has transferred to their new setting, but sometimes it is appropriate to share information in advance (with the DSL at the new setting), so that appropriate systems or support can be put in place in time for the child's transition.

## **8. Allegations and concerns about staff and volunteers**

Westbourne School takes very seriously any allegations made against members of staff (including members of the safeguarding team, volunteers, temporary and visiting staff, contractors, and supply teachers) 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](#) 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 Headteacher, who would discuss the allegation immediately with the Local Authority Designated Officer (LADO). If there is a conflict of interest in reporting the matter to the Headteacher, the allegation should be reported directly to the LADO. If an allegation were to be made against the Headteacher, this must be reported directly to the Chair of Governors without informing the Headteacher first. The Chair of Governors would immediately discuss this with the LADO **without informing the Headteacher**. The school would never investigate such matters before referring the case to the LADO. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

At Westbourne School, we have a culture of openness, trust and transparency where our values and expected behaviour are lived, monitored and reinforced by all staff. 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 met the following **'harm threshold'**:

- 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; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with 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 Headteacher, who would be the Case Manager in this situation (unless the allegation is against the Headteacher, 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 (even if the accused person is dismissed / removed (or would have been), resigns or ceases to provide their services);
- Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency);
- Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in personnel records or 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 (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;

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

**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 Headteacher/Chair of Governors immediately.

Action required from Headteacher/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 EYFS setting 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.

### **Supply/agency staff:**

If an allegation were to be made against an individual not directly employed by Westbourne School, for example, supply teachers provided by an employment agency, we are still required to ensure allegations are dealt with properly. In no circumstances would we decide to cease to use a supply teacher due to safeguarding concerns, **without finding out the facts and liaising with the local authority designated officer (LADO)** to determine a suitable outcome. The governing body would discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. In such circumstances, the school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, Westbourne School will inform the agency of its process for managing allegations. This includes inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

### **Concerns that do not meet the 'harm threshold':**

Low-level concerns about adult behaviour are those that do not meet the 'harm threshold' above but are not insignificant. They often cause a sense of unease or a 'nagging doubt'. e.g. behaviour that is inconsistent with the staff code of conduct, including outside work. Some examples of this type of behaviour could include:

- being over friendly with children;
- having favourites;
- taking unauthorised photographs of children/young people on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating, or offensive language.

At Westbourne School, we have a 'Low level concerns' policy, which details the processes we follow in these instances - this policy is available to all staff on our MIS system and in our staff-shared space on Google Drive. The policy follows guidance about [Low-Level Concerns](#) from SCSP. The purpose of this policy is to create and embed a culture of openness, trust and transparency in which our school's values

and expected behaviour (as set out in the code of conduct) are constantly lived, monitored and reinforced by all staff.

Low-level concerns should be reported to the same persons as set out above in relation to concerns and allegations that meet the harms test (ie. staff should report their concerns to the same people and in the same way as they would if they felt the harm threshold had been met). Any low-level concerns about supply staff or contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

Our Low-level concerns policy sets out the procedure for responding to reports of low-level concerns. It also sets out how, when a low-level concern has been raised by a third party, the head should collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.

Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose and any action taken. The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.

Records of low-level concerns should be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school should decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harm threshold is met.

The school must consider if any wider cultural issues in school that enabled the behaviour to occur, and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

The rationale for all decisions and actions taken, whether the harm threshold is met or not, must be recorded.

### **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.

We ensure whistleblowing procedures are explained 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.

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:**

**Protect (formerly called Public Concern at Work)-** tel. 020 3117 2520 / email: [info@protect-advice.org.uk](mailto:info@protect-advice.org.uk) / [Contact our Advice Line - Protect - Speak up stop harm](#)

**NSPCC Whistleblowing Helpline-**, Monday to Friday, 8am to 8pm, tel. 0800 028 0285 / email: [help@nspcc.org.uk](mailto: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](mailto: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.** If reasonable force has been used, it will be logged and parents/carers will be informed.

### **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, including the use of reasonable force 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 (EYFS and Key Stage 1 base) 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 services relating to safeguarding and child protection**

[NPCC Guidance - When to call the police](#)

#### **Sheffield Children’s Safeguarding Partnership (SCSP):**

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

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 Service: [0114 273 4450](tel:01142734450)
- Licensing Manager: [0114 273 6753](tel:01142736753)
- Child Death Overview Panel (CDOP): [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 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:

- Safeguarding Children Training, email: [safeguardingchildrentraining@sheffield.gov.uk](mailto:safeguardingchildrentraining@sheffield.gov.uk)
- Safeguarding Children Advisors, Education: Naseem Akhtar, email: [Naseem.Akhtar@sheffield.gov.uk](mailto:Naseem.Akhtar@sheffield.gov.uk) / [safeguardingchildrenadvisorseducation@sheffield.gov.uk](mailto:safeguardingchildrenadvisorseducation@sheffield.gov.uk)
- Child Protection Coordinators, tel.: 0114 273 4934 (If you have a disagreement about whether a conference should be held about a child, the SCSP [Effective Challenge and Escalation](#) procedure should be followed.)
- Independent Reviewing Service: tel.: 0114 273 4994 for matters relating to the reviewing or monitoring of care plans for looked after children. Or email: [childrensreviews@sheffield.gov.uk](mailto:childrensreviews@sheffield.gov.uk)

**‘Prevent’:** Anyone can report a concern in confidence to: Police Prevent Team: Tel: 0114 2523217 (8-4PM) Out of hours: 101, or in an emergency 999 Email: [Prevent@southyorks.pnn.police.uk](mailto:Prevent@southyorks.pnn.police.uk)

Public facing contact: <https://actearly.uk/contact>

Consider mainstream safeguarding referrals in addition if appropriate - Sheffield Safeguarding Hub 0114 273 4855. **Sheffield resources:**

- **Contacting the LADO**
  - To discuss a referral with the LADO, you can ring or email a LADO referral form (remember to do this securely) on:
    - 0114 2734855 then select **option 1**
    - email [sheffieldsafeguardinghub@sheffield.gov.uk](mailto:sheffieldsafeguardinghub@sheffield.gov.uk)
  - Office hours are Monday – Thursday (8:45am – 5:15pm) Fri (8:45am – 4:45pm).
  - [LADO referral form 2021](#)
  - If you have concerns about the behaviour of someone who works with a vulnerable adult, call: 0114 273 4908.

- **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)

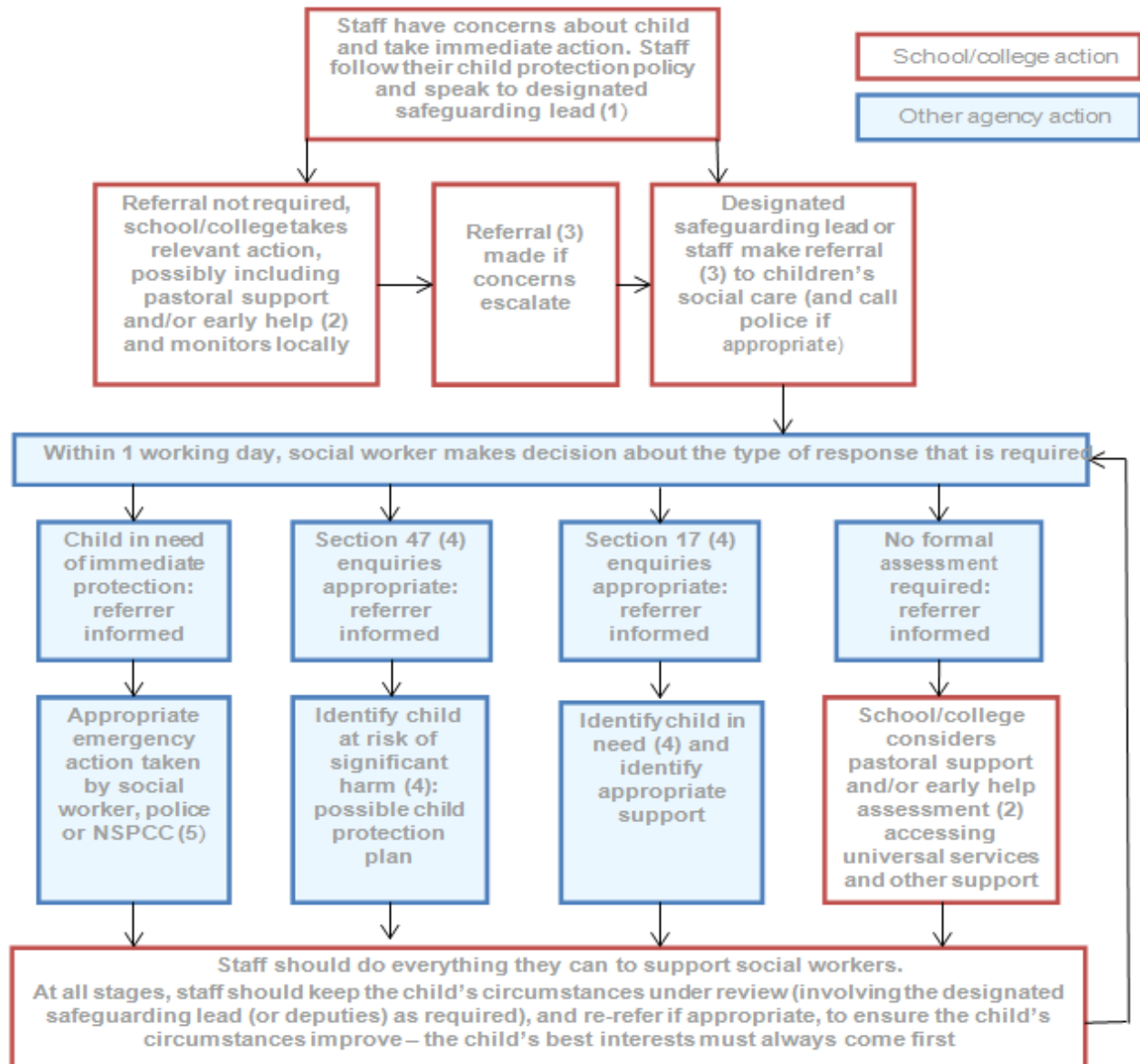
Sheffield Safeguarding Hub	
For new referrals, <b>24 hours a day</b> , in relation to children/young people (under 18 years) where there are safeguarding concerns.	0114 273 4855
Children’s Involvement Team	
Advocacy support for children/young people in Sheffield who are connected with Social Care.	<b>Tel:</b> 0114 2288553
Multi Agency Support Teams (MAST)	
Early Help services for children/young people.	<b>Tel:</b>  <b>North:</b> 0114 23 31189  <b>West:</b> 0114 25 06865  <b>East:</b> 0114 20 53635  <b>Website:</b> <a href="#">MAST: Professionals</a>
Children Looked After Service	

Specialist team allocated to children/young people.	<b>Tel:</b> 0114 29 30223
<b>Virtual School</b>	
The Virtual School for Children Looked After promote and advocate the education of children/young people in care for Sheffield.	<b>Tel:</b> 0114 20 37790 <b>E-mail:</b> <a href="mailto:virtualschool@sheffield.gov.uk">virtualschool@sheffield.gov.uk</a>
<b>Adoption Support Team</b>	
Assessment and support for children and families who have been adopted.	<b>Tel:</b> 0114 27 35010
<b>Connected Persons Team</b>	
Assessment and support for children who reside away from birth parents. This could for example be via a Court Order – Child Arrangement Order or Special Guardianship Order.	<b>Tel:</b> 0114 27 36489
<b>South Yorkshire Police</b>	
<b>Switchboard</b>	<b>Tel:</b> 0114 220 2020 <b>Non-Emergency Number:</b> 101
<b>Private Fostering</b>	

<p>For people who are private fostering a child/young person</p>	<p><b>Website:</b> <a href="#">Private Fostering</a></p> <p>For advice, phone the Connected Persons Team on 0114 273 6849</p>
<p>Sheffield Children's Hospital</p>	
	<p><b>Tel:</b> 0114 2717000</p>
<p>Safeguarding Support Unit (Sheffield Children's Hospital) (Previously known as Child Assessment Unit)</p>	
<p>Medical support via a professional referral for assessment by a paediatrician.</p>	<p><b>Tel:</b> 0114 226 7803</p> <p>Monday – Friday</p> <p>9am – 5pm</p> <p><b>If an urgent examination is required after 5pm, Phone Children's Hospital Switchboard</b></p> <p><b>Tel:</b> 0114 2717000</p> <p>Ask for the medical registrar on-call.</p>

**APPENDIX C**  
**Actions where there are concerns about a child**





**APPENDIX D**  
**Job Description of the DSL**

Governing bodies, proprietors & management committees should appoint a senior member of the leadership team as Designated Safeguarding Lead (DSL) & appoint one or more Designated Safeguarding Deputies (DSDs) from teaching, support/pastoral staff.

**The DSL:**

- Has lead responsibility for safeguarding and child protection (including online-safety, although our Online Safety Co-Ordinator provides guidance and expertise in this area)
- Must have the appropriate status, authority, time, funding, training, resources and support
- DSDs should have the same training as the DSL and work with the DSL or act in their absence, but lead responsibility stays with the DSL.
- DSL/Ds must have this role explicitly stated in their job description.

**DSL/Ds manage referrals & support staff to refer:**

- Suspected abuse to Children’s Social Care
- Concerns about radicalisation to the Prevent Team

**The DSL/D should refer:**

- Persons dismissed or left due to risk or harm to a child to the Disclosure & Barring Service
- Cases where a crime may have been committed, to the Police as required

**The DSL should work & liaise with:**

- The three safeguarding partners (Health, Police, Local Authority)
- The Headteacher about e.g. ongoing section 47 & police investigations
- The “case manager” & Local Authority Designated Officer (LADO) about child protection concerns relating to a staff member
- All staff about safeguarding issues (including online & digital) & referrals
- Relevant agencies about the assessment & protection of children & attendance at strategy discussions & multi-agency meetings

**DSL/Ds should raise awareness to ensure that:**

- Parents are aware that referrals about suspected abuse or neglect may be made and understand the role of the setting in this
- The setting liaises with the Sheffield Children Safeguarding Partnership (SCSP) about staff training & local safeguarding policies
- Safeguarding policies & procedures are updated annually with the Governing Body, known, understood & used by all staff & made publically available
- Relevant staff can promote educational outcomes of children experiencing safeguarding issues

**Training:**

DSL/Ds must attend the Basic, Advanced Initial & annual Advanced Refresher, Prevent & other relevant courses in Sheffield and regularly update their knowledge & skills for:

- Staff safeguarding induction & understanding of safeguarding policies
- Early help & statutory assessment processes & children's social care referral arrangements
- Child protection conferences and core groups
- Children in need, with special educational needs & disabilities & young carers
- Data Protection Act 2018, GDPR & information sharing within setting & with outside agencies
- Keeping detailed, accurate, secure records for children with safeguarding concerns & referrals
- The 'Prevent Duty' & radicalisation
- Online safety including risks for SEND children
- Regular staff updates, a 'listening culture' & taking account of children's wishes & feelings

**Safeguarding file:**

When a child transfers to a new education setting:

- All safeguarding files should be immediately & securely transferred, separately from the main pupil file, and a receipt should be obtained.
- The current DSL/D should make the receiving DSL/D aware of the child's needs prior to the transfer if appropriate and possible.
- Receiving DSL/Ds should ensure that their key staff e.g. SENCo are informed as needed.

**Availability:**

- During term time the DSL/D should be available in person or, exceptionally, by phone to discuss safeguarding concerns with staff
- A DSL/D should be contactable for staff for all out of hours or holiday activities involving children

**APPENDIX F**  
**Harmful Sexual Behaviour Service details**

The [Harmful Sexual Behaviour Support Service](#), run by [SWGfL](#) in partnership with the [Marie Collins Foundation](#), is now available to safeguarding professionals across England and provides the tools to equip and empower practitioners to address the alarming normalisation of harmful sexual behaviour in children and young people.

The telephone and email support, which is funded by the Home Office and developed in collaboration with the Department for Education, is available **Monday – Friday, 8am to 8pm**.

**Call: 0344 255 0623**

**Email: [hsbs@swgfl.org.uk](mailto:hsbs@swgfl.org.uk)**

### **How will it support you?**

The Harmful Sexual Behaviour Support Service is for education and safeguarding professionals and will provide:

1. Advice on individual cases or incidents of harmful sexual behaviour, to ensure an appropriate response both for children displaying this behaviour and others affected by it
2. Guidance on policy development on tackling harmful sexual behaviour
3. Relevant resources, best practice and contacts around harmful sexual behaviour, both locally and nationally

### **[Find out more about the service](#)**

#### **Why act now?**

The service has been established in response to the 2021 Ofsted review, which revealed a prevalence of child-on-child sexual harassment and abuse so widespread that, for some children, incidents are ‘so commonplace that they see no point in reporting them’ and ‘consider them normal’.

#### **What is Harmful Sexual Behaviour?**

Developmentally inappropriate sexual behaviour which is displayed by children and young people (under the age of 18) and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It can be harmful to the children and young people who display it, as well as those it is directed towards.