

Rivelin Primary School Child Protection and Safeguarding Policy 2023/2024



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Section 1: Our school ethos, policy and principles

Inspirational education for everyone

- We offer high quality education for everyone in a confident and open environment, in which all faiths and beliefs are valued and respected
- We welcome every child and treat every child equally, irrespective of its age, gender, social background, ethnic origin, physical or mental ability, helping them to develop emotionally, intellectually and physically.
- We provide a creative and stimulating learning environment where every child is inspired, supported and challenged to reach their highest potential.
- We provide a well-resourced, exceptional and formative learning experience, with a broad and balanced curriculum, which reaches beyond statutory requirements.
- We ensure that children develop as independent, and interdependent, learners who are at ease with themselves and others, through exciting solo and collaborative working.
- We promote an ordered and caring school environment where children, staff, carers and parents demonstrate the highest standards of personal conduct and where children enjoy high levels of confidence and self-esteem.
- We encourage the active contribution of families and local community to the life of our school and value the close partnership between school and home.

Important contact information and details

- The designated safeguarding lead is: Mrs Tracey Naylor (0114 2341304)
- The deputy designated safeguarding lead is: Mrs Hayley Wright
- The appointed teacher for looked after children is: Mrs Hayley Wright
- The SENCO is: Mrs Kate Grayson
- The designated safeguarding link governor is: Mrs Kathryn Rothwell
- LADO and prevent (Local Authority designated officer)
- Police non emergencies 101
- Sheffield safeguarding hub 0114 2734855
- NSPCC helpline 0808 800 5000
- Child line 0800 11 11

Our Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and the community and is consistent with the procedures of the Sheffield safeguarding children partnership. Appropriate information sharing, in line with the data protection act and GDPR, across our safeguarding partners is key to the successful implementation of this policy.

Rivelin Primary School Child Protection and Safeguarding Policy 2023/2024

Rivelin Primary fully recognises its responsibilities for child protection and safeguarding. This overarching policy sets out how we deliver these responsibilities. Our policy is underpinned and written in reference to the following guidance:

- Keeping children safe in Education (2022) which is statutory guidance for schools and colleges
- Sexual violence and sexual harassment between children in schools and colleges (September 2021) by the department for Education
- Working together to safeguard children (July 2018, updated December 2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in Education.
- What to do if worried a child is being abuse (March 2015)
- Information sharing: Advice for practitioners providing services to children, young people, parents and carers (July 2018)
- The prevent duty Departmental, advice for schools and child care providers (June 2015)
- The counter-terrorism and security Act 2015
- The children Act 1989 and 2004
- The children and families Act 2014
- Section 175 of the 2002 Education Act
- Ofsted Safeguarding Advice (September 2020)
- The Equality 2010
- Female Genital Mutilation Act 2003 (as inserted by the serious crime Act 2015)
- The UK general data protection regulation (UK GDPR)
- Data protection Act 2018
- The childcare (Disqualification) and childcare (Early years provision free of charge) (extended entitlement) (Amendment) regulations 2018
- Voyeurism (offences) Act 2019
- Domestic abuse Act 2021
- HM Government (2020) Multi-agency statutory guidance on female genital mutilation
- HM Government (2013) Multi-agency practice guidelines: Handling cases of Forced marriage
- HM Government (2021) Channel duty guidance: Protecting people vulnerable to being drawn into terrorism
- DFE (2018) working together to safeguard children
- DFE (2015) The prevent duty
- DFE (2018) Disqualification under the childcare act 2006

Furthermore, we will follow the policies and procedures set out by the Sheffield Safeguarding Children Partnership (SSCP). These can be found in the main office. We carry out an annual audit of our safeguarding provision (S175 Safeguarding

Audit, which is a requirement of the Education act 2022 & 2006) a copy is sent to SSCP.

The Designated Safeguarding lead (DSL) is Tracey Naylor. In the absence of the DSL, Hayley Wright the deputy DSL will deal with child protection matters. The DSL and DDSL have completed the Advanced safeguarding training and will attend a refresher course every year, which is provided by SSCP.

Our Principles

Safeguarding arrangements at Rivelin Primary are underpinned by these key principles:

- Safeguarding is everyone's responsibility: anyone who has contact with a child or young person including Governors and volunteers should play their full part in keeping children safe
- We will aim to protect children using national, local and schoolchild protection procedures by identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by working together 2018 (update 2020)
- Anyone who has contact with a child or young person has a clear understanding regarding abuse and neglect in all forms and understands how to identify, respond and report it. This also includes knowledge in the process for allegations against professionals.
- Staff, governors and volunteers, should feel confident that they could report any safeguarding concern to the school and that these will be dealt with in an appropriate manner.
- A child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

Our Policy

The main elements of our policy are:

- **Types of abuse:** the types of abuse that are covered by the policy
- **Signs of abuse:** the signs of abuse that anyone who has contact with a child or young person including Governors and volunteers should look out for
- **Roles and Responsibilities:** in relation to safeguarding
- **Training:** how the school will ensure that everyone who has contact with a child or young person including Governors and volunteers are appropriately trained; this includes, receiving regular updates and having regular safeguarding training
- **Reporting:** how to report a concern, who to go to within Rivelin Primary ; including how/who to report to at relevant agencies

- **Process and procedures:** expectations of anyone who has contact with a child or young person including Governors and Volunteers with regard to safeguarding, and the procedures and processes that should be followed, including the support provided to children.
- **Safer recruitment:** How staff, volunteers and governors are checked for their suitability to work within the school.
- **Curriculum:** how children learn about how to keep themselves safe
- **Implementation:** how the policy will be managed and have its delivery overseen.

Section 2: Recognising signs of abuse

2.1 Children who may require early help

All staff (Governors and Volunteers) working within the Rivelin Primary should be alert to the potential need for early help for children, following the procedures identified for initiating early help using the local and current Sheffield Safeguarding Partnership Threshold. Children who are most at risk are those who:

- Are disabled and have specific additional needs
- Have special Educational needs
- Are a young carer
- Are privately fostered
- Have returned home to their family from care
- Are showing signs of engaging in anti-social or criminal behaviour
- Are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health and domestic abuse.
- Are showing early signs of abuse and/or neglect
- Are showing signs of displaying behaviour or views that are considered extreme.
- Are misusing drugs or alcohol themselves.
- Are not attending school or are at risk of exclusion from school
- Frequently go missing/goes missing from care or from home
- Are at risk of modern slavery, trafficking, exploitation, radicalised.

Rivelin Primary should work with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. DSL's and their deputies need to familiarise themselves with local thresholds as published by other safeguarding partners. This includes the process for the local early help assessment and the type and level of early help services to be provided, and the DSL's and their deputies will need to familiarise themselves with this document. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the Police) is made immediately.

2.2 Child Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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.

In relation to children, safeguarding and promoting their welfare is defined as:

- Protecting Children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

There are four types of child abuse as defined in 'Keeping Children Safe in Education'

- **Physical abuse** is defined as a form of abuse, which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to the child. Physical abuse can be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse** is defined as the persistent emotional maltreatment of a child such to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.
- **Sexual abuse** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in

sexually inappropriate ways, or grooming a child in preparation for abuse. People of any gender and age can perpetrate sexual abuse.

- **Neglect** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment) failing to protect a child from physical or emotional harm or danger, failing to ensure adequate supervision (including through the use of inappropriate caregivers), or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware of the indicators of abuse and neglect, and that abuse, neglect and other safeguarding issues are rarely standalone events that can be given specific label, and multiple issues often overlap one another, therefore, therefore staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and DDSL, need to be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of these environments, this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

Bullying and forms of bullying on and off-line including prejudice based and cyber bullying is also abusive and will include at least one or more, of the defined categories of abuse above. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

2.3 Physical abuse

Most children will collect cuts, bruises, and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the soft parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern. The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises in clusters, often on the upper arm, outside of the thigh
- Cigarette burns

- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

2.4 Emotional abuse

Emotional abuse can be difficult to identify, as there are often no outward physical signs. Indications may be a developmental delay due to failure to thrive and grow, however, children who appear well cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children. Changes in behaviour, which can indicate emotional abuse, include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

2.5 Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All staff and volunteers should play a crucial role in identifying/ reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children, which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both boys and girls of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously. The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area

- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour, which can also indicate sexual abuse, include:

- Sudden or unexplained behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in sexually explicit way towards adults.

2.6 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. In addition, it can have long-term effects on their physical and mental wellbeing. The physical signs of neglect may include:

- Being constantly dirty or smelly
- Constant hunger, sometimes stealing food from other children
- Losing weight, or being constantly underweight
- Inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour, which may include:

- Mentioning being left alone or unsupervised
- Not having many friends
- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments

2.7 Sexual violence, sexual abuse and sexual harassment

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of it could happen here. Schools and colleges should be aware of and respond appropriately to all reports and concerns

about sexual harassment both offline and online, including those that have happened outside of the school.

For the purposes of this policy, consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. Such behaviour would constitute harmful sexual behaviour (HSB). The age of consent is 16.

Sexual violence refers to the following offences as defined under the sexual offences act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- Sexual jokes and taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Sharing unwanted explicit content
- Upskirting
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation, coercion, and threats

For the purposes of this policy, upskirting refers to the act, as identified in the voyeurism (offences) act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy the consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially known as sexting, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, indecent imagery is defined as an image, which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Section 3: Specific safeguarding issues

There are specific issues that have become critical issues in safeguarding. The school will endeavour to ensure their staff, governors and volunteers are familiar with these issues, namely:

- Bullying including cyber bullying
- Child sexual exploitation (CSE) and as defined by working together 2018 (update September 2020)
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence

- Gender based violence/violence against women (VAWG)
- Hate
- Mental health
- Private fostering
- Preventing radicalisation
- On line abuse/sexting
- Teenage relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

The school has a zero-tolerance approach to abuse, including child on child abuse

3.1 prevent duties

Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Rivelin Primary will ensure all staff including Governors and volunteers need to be aware of extremism, including the signs of it, alerts to concerning behaviours, and ideologies considered extreme. They need to have an understanding of the British values agenda and adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head teacher, Hayley Wright, and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Provide appropriate and sufficient training on the Prevent duty
- Ensure all staff (Governors and volunteers) implement the duty

Rivelin Primary will respond to any concern about Prevent as a safeguarding concern and will report in the usual way using local safeguarding procedures. This may include a referral into Channel using the case pathway process. We will seek to work in partnership, undertaking risk assessments where appropriate and proportional to risk, building our children's resilience to radicalisation. We will use the relevant forms to record any concerns, keeping records, which will be treated as a child protection record, storing them as appropriate.

3.2 Child sexual exploitation (CSE) & Children at risk of exploitation (CRE)

CSE is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. We recognise this is relevant to both boys and girls. Risk factors may include:

- Going missing, staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Unexplained absence from school
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual mobile phones

All suspected or actual cases of CSE/CRE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the Police. If any staff are concerned about a pupil, they should refer to the DSL within school.

3.3 Child criminal exploitation (CCE) including county lines

Children and young people involved with gangs and criminal exploitation need help and support. This can include those involved in serious violent crime. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

For the purpose of this policy, child criminal exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines
- Working cannabis factories

- Shoplifting or pickpocketing
- Committing vehicle crime
- Committing, or threatening to commit, serious violence to others

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of deal line. This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Signs, which may indicate criminal exploitation:

- Persistently going missing from school or home and/or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones or unexplained injuries
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups or changes in relationships
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

More specific indicators that a pupil may be involved in county lines:

- Going missing and subsequently being found in areas away from their home
- Having been the victim or perpetrator of serious violence, e.g. knife crime
- Receiving requests for drugs via a phone call
- Moving drugs
- Handling over and collecting money for drugs
- Being exposed to techniques such as plugging, where drugs are concealed internally to avoid detection
- Being found in accommodation they have no connection with or a hotel room where there is drug activity
- Owning a debt bond to their exploiters
- Having their bank account used to facilitate drug dealing

Criminal exploitation of children is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals. This will mean a referral into the Police and social care.

3.4 carrying knives/offensive weapons and gang culture

Children bringing and carrying a knife/offensive weapon onto Rivelin's premises is a criminal offence and immediate action will be taken by calling police. The guidance on searching, screening and confiscation for Head teachers, schools and Governors, January 2018 will be consulted and we will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority.

3.5 The sending of indecent images through digital media devices

Rivelin Primary recognises this is a safeguarding concern for all of our children. There are examples of children of all ages sending and receiving indecent images through digital media. There is a growing use of social media across schools and children must be supported if they receive any such images.

In the event of such a safeguarding concern, we will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to. We will respond by working closely with parents and carers. We will teach children about this aspect of safeguarding through online safety lessons and PHSE. These are linked to our online safety policies and PHSE curriculum.

We will refer to:

- Sexting in schools and colleges: responding to incidents & safeguarding young people UK council for child internet safety
- The DFE guidance 2018 on searching screening and confiscation advice for schools
- The DFE guidance, June 2019 on Teaching online safety in schools

3.6 Online safety including filters and monitoring

There is a comprehensive online safety policy in place to support children's understanding of the risks related to being online. This can be identified within our PHSE curriculum.

We will check that Rivelin Primary filtering provider is signed up to relevant lists (CSA content, sexual content, terrorist content your internet connection blocks child abuse and terrorist content). Staff have all signed the acceptable use policy and this has been shared in staff meetings. This training includes use of filter (smooth wall) systems. In accordance with our online safety policy, any incidents flagged through filtering will be recorded and acted upon.

3.7 Female genital mutilation (FGM) and honour-based abuse (HBA)

So-called honour-based abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this

context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female genital mutilation (FGM)

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons, (world health organisation, and 2016).

FGM has been an embedded practice for centuries in some countries in the world including Africa, the Middle East, Iran, Iraq, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan (DH 2015).

The World Health Organisation estimated that between 100 to 140 million women and girls worldwide have undergone FGM in the UK is difficult to estimate because of the hidden nature of the crime.

All suspected or actual cases of FGM are a safeguarding concern and safeguarding procedures will be followed. This will include a referral to the Police. If any staff are concerned about a pupil, they will refer to the DSL within the school.

It is mandatory reporting duty for all teachers to report to the Police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

There are four types of FGM, mainly carried out on girls between the ages of five and ten. In some countries it is practised on babies as young as two or three days old in other areas, it is practised prior to marriage or as part of the wedding rituals.

It is the parent's decision as to whether their daughters are cut, but they face tremendous pressure from older members of their families, especially, if they return to their country of origin. In most countries, including the UK, FGM is illegal. Signs may include:

- Being repeatedly absent from school or absent for a prolonged period
- Not participating in physical education
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category (parents from a country who are known to practice FGM) especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Having difficulty walking, sitting or standing or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating or having frequent urinary menstrual or stomach problems

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a special procedure or to attend a special occasion to become a woman
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Having sections missing from her red book (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exclusive

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and presenting symptoms. We are aware of the one chance rule i.e. we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they should speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will: speak to the pupil about the concerns in a secure and private place, activate the local safeguarding procedures and refer the case to the local authority's designated officer, seek advice from the forced marriage unit on 020 7008 0151 or

fm@fco.gov.uk, refer the pupil to an education welfare officer, class teacher, learning mentor, or member of the leadership team as appropriate.

3.8 Allegations of abuse against other children/child on child abuse including sexual harassment

We recognise that some children abuse other children or their peers and the reasons for this are complex and are often multi-faceted. Peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We have a zero tolerance approach to child on child abuse and aim to eliminate such conduct in Rivelin.

Child on child abuse is safeguarding concern and normal procedures will be followed. We will consider and may apply the disciplinary procedure outlined in the school's behaviour for learning policy. We will offer support to a victim. We recognise child on child abuse can take many forms:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse – this may include an online element which facilitates, threatens and/or encourage physical abuse
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting
- Initiation – and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

We will challenge this type of abuse and will use the curriculum to address and tackle child on child abuse. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

In school, we record any incident of child on child abuse. This includes an explicit category on CPOMs for both child on child abuse and specifically sexual harassment. This is carefully monitored by staff and responded to immediately by the safeguarding team.

3.9 Mental health of children and young people

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key staff are aware of how children's experiences, can impact on their mental health, behaviour, and education.

It is important that staff understand that children's vulnerabilities related to mental health may be that they could be more unlikely to be impacted by other safeguarding concerns. When making referral's, the child's mental health should be shared.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps outlines in section 5.

If staff have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. There is a range of support mechanisms in the school to support students with their mental health. Significant concerns will be referred to their GP or directly to CAMHs. Staff should not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

3.10 Children missing in education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM come from Gypsy, Roma or traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves school without a new school being named, and adhering to requirements with respect to sharing information with the local authority when applicable when removing child's name from the admission register at non-standard transition points.

3.11 Pupils with special educational needs or disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges both on and offline. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without exploration
- Being more prone to peer group isolation or bullying than other children
- The potential for children with SEN and disabilities or medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers
- Difficulties regarding cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We are mindful of these additional challenges, and where required, will provide extra pastoral support for children with SEN and disabilities. Staff need to be aware of the additional challenges faced by those with SEN or disabilities.

Any reports of abuse involving children with SEND will involve close liaison with the DSL and the SENDCo. We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. We recognise that children can be a victim of domestic abuse without being physically hurt. They are a victim of domestic abuse if they are an observer. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

In some cases, a child may blame itself for the abuse or may have had to leave the family home as a result. Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff need to be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

If Police are called to an incident of domestic abuse and any children in the household have experienced the incident, the Police will inform the key adult in school (usually the DSL) before the child or children arrive in school the following

day. The DSL will provide support according to the child's needs and update records about their circumstances. It is likely that in this instance, Operation Encompass will contact the school.

3.13 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or at risk of harm, the DSL will also make a referral to children's social care.

3.14 Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign the visitor's book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, will be asked to show photo ID and will be asked to confirm their DBS clearance, or the organisation sending the professional, such as the LA or teaching supply agency, will provide prior written confirmations that an enhanced DBS check with barred list information has been carried out.

A member of staff will accompany all other visitors, including visiting speakers, at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

3.15 Non-collection of children

If a child is not collected at the end of the session/day:

- A check will be made for information about changes to the normal collection routines
- Reasonable attempts will be made to contact parents, or other contact details that is provided on the SIMs system who are authorised to collect the child/children
- The child/children will not leave the premises with anyone other than a person authorised to pick that child/children up
- If the child/children have not been collected by 3.25pm we will send the children to wraparound care while we try and contact an authorised person
- If the child/children are not collected at the end of the wraparound session (6pm) the staff will inform the DSL where she will contact the Sheffield safeguarding hub or Police will be contacted

- The child/children will stay at the setting in the care of two staff members until safely collected by either an parent or authorised person, or social services or Police
- Staff should never take the child/children home with them or provide a lift to them in their own car

A full written report of the incident and outcomes must be recorded on CPOMs.

3.16 Looked-after children and previously looked-after children

The most common reason for children becoming looked after is a result of abuse and/or neglect. We are also aware that a previously looked-after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep them safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children, who are a particularly vulnerable group. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.

Section 4 – 6 of the children and social work act 2017 states that designated teachers will have the responsibility for promoting the educational achievement of those who have left care. The virtual school head at the local authority manages the pupil premium plus grant for looked-after children. The designated teacher should work with the school head to discuss how funding can be best to support the progress of the looked-after child in the school and meet the needs identified in each child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked-after children. Statutory guidance on promoting the education of looked-after children contains further information on the roles and responsibilities of virtual school heads.

3.17 Children with family members in prison and part of the court system

Approximately 200,000 children 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.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes, they have witnessed. A guide for 5 -1 year old explains each step of the process and the support and special measures that are available. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families, including for the children involved. The ministry of justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

3.18 Parental alcohol and drug use

Parent's dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include:

- Physical maltreatment and neglect
- Poor physical and mental health
- Development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use
- Poor school attendance due to inappropriate caring responsibilities
- Low educational attainment
- Involvement in anti-social or criminal behaviour

Where a child has been harmed or is at risk of harm, the DSL will make a referral to children's social care.

3.19 Other vulnerable groups

Home educated children can be more vulnerable than other children and with regard to the motivations of the of the intention to home educate. The school has a responsibility to those who are thinking about or who are about to home educate, including those who have been removed from the school roll with a view to home educate.

Young carers can be more vulnerable or place at risk. It is important to identify young carers and ensure they are supported to help reach their potential with an understanding that the school will need to refer into early help social care services for an assessment for their needs.

Private fostering occurs when a child is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. The schools has a duty to notify the local authority if it is thought or known that a child or young person may be privately fostered or subject to a host family arrangement which is unclear or ambiguous.

3.20 Use of the school premises for non-school activities/extra-curricular

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The school will ensure safeguarding requirements are included in any transfer of

control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extra –curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extra-curricular activities and clubs need to be aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff need to understand how they should respond to child protection concerns and how a referral to social care or the Police, if necessary.

3.21 Children who are lesbian, gay, bisexual or Trans (LGBT)

. We recognise that the experience of children who are LGBT + can be complex and they require additional support from school to ensure they are safe. The fact that a child or a young person may be LGBT is not itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory curriculum and we reference this throughout our PHSE curriculum.

Section 4: Safeguarding roles and responsibilities

4.1 Roles and responsibilities

All staff/anyone who has contact with a child or young person including Governors and volunteers have responsibility for the following:

- Understanding this policy and their role in it
- Consider, at all times, what is in the best interests of the pupil
- Being alert to the signs of abuse, and the need to refer any concerns to the Designated Safeguarding lead (DSL), Tracey Naylor, the deputy DSL, Hayley Wright, or the school link Governor for Safeguarding Kat Rothwell. The DSL will normally decide take the next step. Note that any member of, staff, Governor or volunteer can make a referral. In such case, they may need to complete a witness statement if the safeguarding concern is directed towards the Police. You will be given support from the DSL in this situation.
- Listening to, seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to
- Being aware of the Sheffield Safeguarding partnership procedure are followed

- Have a good understanding of, and be familiar, with Keeping children safe in education guidance from the Department for education
- That any safeguarding concerns they have about the Head teacher, should be referred to the Chair of Governors

4.2 Roles and responsibilities governors and leaders

Governors and school leaders have responsibility for the school's safeguarding and child protection arrangements and ensuring:

- They understand this policy and their role in the strategic leadership of safeguarding arrangements
- Ensure staff working directly with children read at least part one of KCSIE
- Ensure that staff who do not work directly with children read either part one or annex A of KCSIE
- A DSL and/or deputy are in place that they have access to appropriate and regular training/refresher courses ensuring the DSL and/or deputy are available during the school day when possible or are contactable
- A nominated Governor for safeguarding is in place who can also provide a link to the local authority, other partners, and agencies
- An appointed teacher who is responsible for looked after children is in place who understands his/her safeguarding responsibilities
- They are up to date with emerging issues in safeguarding and recognise the strategies by the local authority in trying to keep children safe
- Safeguarding and child protection training for staff and Governors is provided regularly as required (and in any case at least annually)
- Procedures are in place for handling allegations against staff, or Volunteers and any such concerns are referred to the Local Authority Designated Lead (LADO) in every case
- All staff or anyone who has contact with a child or young person, including governors and frequent visitors, be given a mandatory induction on their responsibilities in relation to safeguarding and child protection
- Important policies linked this policy, such as those behaviour, bullying, online safety, safer recruitment etc. are kept up to date
- Children are taught about safeguarding, including on line and sex and relationships, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- The local authority be notified if there is an unexplained absence of a pupil who is the subject of a child protection plan or if it is thought or known that a child or young person may be privately fostered
- That the school use the local authority case referral pathway for reporting concerns about extremism which may include a referral to prevent and/or social care
- They are aware of the learning from serious case reviews (see appendix A)
- All staff are made aware of Clifford's whistle blowing policy
- That a child protection and safeguarding records are stored securely, are up to date and are retained in accordance with the latest version KCSIE and

ensure that a pupil's child protection file is transferred as soon as possible and within 5 days when transferring to a new school and consider any additional information that should be shared

We will ensure that all Governors receive appropriate safeguarding and child protection (including online) training at induction, through the governor-training package, learn Sheffield. The training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

4.3 Creating a safe environment

We aim to create an environment in which:

- All staff, including Governors and volunteers feel able to raise concerns and are being supported in their safeguarding role
- The buildings including its surroundings are safe and somewhere where children can feel safe
- Parents/carers know about our principles on safeguarding and their role in it
- There are clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks are made

Section 5: Safeguarding procedures and processes

The school will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified by the Sheffield Safeguarding partnership. The school will be fully engaged, involved and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

5.1 Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. All staff, including governors and volunteers should be aware of what early help means, how to identify emerging needs (see sections 2 & 3), and understanding their role within it. This means sharing information and having discussions with the DSL, liaising with other professionals and supporting children in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need early help intervention.

We will be part of discussions with statutory partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of our local arrangements.

5.2 Referring to children's social care

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. Any concerns about the welfare and safety of a child, should be reported to the DSL as soon as possible. The DSL will act upon the information received. It should be noted that anyone can make a referral into social care.

If the child has been subject of an Early help assessment then a chronology, a copy of the assessment, together with a copy of the Multi-disciplinary plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. Details should include: who undertook the assessment, and their contact details.

When there are concerns for a child, and if the school are aware that the case is open to the Multi-agency team, they should discuss whether to request to escalation to Children's social care. If the child does not at that time have a lead professional or allocated social worker then the appropriate numbers to contact can be found on the safeguarding hub.

We will ensure we have spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made), the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family
- Address and daytime phone numbers for the parents, including mobile
- The Child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family main language
- Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- The details of the person making the referral

Other information that may be essential:

- Previous addresses of wider family members
- Schools and nurseries attended by the child and others in the household
- Name, address & phone numbers of GP/Midwife/Health Visitor/School nurse
- Hospital ward/Consultant/Named Nurse and dates of admission/discharge
- Details of other children who may be in contact with the alleged abuser
- Details of other practitioners involved with the family
- Child's legal status and anyone not already mentioned who has parental responsibility
- History of previous concerns and any previous CAF or initial assessments completed
- Any other information that is likely to impact on the undertaking of an assessment or section 47 enquiry

5.3 Allegations of sexual violence and sexual harassment

Systems are in place for children to confidently report abuse, knowing their concerns will be treated seriously. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide us with the foundation for a calm, considered and appropriate response to any reports. Governing bodies should ensure that the school contributes to multi-agency working in line with statutory guidance. Working together to safeguard children. Important considerations will include:

- The wishes of the victim of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children.
- The nature of alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour (HSB) has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Importance of understanding intra familial harms and any necessary support for siblings following incidents

- Are there ongoing risks to the victim, other children, or school staff
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted.

5.4 Records

All concerns about a child will be recorded and records kept in accordance with the seven golden rules for sharing information and considerations with regard to the data protection act 2018 and general data protection regulation (GDPR). This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children in Rivelin Primary.

DPA UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or deputy. **Fears about sharing information must not allowed to stand in the way of the need to safeguard and promote the welfare of children.**

There are different levels of confidentiality when recording and sharing safeguarding concerns. It is important that staff are aware of parent's right to request information recorded about their child. Reports on CPOMs should be accurate and follow the guidelines below.

We will destroy any child protection/welfare records including records, which hold information on allegations against staff and any other person working in the school or connected to the school.

We use the system CPOMs to record and save safeguarding concerns. This is an online tool that can only be accessed through user name and password. The DSL and deputy DSL are the only members of staff that have access to all records. All other staff are able to add incidents. Training will support the use of accurate recording of safeguarding concerns.

Records will be kept in writing and electronically through CPOMs. Schools have an obligation to preserve records, which contain information about allegations of sexual abuse for the independent inquiry into child sexual abuse (IICSA), for the term of the inquiry, (further information can be found on the IICSA website. All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Where children leave the school, the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The de lead will ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file.

5.5 Safer Recruitment

We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required. This school will ensure that safer recruitment practices are always followed and that the requirements outlined in the statutory guidance 'keeping children safe in education'. This includes:

- Verifying the identity of candidates
- A check of professional qualifications
- Checking the right to work in the UK
- DBS checks (see section 5.5)
- Prohibition checks (where required)
- Section 128 checks (where required)
- Suitability checks (i.e. disqualification from working in a schooling environment)
- Additional overseas checks where relevant
- Asking for and follow up at least two references
- Scrutinising applications for gaps in employment

Some of these will be done by our HR service EPM.

We will ensure that our application packs contain a link to this policy. All interview panels will have at least one member who has undergone safer recruitment training and we will include at least two questions regarding safeguarding. We will have a dingle central record, which will cover all staff, including governors and volunteers, frequent visitors agency and supply and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed regularly.

We will ensure staff are aware of their responsibilities as per staff code of contact document. This also includes advice on conduct, safe use of mobile phones and guidance on personal/professional boundaries in emailing, messaging or participating in social networking environments.

We will only accept copies of a curriculum vitae alongside an application form. Curriculum vitae on its own does not provide adequate information.

Short listing

Any shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

This information should only be requested from applicants who have been shortlisted. The purpose of a self-declaration is so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

When short listing we will:

- Ensure that at least two people carry out shortlisting exercise
- Consider any inconsistencies and look for gaps in employment and reasons given for them, explore all potential concerns.

In addition as part of the shortlisting process, we will consider carrying out an outline search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened and are publicly available online, which we might want to explore with the applicant at interview.

References

We seek references to allow school to obtain information to support appointment decisions. We obtain references before interview, where possible as this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview. Any references collected should not include any repeated concerns or allegations that have been found to be false, unfounded, unsubstantiated or malicious.

5.6 The disclosure and barring service (DBS)

The disclosure and barring service (DBS) helps employers make safe recruitment decisions, which helps preventing unsuitable people from working with vulnerable groups, including children. The DBS are responsible for:

- Processing requests for criminal checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS children's barred list and adults barred list England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search Police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant. A DBS check will be requested as part of the pre-recruitment checks following an offer of employment including unsupervised volunteering roles and staff engaging in regulated activity where the definition of regulated activity is met. We will follow advice on DBS checks from our HR provider and this includes:

- Where relevant a separate barred check list has been completed
- That individuals are not disqualified from working with children under the child care (Disqualification) regulations 2009 and will adhere to any changes made to this
- A check to include a secretary of state prohibition order (teacher prohibition order) and this may mean on teaching assistants

- A section 128 direction check where relevant and in any case for all governors (who will also be the subject of DBS checks)

If a person in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned we will ensure a referral is made to the DBS.

5.8 Opportunities to teach children about safeguarding

At Rivelin Primary, we all play a crucial role in preventive education. Prevention education is most effective in the context of a whole-school that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

We have clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will underpinned by the school behaviour for learning policy, as well as by a planned programme of evidence based PHSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This programme will tackle at age-appropriate stages issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable?

For more information on our RSE and PHSE curriculum, please see the relevant policy. We also have a comprehensive online safety policy. For more information, please see relevant curriculum. Governors are aware of this curriculum.

Section 6 Dealing with allegations against staff and volunteers who work with children

6.1 Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to child/children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with child/children this includes behaviour taking place both inside and outside school

If we are in any doubt as to whether a concern meets the harm threshold, we will consult the Head teacher and then she will consult the local authority designated officer (LADO). We will deal with any allegations of abuse quickly in a fair and consistent way that provides effective child protection while supporting the individual who is the subject of the allegation.

A case manager will lead any investigation. This will be the head teacher or the chair of governors where the head teacher is the subject of the allegation. The case manager will be identified at the earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is /are at risk of harm or the case is so serious that there might grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work

If in doubt, the case manager will seek views from the school's personnel advisor and the designated officer at the local authority as well as the Police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated** : there is sufficient evidence to prove the allegation
- **Malicious** : there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedure to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- If Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquires are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police/and or the children's social services. (The case manager may, on occasion, consider it necessary to involve the Police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the Police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the Police or children's social care services, where necessary). Where the Police and/or children's social services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary the DSL may make a referral to children's social care
- If immediate suspension is considered, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.

- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record the decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the Police/children's social services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate
- Inform the parents/carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social services and/or the Police if applicable). The case manager will also inform the parents/carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent/carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents/carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or the individual otherwise poses a risk of harm to a child.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the Police are involved, wherever possible the school will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

- If there are concerns for an allegation is made against someone not directly employed by the school, such a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The Governing board will discuss with the agency whether it is appropriate to suspend the individual or redeploy them to another part of the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary and will invite the agency's HR manager or equivalent to meeting as appropriate.

Timescales

- We will deal with all allegations as quickly and effectively and will endeavour to comply with the following timescales, where reasonably practicable
- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and if so how to proceed taking into account information provided by the Police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contract with the child or children who made the allegation, if they are still attending school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the LADO, Police and children's social care services, as appropriate to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What if any information can be reasonably given to the wider community to reduce speculation
- How to manage press interest, if and when it arises

Record keeping

The case manager will maintain records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegations that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file). For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved

- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual in agreement with children's social care or the Police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the independent inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations. Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the Police.

6.2 Concerns that do not meet the harm threshold

- This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold, set out in section 1 above. Concerns may arise through, for example:
- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term low-level concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside work, and
- Does not meet the allegations threshold or is not otherwise not considered serious enough to consider a referral to the designated office at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Head teacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Head teacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The Head teacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

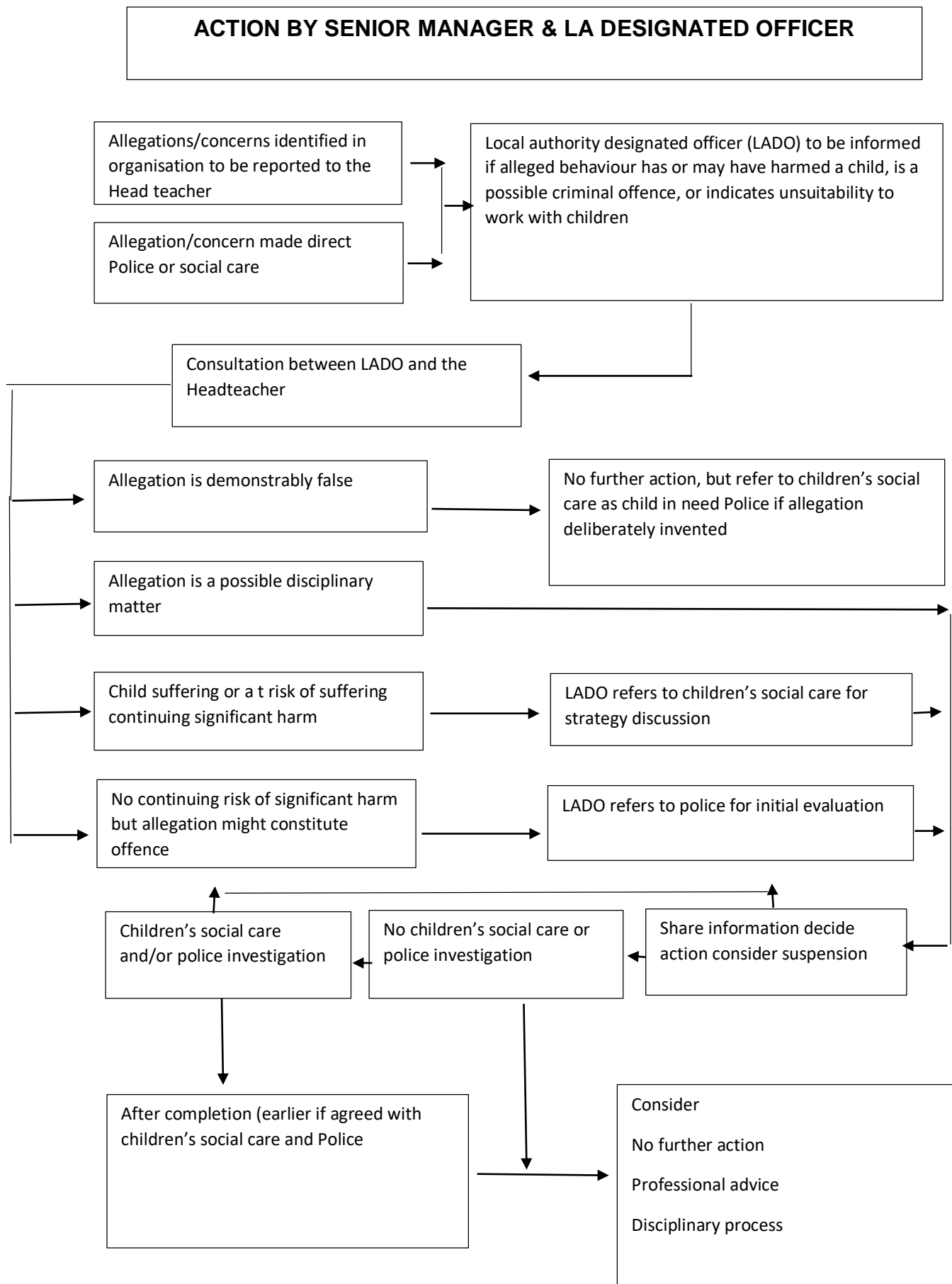
Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in reference unless:

- The concern (or group of concerns) has met the threshold to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues, which would ordinarily be included in a reference, such as misconduct or poor performance.

Flow chart to support:



Section 7: Management of the policy

All governors need to be effective in their management of safeguarding. The governing body will ensure:

- All staff, including governors and volunteers, have read the policy
- That it is displayed in the school's website
- The implementation of the policy
- Review the policy on an annual basis.

The head teacher will report termly on safeguarding activity and progress to the governing body.

The DSL will complete the S175 safeguarding audit with an action plan, which will be used to report on safeguarding activity and progress. A copy of which will be submitted to the local authority. This will be held on file and reported to the Sheffield Safeguarding Children's Partnership.

The Head Teacher should report any significant issues to the Chair of the Governing Body that may have an impact on safeguarding in the school and using the normal protocols to inform the local authority if deemed necessary.

Signed by:

Chair of Governors

Date

Head teacher

Date

