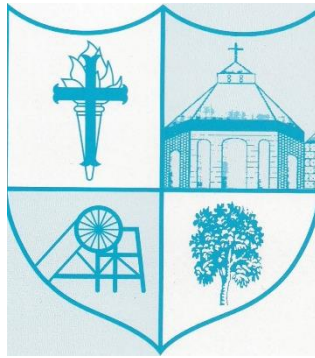




**Safeguarding Policy
Incorporating
Child Protection procedures
(including safer recruitment, allegations
against staff and low-level concerns)
September 2024**

Date of Policy approval: September 2024

Date for Review: September 2025



Role	Name	Contact details
Executive Headteacher	Mrs Sharon Patton	safeguarding@tp.dsat.education
Designated Safeguarding Lead / Head of school	Mrs Emma Minhas	eminhas@tp.dsat.education
Deputy Safeguarding Lead	Mrs Alleena Brooks	abrooks@tp.dsat.education
Designated Teacher for Looked After Children	Mrs Emma Minhas	eminhas@tp.dsat.education
DSAT Strategic Safeguarding Lead	Mrs Nevine Towers	
DSAT Strategic Safeguarding Lead	Mrs Alison Hallewell	

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2025).

This policy will be reviewed in full by the Local school Board on an annual basis.

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Aims:

Treeton C of E primary school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare. Providing help and support to meet the needs of children as soon as problems emerge
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues.

1. Legal framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2018). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy has been devised in accordance with (but not limited to) the following legislation and statutory guidance:

Legislation

The Children Act 1989 and 2004

The Education Act 2002 (sections 157 and 175) places a duty on schools and local authorities to safeguard and promote pupil welfare

The Safeguarding Vulnerable Groups Act 2006

The Equality Act 2010

Data Protection Act/GDPR Regulations 2018

The Children and Families Act 2014

The Sexual Offences Act 2003

Voyeurism Offence Act 2019

Female Genital Mutilation Act 2003

Counter Terrorism and Security Act 2015

Domestic Abuse Act 2021

Statutory guidance

- DfE (July 2018, updated December 2020) **'Working together to safeguard children'**
- DfE (2022) 'Keeping children safe in education'
- DfE (2021) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2015) 'The Prevent duty'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- The Human Rights Act 1988
- The Equality Act 2020

Non-statutory guidance

DfE (2018) 'Information sharing'

DfE (2017) 'Child sexual exploitation'
DfE (2016) 'Children missing education'
DfE (2018) 'Mental Health and Behavior in Schools'
DfE (2019) 'Teaching Online Safety in Schools'
The Equality Act 2020

2. Purpose and Aims

The purpose of Treeton C of E's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm, and we expect everyone who works in our school to share this commitment. This means we will work to take all welfare concerns seriously and always act in the best interests of the child to:

- protect children from abuse or neglect
- prevent the impairment of their health or development, including mental health and wellbeing
- ensure that children grow up in circumstances consistent with the provision of safe, effective and nurturing care
- undertake that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and support and promote the welfare of all children who are registered pupils at our school. This will include recognising when they are at risk of harm, how to get help when they need it, and identifying children who may benefit from early help support.

We also assess the risks and issues in the wider community, known as contextual safeguarding (assessment of risk outside the home) when considering the wellbeing and safety of our pupils. All staff will have an awareness of safeguarding issues that can put children at risk of harm. It is also recognised that behaviours linked to issues such as drug taking, alcohol abuse, unexplainable and/or persistent absences from education' and sexting (also known as youth produced sexual imagery) can also leave children vulnerable or at risk of harm.

The key aims of our policy are prevention, protection and support.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

3. Our Ethos

Every child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the '**right help at the right time**' to address risks and prevent issues escalating. All staff are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child not to share information appropriately where they are at risk of harm, and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to share or disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills

they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills, and is reflective of the area in which we live and work. Our curriculum covers aspects of E Safety through both our Computing Curriculum and PSHE curriculum. We are fully implementing the RSE Curriculum and have consulted appropriately. The school is working in conjunction with the Diocese of Sheffield Academies Trust (DSAT) regarding all elements of safeguarding in school. We also subscribe to Rotherham School Improvement Service (RoSIS) and take valuable advice and guidance around this from them. In addition to the taught curriculum we build in opportunities throughout the year which explicitly focus on developing the children's understanding around personal safety and risk management.

Examples at our school are:

- Road safety officers appointed each year.
- Road Safety Awareness Week – our school is located on a busy main road, and we encourage children to be aware of the risks associated with this when coming to and from school, and whilst playing out after school and in the holidays. We have had lessons of road safety awareness, and been out into the locality to practise our road safety skills.
- Internet Safety Week – we have run workshops for parents and children to support this aspect of safeguarding, and recognise the importance of the Prevent Programme in this process.
- Annual visits to Crucial Crew for Year 6 pupils.
- Annual visit from specialists focusing around internet safety and cyberbullying (also a parent workshop linked to this).
- Half termly internet awareness assemblies – reminders about internet safety and if necessary and current trends or concerns that we are notified of.
- An annual Diversity Week, led by the team including Anne Foxley Johnson – to raise pupil awareness of our changing community and the diverse population.
- Partnership with Treeton Grange Nursing Home, as part of our Archbishop of York Youth Trust Award. This has developed an understanding of personal dignity, compassion for others and a tolerance of a diverse and varied population.
- End of term assemblies always refer to the wider community, and remind children of the inherent risks associated with the outdoors. In our local area we refer to water safety at Treeton Dyke/River Rother (particularly in light of recent tragedies that have impacted on our community), electrical safety (pylons) fire safety (local woodland) and railway safety.
- We give regular reminders about 'Stranger Danger', particularly reinforced if we are alerted to incidents that occur in the locality by South Yorkshire Police or our school network.
- Local ongoing building works and sites are a potential danger to pupils, and they are reminded about the risks of trespassing on these and the need for safety at regular intervals.

We will always work in partnership and endeavour to establish effective working relationships with parents, carers and professionals from other agencies in line with Working Together to Safeguard Children (2018).

4. Understanding the views of children

Treeton C of E primary school and its staff understands how important it is that children feel heard and understood, and that the child is always placed at the centre of our thinking and actions.

We will encourage an ethos of listening to children and taking account of their wishes and feelings.

A child-centred and listening culture throughout our school will be achieved through training and information, to ensure staff have an appreciation of the difficulties children may have in approaching staff about their circumstances and worries, and are aware of how to build trustful and respectful relationships with children which enable effective communication.

5. Children with a social worker

We recognise that when a child has a social worker, it is an indicator that the child has vulnerabilities or may be at risk of harm requiring additional support and services. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and

poor mental health. We will take these needs into account when making plans to support pupils who have a social worker or are receiving an Early Help service.

We have a member of staff (Mrs E Minhas) who is trained in the completion of Early Help Assessments and liaises regularly with the Early Help Locality Manager and Integrated Working Lead.

6. What is Child Abuse, Neglect and Exploitation?

Abuse, neglect and exploitation are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. They may be abused by an adult or adults, or another child or children. Abuse may fall into a number of categories:

Child protection: refers to activities undertaken to prevent a child suffering, or likely to suffer, significant harm

Abuse: is a form of maltreatment of a child, 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, including where they see, hear or experience its effects. 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.

Victim: is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about the terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

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

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

Specific safeguarding issues are:

Mental Health

School staff are aware that mental health problems can, in some cases, be an indicator that a child has or is at risk of suffering abuse, neglect or exploitation. Staff are well placed in their daily contact with children to be able to identify behaviour that suggests they may be developing or have a mental health problems.

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 that our staff are aware of how these children's experiences can impact on their mental health, behaviour and education. School access the MIND services through Rotherham.

If staff have a mental health concern for a child that is also a safeguarding concern, they must take immediate action by following the child protection procedures and speaking to the DSL. All concerns must be logged on the school recording system, along with the actions taken.

Criminal Exploitation of Children (CCE)

The criminal exploitation of children (CCE) is a geographically widespread form of harm that typically crosses county boundaries. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

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

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more different urban or rural areas, using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children groomed and exploited to move [and store] drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Gangs use coercion, intimidation, violence, sexual violence and weapons to ensure the compliance of their victims.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to MASH and the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be victims of criminal exploitation include the following:

- **Persistently going missing or being found out of their usual area**
- **Unexplained acquisition of money, clothes or mobile phones**
- **Excessive receipt of texts or phone calls**
- **Relationships with controlling or older individuals or groups**
- **Leaving home without explanation**
- **Evidence of physical injury or assault that cannot be explained**
- **Carrying weapons**

- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern
- Go missing from school or home and are subsequently found in areas away from their own
- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim

More information on CCE is contained in Annex A of Keeping Children Safe in Education (2024) and Chapter 2.1.2 and 2.1.13 of the Rotherham Local Safeguarding Children's Partnership online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Serious violence

All staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

Child Sexual Exploitation (CSE) and Trafficking

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

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

There are two different types of **trafficking** of children and young people for the purposes of sexual exploitation. Firstly, there is trafficking from abroad into the United Kingdom. The second category is internal trafficking, where children and young people are moved from one place to another in the UK for the purposes of sexual exploitation. This may be from one street to a neighbouring street, from one area of a town or city to another area, or across county borders. It is not the distance that is relevant in the definition of internal trafficking, but the movement of a child or young person for the purpose of sexual exploitation.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2024), Child sexual exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.2 of the Rotherham Local Safeguarding Children's Partnership online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Children with Special Educational Needs and Disabilities (SEND)

We understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in school, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in Annex A of Keeping Children Safe in Education 2022 and Chapter 2.1.4 / 5 of the RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

The Designated Teacher for Children who are Looked After (CLA) in this school is Mrs Emma Minhas. We have a separate CLA and SEND policies which can be found on our website:

www.treetoncofe.co.uk

Children Missing from Education

Children missing education are defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation and/or the radicalisation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

All staff in school understands the importance of regular attendance and our school has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2024 and Chapter 2.3.2 of the RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Elective Home Education (EHE)

Our school recognises that many home educated children have an overwhelmingly positive learning experience, however this is not the case for all, and this can sometimes mean that some children are less visible to services that are there to keep them safe and supported in line with their needs, Keeping Children Safe in Education 2024, p. 176. School will report/inform the LA when a child is taken off role. Wherever

possible, the school, LA and other key professionals will coordinate a meeting with parents/carers before a final decision has been made to ensure that the decision is in the best interests of the child. This is particularly important where the child has special educational needs or a disability, and/or a social worker, and/or is otherwise vulnerable. Where a child has an Education Health Care plan, the LA will need to review the plan and work closely with parents and carers.

Child on Child Abuse

Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. 'Child on child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Child on child abuse may not just occur between peers, but also family members, siblings, etc. Key areas where child on child abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including texting and harmful sexual behaviour
- Upskirting - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (carries a 2-year sentence under the Voyeurism (Offences) Act 2019

More information on child-on-child abuse/sexual violence is contained in Annex A paragraphs 13, 14 Keeping Children Safe in Education (2024), The information may also relate to harm caused by another child, in which case both children, i.e. the suspected perpetrator and victim must be referred - see also Chapter 2.1.4 of the Rotherham RSCP child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

School is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around '**Honour Based Abuse (HBA)**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

Our school has due regard to the **mandatory reporting duty (FGM Act 2003)**, which places a **statutory duty** on all teaching staff (along with social workers and healthcare professionals) to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Our staff will be vigilant and will report promptly any FGM or other honour-based abuse concerns to the

Designated Safeguarding Lead. If a member of staff has reason to believe FGM has been carried out on a girl under 18 years and this occurs out of school, then they must exercise their statutory duty and report this to the police personally.

More information on these issues is contained in Keeping Children Safe in Education Annex B (2024) and Chapters 2.2.11, 2.2.12 and 2.2.13 of the Rotherham LSCP child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

Preventing Radicalisation and Extremism (Prevent Duty)

Our school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

In our school we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via the school's website, to the Local Safeguarding Children Partnership website which provides information on radicalisation for children and young people, their parents/carers and professionals: www.rscp.org.uk

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex B of Keeping Children Safe in Education (2024) and Rotherham LSCP child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

Children witnessing domestic abuse

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

The Domestic Abuse Act 2021 recognises that children are victims of domestic abuse in their own right.

The definition of domestic abuse applies to children if they see, hear or experience the effects of, the abuse and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship

abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

More information on these issues is contained in Annex B of Keeping Children Safe in Education (2022) and Chapters 2.2.8 of the Rotherham LSOP child protection online procedures:
<http://rotherhamscb.proceduresonline.com/index.htm>

Operation Encompass

As a school we support an initiative called '**Operation Encompass**' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children Partnership.

Operation Encompass has been designed to provide support for any child in school who may be affected by a domestic abuse incident where the police have attended.

A key safeguarding member of staff in school will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable staff in school to monitor children possibly affected and, provide appropriate support to promote their welfare. This will remain confidential; no information about specific incidents is shared with school. The school will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe that Operation Encompass will enhance safeguarding within our school. This will be extremely beneficial for all those involved.

Our Key Safeguarding Adult is: Mrs Emma Minhas

Private fostering

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it **does not** include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. It is recommended the designated safeguarding lead speak to the family of the child involved to check that they are aware of their duty to inform the LA.

Further information on Private Fostering can be found in Part One Keeping Children Safe in Education 2024, 336. -339. and chapter 2.3.7 of the Rotherham RSCP child protection online procedures:
www.rotherhamscbproceduresonline.com/index.htm

Contextual safeguarding

School staff, particularly the DSL and their deputy(s), are aware that the children in our schools may face additional extra-familial risks outside of the school context.

Working Together to Safeguard Children, 2018 states that, "These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable

to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines;
- trafficking;
- online abuse;
- teenage relationship abuse;
- sexual exploitation and
- the influences of extremism leading to radicalisation,”.

Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

We will always consider the risks in our wider community and discuss with the children e.g.

- We are located close to an open body of water (Treeton Dyke/River Rother) and therefore remind children at regular intervals about water safety.
- Pylons are located close to the school, and so children are instructed about the dangers associated with playing on or around these.
- The school is close to local woodland and children are reminded about fire safety (especially in the summer months) and about being in groups when out playing.
- We give regular reminders about ‘stranger danger’, particularly if we are alerted to incidents that occur in the locality by South Yorkshire Police or our school network.
- Local ongoing build works and sites are a potential danger to pupils and they are reminded about the dangers of trespassing in these areas.
- We have local railway lines and children are reminded about the dangers of trespassing on these and we work with local Railway services to inform our pupils of the dangers of these lines.
- Since COVID we have seen a rise in the number of families in our school reporting incidents of Domestic Abuse. We are signed up to ‘Operation Encompass’ and are then able to offer support to children and families as appropriate. Where children disclose domestic abuse, we refer to MASH and take the advised action. All incidents – both reported and disclosed are logged in CPOMS.
- Poverty/Unemployment - /Poor mental health – we work closely with parents and carers to ensure that they are receiving benefits which they are entitled to, including FSMs. We provide support through our Pupil Premium allocation where appropriate such as subsidising visits and providing money for school uniform.

Online Safety

Online safety and protecting learners from potentially harmful and inappropriate online material forms part of the whole school approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental engagement. The school has filtering and monitoring systems in place, which meet DfE filtering and monitoring standards. This includes:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- Reviewing filtering and monitoring provision at least annually
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Having effective monitoring strategies in place that meet safeguarding needs

The school protects and educates learners and staff in their use of technology, including where they are learning remotely, and has mechanisms to identify, intervene and escalate any concerns where this is needed. The use of technology has become a significant component of many safeguarding issues. As a school we are aware that the predominant issues associated with online safety are:

- **Content** – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, racist or radical and extremist views, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – harmful online interaction with other users such as peer-to-peer pressure, commercial advertising as well as adults posing as children or young people with the intention to groom or exploit them for sexual, criminal, financial or other purposes

- **Conduct** – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (*the production and sharing of sexual images of under 18s is illegal*), or online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Our school recognises that today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our E-safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019) this helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

To address this our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe use of technology, including mobile and technology
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate Online Safety Policy which can be found on our website.

As a school, we will provide information for parents and carers on online safety plus links to useful websites. Chapter 2.1.7 of the RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

All filtering systems apply to the use of all electronic devices in school, including within EYFS where pupils use iPads to further enhance their learning and teachers gather information through observations and photographs. Pupils use iPads and laptops as part of their Computing curriculum. They are supported through Online Safety modules within the Computing and PSHE curriculum.

Additional safeguarding issues

Additional guidance on other safeguarding issues such as Children missing from education, Sexual violence and sexual harassment between children in schools and colleges, Substance Misuse, Modern Slavery, Homelessness and many more is contained in Annex B of 'Keeping Children Safe in Education 2024' along with information about the indicators of abuse contained in Chapter 1.2.4 of the RSCP child protection online procedures: **[www.rotherhamscb.proceduresonline.com/index.htm](http://rotherhamscb.proceduresonline.com/index.htm)**

Protocol for responding to self-harm in school

Self-harm is when someone hurts or injures themselves. It can be used to describe cutting, scratching, burning, taking overdoses, punching oneself, substance abuse, self-poisoning, unsafe sex etc. In some cases, this can be a continuum ranging from a behaviour which has strong suicidal intent to behaviour which is part of a coping mechanism.

The DSL in each school is responsible for ensuring that staff members are aware of how to recognise and respond to self-harm, and how to report and record all instances on the child's electronic safeguarding chronology for example CPOMS. The protocol includes:

- listening to the disclosure in a calm and non-judgemental way
- reporting the self-harm to the DSL as soon as possible
- being aware of any health and safety/first aid needs around the incident.

The DSL will keep accurate records of the incidents, liaise with local services and contact parents at the appropriate time, including signposting if necessary.

7. Roles and Responsibilities

The Local School Board / Trust

The Local School Board of Treeton C of E / Trust (DSAT) is accountable for ensuring the effectiveness of this policy and our compliance with it. They will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the school website and has been written in line with 'Keeping Children Safe in Education' (2024), Local Authority advice and the requirements of Rotherham Safeguarding Children Partnership's policies and procedures
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.
- School contributes to inter-agency working in line with Working Together to Safeguard Children (2018)
- School has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.
- School has due regard to the **mandatory** reporting duty which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on all teaching and support staff (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of '*Keeping Children Safe in Education*' and the staff behaviour policy/code of conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education 2024 and Chapter 5.2 Safe Workforce of RSCP Child Protection procedures:
www.rotherhamscbproceduresonline.com/index.htm
- Safer recruitment practices are followed in accordance with Part Three of '*Keeping Children Safe in Education*' (2024) and also Chapter 5.1 of the RSCP Child Protection Procedures.
www.rotherhamscbproceduresonline.com/index.htm

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

The Executive Headteacher / Head of school of Treeton C of E Primary School is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the Local School Board/Trust, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will:

- carry out their role in accordance with the responsibilities outlined in Annex C of '*Keeping Children Safe in Education*' (2024). The DSL will provide advice and support to other staff on child welfare and child protection matters. At least one other person in school is designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.
- act as the main point of contact with local safeguarding partners and keep up to date with local safeguarding arrangements.
- take lead responsibility for promoting the educational outcomes of vulnerable children. They need to ensure that:
 - Information is shared about welfare, safeguarding and child protection issues with teachers and leaders
 - There is a particular focus on children with social workers
 - Staff know who these vulnerable children are
 - They understand these children's academic progress & attainment
 - They maintain a culture of high aspirations for vulnerable child
 - They support teaching staff to identify challenges these children may face and the academic support and adjustments that could be made
 - Liaise with the mental health lead in school and, where available, the Mental Health Support Team when safeguarding concerns are linked to mental health
- undertake safeguarding training as recommended by Rotherham Safeguarding Children Partnership and update this training every two years. Additionally, the DSL will receive regular updates to safeguarding training via the termly Education Safeguarding Forum, e-bulletins, e-learning, etc

- liaise with Children's Social Care and other agencies where necessary, and make referrals of suspected abuse to Children's Social Care, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.
- maintain accurate electronic or written records and child protection files ensuring that they are kept confidential and stored securely.
- (when a child leaves the school), make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery or, via electronic transfer using CPOMS
- ensure that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by KCSIE 2024 and the RSCP.
- Lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place). This should be explicit in the role of the job holder's job description, Keeping Children Safe in Education 2024, Part 2 paragraph 103

8. First Day Calling Procedures

It is recommended that school has a robust 'first day calling' procedure for when a child has not arrived at school within the expected time frame. At least **two** emergency contact details will be held for each pupil where possible, however, following learning from a serious case review, DfE recommendations are that school hold four emergency contact numbers for all pupils. It is good practice to update the contact details annually.

It is recommended that clear time scales are in place to ascertain a reason for non-attendance, this should include an escalation of action to be taken, including that of a home visit where appropriate. It is recommended that a designated staff member is appointed to follow the 'first day calling' procedures.

Expectations are that school is aware of the reason for absence of the child before the start of the afternoon session. If this cannot be ascertained, school must consider whether a request to the police for a safe and well check is necessary.

9. Children who are Looked After (CLA)

Our school has a named designated teacher for Children who are Looked After who works closely with the Virtual School Team and the Local Authority. We have a separate CLA policy which gives further detail about CLA procedures.

More information on these issues is contained in Part 1 of Keeping Children Safe in Education paragraph 187. - 197 (2024) and the Rotherham and Doncaster LSCB child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

10. Children who are absent from education

Our school recognises that children who are absent from education for long periods/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. We will identify early any children who are persistently absent in order to prevent them becoming missing from education in future. Keeping Children Safe in Education 2024, Part 2, paragraph 44

11. Elective Home Education

KCSIE 2024 (Paragraph 178), says that: 'where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, **we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.** Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.'

When a parent(s) has expressed their intention to home educate it is recommended that school has the agreement of BOTH parents (if they share parental responsibility) where possible.

Children who are home educated can be less visible to the services that are there to keep them safe and provide support in line with their needs. From September 2016 (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admissions register when a child is taken off role.

12. Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to commencement of adulthood. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- **Have SEND (whether or not they have a statutory EHC plan).**
- **Are young carers.**
- **Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.**
- **Show signs of deteriorating mental health and emotional well-being**
- **Are frequently missing/going missing from care or from home.**
- **Are missing education or attendance at school is problematic.**
- **Misuse drugs or alcohol.**
- **Are at risk of modern slavery, trafficking or exploitation.**
- **Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse**
- **Are returned home to their family from care, or is a privately fostered child**
- **Show early signs of abuse and/or neglect.**
- **Are at risk of being radicalised or exploited.**
- **May be homeless**
- **Have a parent/carer in custody**
- **Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit**
- **Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending**
- **Is frequently missing/goes missing from education, home or care (the word 'education' has been added)**

All staff will be made aware of the local early help process and understand their role in it.

Early Help – Rotherham Metropolitan Borough Council

13. Safer Recruitment

At all times, the Headteacher and Governing Body will follow relevant guidance in *Keeping Children Safe in*

Education September 2024 (Part 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in *KCSIE September 2024*
- We will use the recruitment and selection process to deter, reject or identify unsuitable candidates.
- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity
- We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice should be in line with it.
- In addition, as part of the shortlisting process, school will consider carrying out online searches as part of the due diligence process relating to shortlisted candidates. The school will inform shortlisted candidates that online searches may be done as part of the recruitment process. Keeping Children Safe in Education 2024, Part 3, paragraph 221

Our school will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members (this includes contractors and supply staff) on the following:

- An identity check
- A barred lists check
- An enhanced DBS check/certificate
- An overseas check if required
- A prohibition from teaching check
- A section 128 check if applicable (for management positions in independent schools, free schools and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records, etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the content of application forms if we are unclear about them. We will undertake DBS checks and use any other means of ensuring that are recruiting and selecting the most suitable people to work with our children.

Training and Induction

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given access to a copy of our school's Safeguarding Policy, along with the Staff Code of Conduct and informed who are the Designated Safeguarding Leads.

Every new member of staff or volunteer will have an induction session that will include essential safeguarding information, including signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and issues of confidentiality. They will be reminded of their duty to safeguard all children in school, and the remit of the Designated Safeguarding Leads. All new staff will be given a copy of Keeping Children Safe in Education Part 1 (2024) and will be expected to read this.

All members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Keeping Children Safe in Education (2024). All staff members receive regular updates (e.g. via email or at staff meetings) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

All visitors will be given a summary of our safeguarding procedures; they will be informed of whom our DSLs and alternative staff members are, and what the reporting and recording process is (see example at annex 2)

The DSL, the Deputy DSLs and any other senior member of staff who may be in a position of making referrals or attending Child Protection Conferences or Core Groups will attend one of the multi-agency training courses organised by the Rotherham SCP at least once every two years. They will also attend regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role. DSLs will attend termly Safeguarding Forum meetings.

14. Staff Conduct and the use of 'Reasonable Force'

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people.

'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Staff in our school will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Headteacher.

15. Managing Allegations against Staff (including governors, volunteers, supply teachers and agency staff)

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. We promote an open and transparent culture in which **all** concerns about staff (including **low level concerns***) are shared with the DSL/Headteacher and are recorded and dealt with appropriately.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the RSCP Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2022) are adhered to.

Any allegations against staff (including governors, volunteers, supply teachers and agency staff) that indicate that they may have:

- 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; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk)

will be reported immediately to the Headteacher or the Designated Safeguarding Lead if the Headteacher is not present.

If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in school and outside (including online) may have an implication for the safeguarding of children in our school.

The Headteacher will inform the **Local Authority Designated Officer (LADO)** within one working day, following the guidance in *KCSIE 2024*. The Headteacher or Chair of the Local School Board will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the Local School Board will undertake further investigations before receiving advice from the LADO.

If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of the Local School Board/Trust who will consult as above, without notifying the Headteacher first.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Local school board should contact the **Local Authority Designated Officer (LADO)** on: **01709 336491 or email LADO@rotherham.gov.uk**

***Low Level Concerns**

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

KCSIE 2024 (paragraph 426) gives examples of such 'low-level' concerns which could include, but are not limited to:

- being over 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 behind a closed door
- using inappropriate sexualised, intimidating, or offensive language
- humiliating children

Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (KCSIE Part four) are shared responsibly with the DSL/Executive Headteacher/Head of school, and recorded and dealt with

appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns

- details of the concern
- context in which the concern arose
- action taken

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

Referral to DBS

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

Further information is also available in Chapters 5.1, 5.2 and 5.3 of the RSCP online child protection procedures:

www.rotherhamscbproceduresonline.com/index.htm

16. Child on Child Abuse (including sexual violence/assault and sexual harassment)

Treeton C of E primary school has a zero-tolerance approach towards all forms of child on child abuse and all school staff are aware that any child-on-child abuse is unacceptable, that pupils are capable of abusing their peers, and no form of any such abuse is ever dismissed as “banter” or “part of growing up”.

Our school staff understand that where there is a safeguarding concern, we will ensure that the child's wishes, and feelings are considered when determining what action to take and what services to provide. Systems are in place, and well promoted in throughout school, that are easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

We understand that harm committed by children and young people on other children or young people transcends equalities issues. Gender, ethnicity, age, disabilities, sexual identity can all be factors in harmful behaviour, for all children involved. Such abusive behaviour may be either a one-off incident, or may be a continuous experience for someone, that is physical, sexual or emotional (including verbal) in nature or may be a combination of those factors. It may be inflicted by a single child or young person, in pairs or by groups or gangs. It can be face to face, or in the form of cyberbullying (online via computers, games consoles or mobile phones). It may be exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer association and can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

Managing allegations

Allegations of child-on-child abuse, and particularly those involving sexual violence and sexual harassment, should be dealt with on a case-by-case basis and should be led by the Designated Safeguarding Lead (DSL).

The needs and wishes of the child must be paramount in how the allegations are managed from the moment of reporting. Considerations should include how the investigation proceeds and what support the child requires. However, if both the victim and alleged perpetrator are present in the same class, key stage or school it is recommended they are separated immediately so no further unsupervised contact is possible until the investigation is completed. It is also recommended that parents are contacted as soon as possible.

The DSL will record the incident in writing (or add further information if they weren't the person making the initial report) on the recording/electronic recording system and decide what course of action is necessary, with the best interests of the child in mind at all times. They will work in conjunction with other services if required, such as police and social care.

If appropriate, a referral may be made to children's social services (MASH 336080) and, depending on the nature of the incident, the police. Before doing so, it is important to discuss this with parents and the child, explaining why it is important for other agencies to know and how these agencies will be able to support them.

Possible actions to take

- Immediate support for child (victim)
- Separating pupils in lessons and during the school day
- Contacting parents of both children (victim and alleged perpetrator) unless doing so would put the child at risk from further harm
- Investigation of incident
- Risk assessments – including for both children, location of incident, etc
- Disciplinary action/ specialist, targeted support for alleged perpetrator and their behaviour
- Seeking advice from other agencies, such as social care, police, etc.

Responding to the report

Our first response to a pupil disclosing an incident is vital. The child must be reassured that they will be taken seriously and be kept safe. Immediate action should be taken to ensure the pupil is in a safe space to discuss the incident with a trusted member of staff (this may be in addition to the DSL).

It is important to:

- not promise confidentiality at any stage of the process
- only share the disclosure with those people necessary to progress it
- explain to the pupil what the next steps will be and who the information will be passed to
- listen to the pupil carefully, without judgement and be clear about boundaries
- not ask leading questions but use open questions to ascertain the necessary information – where, when, what, etc.

Once the disclosure has been made the member of staff must report this to the DSL for immediate action.

Recording the information accurately

Staff should consider the best way to record the information for the recording system, and must be in line with school's data protection policies and procedures.

The staff member should only record the facts as the pupil presents them, the notes should not reflect the personal opinion or words of the note-taker. It is important to remember these notes/report may become part of a statutory investigation by social care or a criminal investigation by police.

After the disclosure has been made, it is important that the staff member immediately write up a concise and factual summary on the recording/electronic recording system.

Risk Assessment

If there has been a report of physical or sexual violence the DSL should make an immediate risk assessment. The risk assessment must consider:

- the protection and support of the child (victim)
- the child or young person who has displayed the harmful behaviour and further risk
- the risk to other children, staff, etc

It should be reviewed regularly and should be shared with parents, and other agencies as required.

On-going response to protect and safeguard the child (victim)

The following should help shape any decisions made about protecting and supporting the child:

- consider the age and developmental stage of the child, the nature of the allegations and the potential risk of further abuse
- the needs and wishes of the child must be paramount to any decision-making.
- the victim (rather than the alleged perpetrator) should be allowed to carry on in their normal routine, their daily school experience should be as normal as possible to ensure they feel they are in a safe space
- the response to the incident should be proportional and considered on a case-to-case basis – for example, the response for a one-off sexualised name-calling incident will be vastly different to the response for a sexually violent assault, such as rape
- the child may not always disclose the whole picture immediately, it's important that a designated person (of their choice) is available for the pupil to talk to if they need to.
- support for the child may be longer term (could involve social care, police, etc), may eventually require a move of schools or other such measures, these must be led by child and parents.

Safeguarding and supporting the child who has displayed the harmful behaviour

The following should help shape any decisions made about supporting the child or young person who has displayed the harmful behaviour:

- in addition to protecting the victim, consideration must be also given to the alleged perpetrator with regard to their education, safeguarding support and any disciplinary action
- consider the age and developmental stage of the child or young person who has displayed the harmful behaviour, and the nature of the allegations, the pupil may experience stress and anxiety being the subject of allegations and negative reactions from their peers
- consider how you respond to the incident on a case-by-case basis and also the child's possible unmet needs in displaying behaviour that may be harmful, sexual physical aggression, etc. Take advice to support your decision-making where necessary.

Sharing nude and semi-nude photos or images (also known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS).

17. Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

If a current or former pupil makes an allegation directly to the police, the police may approach school for access to personal data relating to the victim, the alleged perpetrator and/or other witnesses. Again, data protection law supports such sharing where the police require that personal data for the purposes of the prevention or detection of crime, or the apprehension or prosecution of offenders.

The updated Working Together to Safeguard Children (2020) guidance clarifies that the Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Consent is not required when sharing information for the safeguarding and protecting the welfare of a child. It is also stated that, while encouraged, the agreement of the child and parents is not required to share information, though it is important to explain the reasons for this.

School must be proactive with sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved, unless such a

discussion could potentially put a pupil at risk of harm.

18. Training and Induction

Every new member of staff or volunteer should have an induction programme which includes basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of *'Keeping Children Safe in Education'* and will be expected to read this.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with *'Keeping Children Safe in Education'* (2024) and advice from Rotherham Safeguarding Children Partnership.

The DSL and deputy DSL will attend training courses organised by RSCP at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with and developments relevant to their role.

In accordance with Part Three of KCSIE 2022 all school governors will also undertake training, appropriate to their role, to ensure they are able to carry out their duty to safeguard all of the children in our school. The Governing Body will review IT standards and discuss IT with staff and service providers to decide what more needs to be done to support the school in meeting the required standard. *Keeping Children Safe in Education 2024*, Part 2, paragraph 141

19. Whistleblowing Policy

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Further information is also available in Chapter 5.4 of the RSCP online child protection procedures:

www.rotherhamscbproceduresonline.com/index.htm

20. Procedures for Managing Concerns

Treeton C of E primary school adheres to child protection procedures that have been agreed locally through Rotherham Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are:

1. Local Authority
2. Clinical Commissioning Group/Local Integrated Care System
3. The Chief Police Officer

We will ensure that all school staff understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously and in line with this policy. However, it is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school. This information will be reported on CPOMS (Child Protection Online Management System)

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with RSCP online child protection procedures – www.rotherhamscbproceduresonline.com/index.htm

If, after a referral, the child's situation does not appear to be improving, we will consider following the RSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member then this should be referred to the headteacher or DSL. Where there are concerns about the headteacher or DSL this should be referred to the chair of governors.

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

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 the lease or hire agreement/contract, 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 will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements. Staff and volunteers running

extracurricular 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 to make a referral to social care or the police, if necessary.

If the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children. As with any safeguarding allegation, the school will follow all safeguarding policies and procedures, and contact with LADO will be made. Keeping Children Safe in Education 2024, Part 4, paragraph 377

21. WORKING WITH PARENTS & CARERS

Treeton C of E primary school is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent, or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise ie, illness, not being collected at the end of the school day, a child going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

If necessary, a member of the DSL team will make contact with families based on a range of triggers. This is only if the family is not accessing additional support via outside agencies, e.g. Early Help/Social Care – CP or CIN or is already supported by the school through multi agency links.

Triggers may be (this list is not exhaustive)

- Attendance
- Punctuality
- Preparedness for school
- Lost equipment
- Inappropriate clothing or presentation
- Personal care issues
- Behaviours

- Concerning changes in presentation or behaviours
- Poor response to communications with school or difficulty in contacting parents e.g. phone calls, letters, DOJO, home school reading records/parents evenings/home work

22. When to call the police

When to call the police addresses criminal activity, not safeguarding issues. Safeguarding issues are addressed using the referral process and procedures. Contact with police should ideally be made by a single point of contact from the school. This may be the Headteacher or the DSL to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the school needs to consider whether to involve the police. The school behaviour policy and codes of conduct will give further guidance on how to deal with and record such incidents.

23. Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that pupils are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive Handling and managing behaviour
- Safer Recruitment and selection
- Whistle-blowing
- Attendance and Children Missing in Education
- Online Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

RECORDS AND INFORMATION SHARING

If there are any concerns raised about the welfare or safety of any child at our school staff will record their concern on the agreed reporting form (see Annex A.)

The information should be uploaded onto CPOMS and staff should speak to the DSL or the Deputy DSLs:

- Mrs E Minhas (Head of School)
- Miss A Brooks (Assistant Head of school)

They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

Class Registers should be completed both morning and afternoon, with any absentees listed and reason for absence if known. The class register must be taken electronically by 8.50am – the fire register must be completed in addition every day and returned to the office by 9.00am.

Afternoon registers (both electronic and fire) must be completed and returned within the first 5 minutes of the session.

If a child is absent, the teacher will put a note saying “no information, please advise”

The office staff will telephone and/or text per standard “first day call” protocol (2nd contacts can be called if necessary) – call or text will be sent by 10.00am

Office staff will advise the teacher once information is obtained.

If the teacher is not advised of reason for absence by 10.00am they will check with the office.

If contact cannot be made Safeguarding Leads will be advised via CPOMS (by class teacher)

Any child considered vulnerable (i.e on a CP/CIN plan) must be a priority and the safeguarding leads advised (via CPOMS and verbally) if no contact has been made asap to determine what course of action to take. (this information is contained within the school’s staff handbook)

SAFER WORKING PRACTICE

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff will be provided with a copy of our school’s Code of Conduct (DSAT Policy) at induction. They will be expected to know our school’s Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Headteacher.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document ‘Safer working practices for adults who work with children and young people’ (2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary

action.

24. Policy consultation and Review

This policy will be reviewed in full by the Governing Body on an annual basis. Any changes made to this policy will be communicated to all members of staff.

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2025**.

APPENDIX A

Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

Duty LADO – 01709 336491

LADO email (not for referrals) – LADO@rotherham.gov.uk

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Rotherham Safeguarding Children Partnership (RSCP): www.rscp.org.uk
www.rotherhampower.co.uk

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

<http://www.saferinternet.org.uk/>

<https://www.swgfl.org.uk>

[Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\)](http://www.internetmatters.org)

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

educateagainsthate.com

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Treeton C of E Primary School ~ Cause for Concern (statutory reporting applies)

Appendix 1: Recording Form for Safeguarding Concerns

Electronic copy of this form is found on the staff server in the file 'Safeguarding Incident Reporting Proforma' – save it electronically to your password protected file and complete, then upload it to CPOMS sending an alert to the DSL and Deputy DSLs. (Electronic copy of this form is also on the staff server, under 'Policies', Child Protection Policy)

Staff, volunteers and regular visitors are required to complete this form and pass it to Mrs Emma Minhas or Miss Aileen Brooks (Designated Safeguarding Leads) if they have a safeguarding concern about a child in our school. This then needs to be put onto CPOMS. If you do not have CPOMS access, then Email this form to eminhas@tp.dsat.education once you have spoken to Mrs Minhas.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Was there an injury? Yes / No	Did you see it? Yes / No
If yes, describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?

Appendix 2: Example of a Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and discuss your concerns with them.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Executive Headteacher.

If an allegation is made about the Executive Headteacher you should pass this information to the Chair of the Local School Board or Trust.

Alternatively, you can contact the Local Authority Designated Officer on 01709 823914 or via MASH on 01709 336080.

The people you should talk to in school are:

Executive Headteacher: Mrs Sharon Patton

Location of office: Office from Library Contact Number: 0114 2692677

Designated Safeguarding Lead: Mrs Emma Minhas (Head of School)

Location of office: Office from dining room

Deputy Designated Safeguarding Lead: Miss Aileena Brooks (Assistant Headteacher)

Location of office: UKS2 building Contact Number: 0114 2692677

Safeguarding lead for DSAT: Mrs Nevine Towers and Mrs Alison Hallewell (TRUST)

Contact Number: Contact via main school office

Appendix 3: When to make a referral to MASH

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have risen for a child receiving a service as a Child in Need;
- Further concerns have arisen of increased or additional risk to a child currently subject to a Child Protection Plan;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer Significant Harm;
- An unborn child may be at risk of significant harm – for more information see Safeguarding Unborn and New-born Babies Procedure and Concealment and Denial of Pregnancy Procedure;
- A non-mobile infant sustains any injury, however slight, without an adequate accidental explanation;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a Police Protection Order;
- Concerns have arisen for a child who is the subject of a Supervision Order or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see Practice Guidance: Significant Harm - The Impact of Abuse and Neglect for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE) and Safeguarding Children and Young People from Sexual Exploitation Procedure;
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see Safeguarding Children and Young People who go Missing from Home and Care;
- There are concerns a child may be harmed because of use of technology or social media – for more information see E-Safety: Safeguarding Children Exposed to Harm through the Digital Media;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see Individuals who Pose a Risk to Children Procedure);
- A child is being denied access to urgent or important Medical Assessment or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced);
- A child is at risk of being subjected to illegal procedures, for example:
 - o Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure;
 - o Safeguarding Children and Young People from Forced Marriage Procedure;
 - o Safeguarding Children and Young People from Honour Based Violence Procedure;
- o There are grounds for concern that a person may be a victim of human trafficking (see Safeguarding Children who may have been Trafficked from Abroad Procedure and National Referral Mechanism: guidance for child first responders (Home Office, August 2013)).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see Supporting Children and Young People Vulnerable to Violent Extremism Procedure;
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through Domestic Abuse;
- A child is at risk of being harmed because of concerns about their parents' mental health see - Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure;
- Either an adult or a child makes allegations of non-recent abuse, for more information see - Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure.

For information about thresholds, see Multi-Agency Threshold Descriptors.

Please note this list is not exhaustive

Appendix 4: Definitions of abuse

a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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, including where they see, hear or experience its effects. 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.

Abuse may fall into a number of categories: - physical abuse, sexual abuse, emotional abuse and neglect.

Physical Abuse:

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

Emotional Abuse:

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse:

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

Neglect:

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

