



CHAPELTOWN ACADEMY

SAFEGUARDING AND CHILD PROTECTION POLICY 2019

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Aims of this Policy

To ensure that children are effectively safeguarded from the potential risk of harm at schools within Chapelton Academy and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, pupil, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. Safeguarding and promoting the welfare of children is everyone's responsibility, in and outside of school.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Purpose of this Policy

To ensure that all members of the school community:

- Are aware of their responsibilities in relation to child protection.
- Know the procedures that should be followed if they have a cause for concern
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the school's commitment to safeguarding and child protection
- To ensure that wherever possible Safeguarding is proactive and not reactive

1 PRINCIPLES

1.1 Section 175 of the Education 2 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This policy is written in conjunction with "Keeping children safe in Education July 2018", Education and Inspection Act 2006, Working Together to Safeguard Children 2018 and the Children and Families Act 2014.

1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

1.3 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. We have a duty to ensure that every child has a voice and that their perspective, opinions and feelings are listened to and recorded.

1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors), in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

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

1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. The voice of the child will be sought and recorded should they be of an age they are able to converse their concerns, issues and opinions and describe their feelings to add context and importance to the impact of the concern directly on their perspective of the situation. Our children should recognise when they are at risk and how and where to get help when they need it. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.7 In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Sheffield Safeguarding Children Board.

1.8 As a consequence, we

- assert that teachers and other members of staff (including volunteers) in our schools are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in our schools, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in our school is a responsibility for all staff, including volunteers, the Governing body and the Board of Trustees;

- will ensure through training and supervision that all staff and volunteers in our schools are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within each individual school and liaising with other agencies;
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Sheffield Safeguarding Children Board (SSCB) and also receive annual up dates.
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children’s Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- safeguard the welfare of children whilst in our schools, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or internet technologies
- will ensure that all staff are aware of the child protection procedures established by Sheffield Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our schools are suitable to work with children. Those responsible for recruitment will have had the appropriate training.
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children. All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

2 DESIGNATED MEMBER OF STAFF

2.1 The designated senior member of staff (designated person) for safeguarding protection in this school are: Dayle Coe (Head of School) and Helen Deighton (Deputy Head Teacher)

2.2 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers, governors and trustees to draw upon.

2.3 Our schools recognise that:

- the designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in our schools.
- all members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within our schools over child protection cases.
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The designated person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
- The designated person is not responsible for dealing with allegations made against members of staff.

2.4 To be effective they will:

- Act as a source of advice, support and expertise within their school and be responsible for coordinating action regarding referrals by liaising with Children’s Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the Sheffield Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Designated Safeguarding Lead to investigate further.
- Ensure each member of staff and volunteers in our schools, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy or a summary of the policy. Each school must have a robust visitors signing in and out procedure.
- Liaise with the head teacher (if not head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents’ awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child. Each school to post a copy of their policy on the school website.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, or parents or carers have elected to home school, ensure that the local authority is alerted so that the child’s name can be included on the database for missing pupils.

2.5 The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case

- Have a working knowledge of how Sheffield Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers, governors and Trustees.
- Make themselves (and any deputies) known to all staff, volunteers, governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

3 DESIGNATED GOVERNOR & TRUSTEE

The Designated Governor for Safeguarding at this school is: Mrs J Kilburn
(jkilburn@chapeltownacademy.com)

3.1 Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter- agency procedures.

3.2 The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Termly meeting with designated safeguarding governor with an agreed focus. (Records of these meeting will be kept.)
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority

- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with SSCB Allegations against Staff Procedures.

4 DESIGNATED MEMBER OF STAFF FOR LOOKED AFTER CHILDREN

4.1 The designated senior member of staff (designated person) for Looked after Children in this school is: Dayle Coe (Head Teacher)

4.2 Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

Statutory guidance contains further information on The roles and responsibilities of the designated teacher. [https://www.gov.uk/government/publications/designated-teacher-forlooked-after- children](https://www.gov.uk/government/publications/designated-teacher-forlooked-after-children)

4.3 Virtual school heads

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

5 RECRUITMENT

5.1 In order to ensure that children are protected whilst in our schools, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

5.2 We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”, in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS check e.g., through birth certificate, passport, new style driving licence, etc...
- Disqualification by Association when applicable (guidance under Childcare Act 2018)
- Section 128 Prohibition / Sanction Information disclosures where applicable

6 VOLUNTEERS

6.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with the Academy Recruitment Policy.

7 INDUCTION & TRAINING

7.1 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

7.2 All new staff to our schools (including volunteers) will receive child protection information (“What To Do If You Suspect A Child Is Being Abused”) and a copy of this policy on starting their work at the school. Staff will also be directed to “Keeping Children Safe in Education document September 2018”.

7.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person. Any new staff or volunteers who have not completed their

Safeguarding Awareness Training will, as part of their induction, complete the on line safeguarding training at www.safeguardingchildrenbarnsley.com

7.4 Staff will attend refresher training every three years, and the designated person every two years. All staff will receive safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

7.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures. (See induction policy)

7.6 All adults not employed by school are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, extended schools providers, governors, Trustees and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.

7.7 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and newly appointed staff are expected to have completed Safeguarding awareness training as part of their induction process.

7.8 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF) Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

8 DEALING WITH CONCERNS

8.1 Members of staff and volunteers are not required by the school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and SSCB Procedures. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number

In Foundation Stage any incidents/ allegations of abuse must be dealt with as outlined in the welfare requirements of EYFS.

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

- All causes for concern must be recorded immediately on CPOMS. In the case of any technical problems/issues a written cause for concern' record sheet should be completed by the person with the concern. Copies of the Cause for Concern sheet will be kept in all classrooms.
- This must then be passed to the designated teacher immediately, who will decide on the appropriate actions, completing any follow up actions on CPOMS.
- A vulnerable pupils and family live file would be raised on CPOMS. This will include a summary of the incident(s) and any agreed follow up action and/or contact with external agencies.

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the CPOMS monitoring record sheet.

Designated teachers and other appropriate adults will hold a monthly meeting to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps
- Quality assure written records

Further meetings may be held should circumstances arise where more regular meetings are needed All further involvement and documentation must be stored in this file and nowhere else. Files will be stored in a secure place.

Staff are aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which such incidents and/or behaviours

occur to make assessments and share any such information with all parties involved.
<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

8.3 If it is felt that a concerns are not dealt with appropriately by the designated lead it should be further raised with them, if at this point there are still concerns the **LADO should be contacted – 01226 772400 not sure who this is?**

Procedure in case of designated teacher absence:

Contact other designated leads, if not possible

Phone designated teacher and ask permission to access files

8.4 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Sheffield Safeguarding Children Board.

8.5 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

9 SAFEGUARDING IN OUR SCHOOL

9.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend our schools are kept safe from harm whilst they are in our charge.

9.2 To this end, this policy must be seen in light of the Academy's policies on:

- Personal, Social and Health Education policy and Sex and Relationships Education policy; child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying policy; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, behaviours or actions that promote extremism or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- Recruitment and Selection policy and Code of conduct for staff.
- Equality Policy
- Confidentiality Policy
- Behaviour Policy

- Health & Safety Policy
- Use of Force or control to restrain pupils policy • Allegations against members of staff policy
- Internet & E-safety policy
- Whistle Blowing policy
- Induction policy
- Information sharing policy
- School Supervision Policy
- Children Missing Education Policy

10 PHOTOGRAPHING CHILDREN

10.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

10.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

10.3 We will not allow visiting professionals (eg students, sports coaches, visiting professionals delivering other activities) to photograph or film pupils during a school activity without the parent's permission.

10.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

10.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

11 CONFIDENTIALITY AND INFORMATION SHARING

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

Keeping Children Safe in Education (2018), paragraph 75 states: ‘The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.’

With paragraph 77 stating : ‘ This includes allowing practitioners to share information without consent.’

11.2 Any member of staff who has access to sensitive information about a child or the child’s family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, staff must inform school.

11.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection. The designated member will then contact social care. Should the child be at immediate risk or the risk is likely to escalate as a result of sharing concern, the parents will not be notified of a referral to duty and assessment. In all other cases parents will be notified by the designated member

11.4 Online safety – We are aware that as schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we ensure appropriate filters and appropriate monitoring systems are in place to safeguard our children within school. Whilst filtering and monitoring are an important part of the online safety we also have a whole school approach to online safety.

The policy makes reference to the use of mobile technology in the school.

12 CONDUCT OF STAFF

12.1 Our school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

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

- working alone with a child
- physical interventions

- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

12.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

12.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults and staff working with children in schools across HCAT, any member of staff who does not adhere to the policy will be subject to disciplinary procedures

12.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

12.6 There are a range of other mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- To the school learning mentor via concern boxes
- Through encouragement to discuss issues at school assemblies
- Via the school council meetings
- An open approach to discussing issues with staff

13 PHYSICAL CONTACT AND RESTRAINT

13.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. (see Use of Force or Control to restrain pupils Policy)

14 ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEER

14.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

14.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by SSCB.

14.3 The head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

14.4 The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required

14.5 If the allegation is in relation to the head teacher follow guidance within the policy 'allegations against members of staff and volunteers' and whistle blowing policy

15 ALLEGATIONS MADE BY A CHILD AGAINST A CHILD

15.1 If a child makes an allegation that another child may have:

- Committed an offence against a child

- Placed a child at risk of significant harm

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB. Or in the case of a child in Children's Centre or Foundation Stage the allegation will be dealt with in line with EYFS Statutory Welfare Requirements.

16 BEFORE AND AFTER SCHOOL ACTIVITIES

16.1 Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

17 CONTRACTED SERVICES

17.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection

policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

18 PARENTS & CARERS

18.1 This policy will be available to download from the school website. Paper copies are available on request from the school office. A parent friendly leaflet is also available.

19 PROVISION TO HELP PUPILS STAY SAFE

19.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at schools across HCAT.

Through a more personalised PSHCE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

Initiatives such as Peer Mediators, Sports leaders, Super stars, School Council and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believe

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why • Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, Margaret Marsh, or the Local Authority Designated Officer
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries

- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2 – Safeguarding Issues affecting children.

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures. HCAT operate first day absence calls - our attendance Officers will contact parent/carers on the first day of absence, using the emergency contacts (2 or more obtained) given on their annual contact form if they have not let the school know by letter or telephone as to why their child is not at school. This will be followed up and the parents / carers will be contacted each day until a valid reason has been given. This will include following up absences from FS1 on first day of absence (though as Nursery is non-statutory the absence will not be followed up with ATT letters). Should absence persist school and the EWO will engage with the parents, possibly through a home visit. (See specific Attendance policy)

Children with family members in prison

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation:

Appendix 3: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. Included within the appendix are also other forms of abuse that may occur.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

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.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression Finger marks Frequent unexplained injuries Broken bones

Afraid of physical contact Cuts and grazes
 Violent behaviour during role play Cigarette burns
 Unwillingness to change clothes Cowering
 Aggressive language and use of threats
 Bruising in unusual areas
 Changing explanation of injuries
 Not wanting to go home with parent or carer Neglect

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

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

Lack of appropriate clothing Dirty Cold – complaining of Body sores Hunger – complaining of Urine smells

Unkempt hair No parental interest
 Not wanting to communicate Behaviour problems Attention seeking Lack of respect
 Often in trouble – police Bullying
 Use of bad language Always out at all hours
 Lack of confidence – low self-esteem Stealing Jealousy Sexual Abuse

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

Symptoms:

Inappropriate behaviour – language Withdrawn

Change of behaviour Role play

Rejecting physical contact or demanding attention Rocking

Physical evidence – marks, bruising Knowledge

Pain going to toilet, strong urine Stained underwear

Bruising/marks in genital area

Drawing – inappropriate knowledge

Relationships with other adults or children for example, being forward Female Genital Mutilation

At HCAT we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear. Longer Term problems include:
- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility

- complications during pregnancy and childbirth
- emotional and mental health problems

Emotional Abuse

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

Symptoms:

Crying Rocking

Withdrawn - not wanting to socialise

Cringing Bad behaviour

Aggression Behaviour changes

Bribery by parent Self infliction

Lack of confidence Attention seeking

Isolation from peers – unable to communicate Clingy Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

Other forms of abuse include:-

- Child sexual exploitation (CSE) – exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. Sexual exploitation can take many forms, ranging from the seemingly “consensual” relationship where sex is exchanged for affection or gifts to serious crime by gangs and groups.
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

- Child criminal exploitation: lines - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug

networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_3505_HO_Child_exploitation_FINAL_web__2_.pdf

- Cyberbullying – this can be done via text messages or the internet (social media sites) and is usually prejudged against particular groups. It can result in the intimidation of a person through the threat of violence or by isolating them either physically or on-line.
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- Domestic Abuse & Violence – any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-youngpeople>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-anddomestic-abuse>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domesticabuse/signs-symptoms-effects/> <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

- Drugs - this could relate to alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (legal highs) and volatile substances.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

- Fabricated or induced illness – there are 3 ways in which the carer of a child will fabricate or induce an illness in a child:-

1. Fabrication of signs and symptoms – fabricating a past medical history;

2. Fabrication of signs and symptoms and falsifying hospital charts and records, including letters and documents;

3. Induction of illness by a variety of means.

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-isfabricated- or-induced>

- Faith Abuse – this includes belief in concepts such as witchcraft and spirit possession, demons or the devil, acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eyes or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children making them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

<https://www.gov.uk/government/publications/nationalaction-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- Forced Marriage – a forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities cannot) consent to the marriage and duress is involved. <https://www.gov.uk/guidance/forced-marriage>

- Gangs and Youth Violence – “Street gangs” for whom crime and violence are a core part of their identity, although “delinquent peer groups” can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour, it should not be confused with the serious violence of a gang culture/activity. <https://www.gov.uk/government/publications/advice-to-schools-andcolleges-on-gangs-and-youth-violence>

- Private Fostering – a private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or close relative with the intention that it should last for 28 days or more.

<https://www.gov.uk/government/publications/childrenact-1989-private-fostering>

- Female Genital Mutilation (FGM) – FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. This can range from a symbolic prick to the vagina to a fairly extensive removal and narrowing of the vagina opening and in the UK all forms are prevalent. It can be known as “female genital cutting” or “female circumcision” and some communities tend to use local names for referring to this practice including “sunna”.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

- Gender based violence/violence against women and girls (VAWG) – refers to violence, physical, sexual or otherwise, stalking and harassment and female genital mutilation. <https://www.gov.uk/government/policies/violence-against-women-and-girls>
- Sexting – “Sexting” is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call

it cybersex or send a “nudie” picture or selfie of themselves partially clothed.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

- Teenage Relationship Abuse – can be emotional, physical, sexual or financial abuse, where teenagers are isolated from their friends, being controlled with what they wear, checking up on them all the time, being forced to have sex, being forced to watch pornography against their will, forcing others to buy them things.

<https://www.gov.uk/government/groups/ukcouncil-for-child-internet-safety-ukccis>

- Trafficking – “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. This could be the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

- Mental Health – good or positive mental health is more than the absence or management of mental health problems; it is the foundation for wellbeing and effective functioning for wellbeing and effective functioning both for individuals and for their communities.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

- Honour Based Violence - So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of

this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM section).

<https://educateagainsthate.com/>

- Breast Ironing - refers to the practice of massaging or pounding young girls' breasts with heated objects to suppress or reverse the growth of breasts. Breast ironing is often performed by mothers or female relatives of victims misguidedly wishing to protect their young relatives from rape, unwanted sexual advances, early sex, and pregnancies, all of which they fear would result from the appearance that a girl has reached the age of puberty.
- Preventing Radicalisation - Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁰³ to the need to prevent people from being drawn into terrorism”.¹⁰⁴ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are

specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- Peer on Peer Abuse (specific policy in place)

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The Governing bodies ensure that there are:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as: • sexual violence and sexual harassment.

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):
- initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

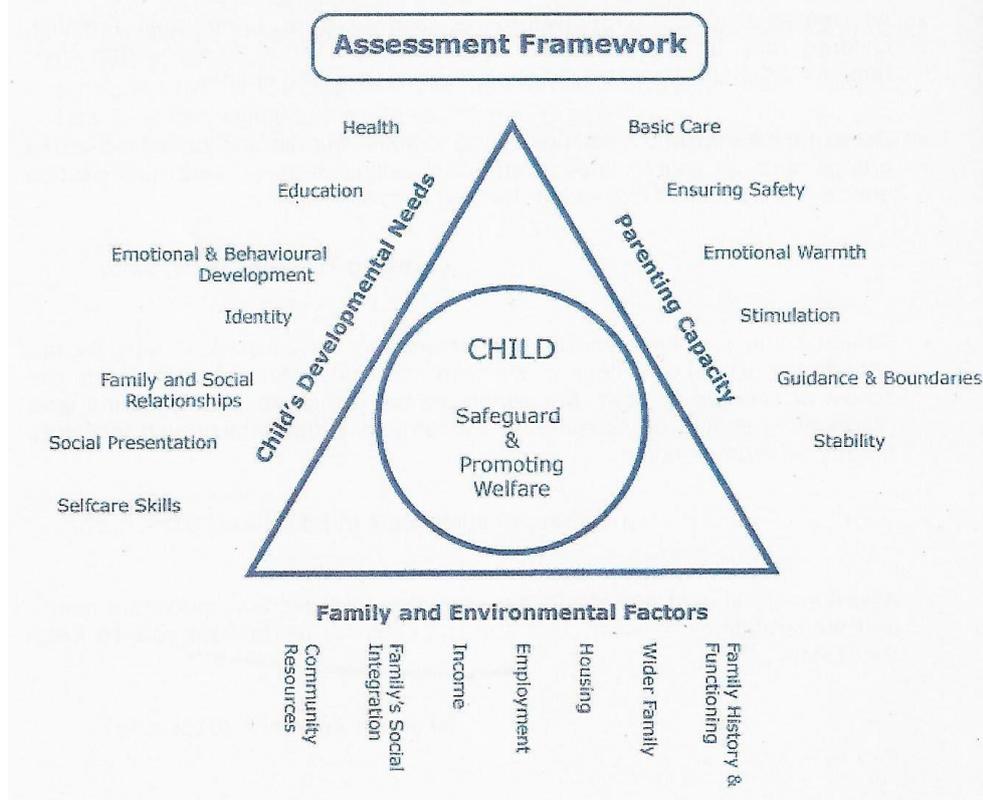
APPENDIX 1 – Assessment Framework Triangle

Below is the triangle to be used when deciding on whether to action a stage 2, 3 or 4 as part of the Safeguarding Process. The flow chart of what to do as a member of staff or DSL and how to action a response is in Appendix 2.

Note that the triangle is a contextual framework which helps staff assess what action to take related to development needs, parenting capacity, and environmental factors.

The Assessment Framework Triangle offers a contextual framework for assessing need in children. The framework is the basis for assessments carried out by Early Help services to determine need at Early Help and by Children’s Services to determine whether a referral should be responded to as a Child in Need of support (Section 17, Children Act 1989) or as a Child in Need of Protection (Section 47, Children Act 1989).

As a partner agency you should contribute to such assessments and provide information about any of the areas detailed in the triangle.



APPENDIX 2 – A flow chart of Threshold action for Chapeltown Staff and DSLs

LEVEL 1 - Cause for Concern (C4C):

Staff should log their concerns on the CPOMS data base at stage 1 where all staff have access to this information. Form tutors and teaching staff will act on the information as part of their pastoral care of the student and if necessary report the C4C to the DSL in order to assess if the child needs to move to stage 2. By definition the form tutor will manage the child at this stage and ensure that any further developments are logged and if need be escalated to stage 2 or beyond in consultation with the DSL.

LEVEL 2 - Early Help Services (EHS):

If the child has a concern which is beyond the pastoral support of the form tutor or teacher then stage 2 may be invoked. The logging of the stage 2 information will be conducted by the DSL who will action the involvement of out side agencies; this may include but is not exclusive to, MAST, LAC team, TAC

meetings, Childrens Services. Note that at Chapelton Academy there are 3 possible authorities that could be informed. Sheffield, Rotherham and Barnsley all with separate contact details (Appendix 3). The address of the child will dictate which authority is to be contacted. The Children's services will then liaise with the DSL regarding meetings and parental involvement in order to provide the EHS. On contacting the Children's Services addresses, DOB and phone numbers will be required. These should only be stored on the CPOMS or MIS system.

LEVEL 3 - Section 17, A Child In Need of support (CNS):

The decision to defer the child to a Section 17 will be made by the DSL. This will involve a call to Children's services as a matter of urgency. The Level 1 and 2 Thresholds may have been bypassed or level 2 may no longer be appropriate. Examples of potential triggers can be found in the NSPCC DSL training course book. When speaking to the Children's Services the DSL will need to quote the Section 17 Threshold has been reached. The Children's Services may contact the Police who may contact Chapelton Academy depending on the nature of the Section 17 threshold. If a child has fast tracked two levels to L3 the child may need to be kept on site until the decision with Child Services has been agreed. eg temporary accommodation.

LEVEL 4 - Section 47, A Child in Need of Protection (CNP): The Children's Services potentially in line with the Police will decide on a Section 47. Again if the need arises at Chapelton a

Child could be moved straight to a Section 47 with Children's Services support. A Child on a S47 will have a social worker assigned who should liaise with Chapelton on a regular basis. The Threshold for a S47 can be decided by the DSL in consultation with Children's services, however they will make the final decision. If CA believes a child needs to be on a S47 then reporting to Children's Services needs to involve quoting Section 47 during the initial dialogue. Frequently a child will already be recognised as CNP when they arrive at CA. Children's Services must therefore speak to the DSL every two weeks as a minimum through a phone call or meeting. If a child has fast tracked two levels to L4 the child may need to be kept on site until the decision with Child Services has been agreed. eg temporary accommodation, police involvement, A&E

APPENDIX 3: Contact Details

Rotherham Safeguarding: 01709 382121. <http://www.rscb.org.uk/>

Sheffield Safeguarding: **0114 273 4855** <https://www.safeguardingsheffieldchildren.org/>

Barnsley Safeguarding: <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/>



(01226) 772423

<https://www.barnardos.org.uk/> Samaritans: 116 123

<https://www.sheffieldfutures.org.uk/> <https://www.mind.org.uk/>

<https://www.southyorks.police.uk/contact-us/report-something/>

101 non-emergency, 999 emergency