L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Birley Primary Academy Safeguarding and Child Protection Policy

Review frequency: Annual

Approval: Trust Board Birley Primary Academy Governing Body

This policy will be updated annually or more frequently in line with any changes to legislation and guidance.

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Our vision

Through outstanding leadership, we, at **Birley Primary Academy** L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

It is our policy to listen to our pupils, to not place any value judgement on their concerns or supersede their views with our own cultural or racial profiling that may prevent us from fully listening to what our pupils are saying. We will take our pupils' health and welfare seriously and to act with urgency to prevent harm and keep them safe.

Our principles

To achieve our vision, we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life, the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At **Birley Primary Academy** (L.E.A.D. Academy schools), pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual at **Birley Primary Academy**. We also know that a strong command of English and mathematics is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination

Safeguarding at Birley Primary Academy L.E.A.D. Academy Trust

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider at all times, what is in the best interests of the child.' KCSIE 2019

Key Persons Responsible for Safeguarding at Birley Primary Academy

Darren Ward - Deputy Head Teacher & Designated Safeguarding Lead (DSL)

Helen Garratty - Inclusion Manager & Designated Deputy Safeguarding Lead (DDSL)

Ruth Garrity - Designated Deputy Safeguarding Lead (DDSL)

Katie Lewis – SENCo

LADO Contact Number: 0114 2736870

NSPCC contact number: 0114 2289200 / 0808 800 5000

"What You Can Do To Report Abuse" Dedicated Helpline - 08000280285

The Legal Framework

Schools within L.E.A.D. Academy Trust still have their relevant local authorities that have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. In this school our local authority is **Sheffield City Council**. The new local safeguarding partnership, known as 'three safeguarding partners' (TSP) (previously known as Local Children's Safeguarding Partnership), will work with our school to support us to safeguard our pupils. Whilst local authorities play a lead role, safeguarding pupils and protecting them from harm is everyone's responsibility.

Under Section 11 of the Children Act 2004 duties are placed on a range of organisations and individuals to ensure their functions are discharged with regards to the safeguarding of children and young people. The statutory guidance (Working Together to Safeguard Children 2018) does not identify academy trusts as a separate organisation. Nor are academies named under Section 11 of the Children Act 2004 but they are captured under other legislation, for example Sections 157 and 175 of the Education Act 2002, Sections 94 (1) and (2) of the Education and Skills Act 2008, the Education Regulations 2011 and 2014. As **Birley Primary Academy** is part of L.E.A.D. Academy Trust we acknowledge our duty in law to work with other organisations to keep our children safe.

In September 2019, the DfE published the latest 'Keeping Children Safe in Education' (KCSIE 2019) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with.

In law, individual academies are deemed to be 'relevant partners' of their local authority and as such are under a duty to cooperate in that local authority's TSP board arrangements. The Education (Independent School Standards) Regulations 2014 place a duty on proprietors of independent schools including academies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

At **Birley Primary Academy** L.E.A.D. Academy Trust we take safeguarding very seriously, not just in terms of the legal requirements but in ensuring that every child is given the opportunity to thrive though the **Birley Primary Academy** L.E.A.D. values of: Lead, Empower, Achieve and Drive.

Our Commitment

Birley Primary Academy L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring there is a designated professional lead and a designated Academy Governing Body (AGB) member for safeguarding
- ensuring all staff, visitors and volunteers in our academies understand their responsibility to safeguard pupils
- having in place safeguarding arrangements which are designed to take account of all possible safeguarding issues
- ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken to keep pupils safe
- adhering to safe recruitment practices
- having arrangements in place to ensure we work closely with other agencies and share information with other professionals in line with statutory requirements
- taking account of their local authority's procedures and practices established by the TSP board and comply with any requests from that body in a timely manner
- having in place effective child protection and staff behaviour policies
- developing a culture in our school of listening to children and take account of their wishes and feelings
- providing appropriate supervision and support for staff including undertaking safeguarding induction and training
- following clear policies for dealing with allegations against people who work with children
- having clear procedures in place to handle allegations of abuse against children
- having clear whistleblowing procedures
- considering how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- appointing a designated teacher to promote the educational achievement of children who are looked after and those who are post care and pupils who are adopted to ensure staff have the skills, knowledge and understanding necessary to keep these pupils safe
- putting in place appropriate safeguarding responses to children who go missing from education or children who have family members in prison.
- fulfilling all our statutory responsibilities in respect of safeguarding and promoting the welfare of children.

The **Birley Primary Academy** L.E.A.D. Academy Trust's Safeguarding and Child Protection Policy incorporates all the legislation from KCSIE 2019. The Trust has a safeguarding sharepoint site for all schools to access which provides current documents, guidance and resources. In addition, our local TSP board links are provided through the site.

The school's Safeguarding and Child Protection Policy is monitored and evaluated by **Birley Primary Academy** DSLs to measure the effectiveness of the policy in the academy. This is carried out through the school's and the trust's quality assurance cycle.

Safeguarding and Child Protection Policy Statement

Introduction

Birley Primary Academy L.E.A.D. Academy Trust requires this policy to be implemented by all its staff, AGB members, parents / carers, pupils, volunteers and visitors. (*trustees, and by all the academies joining its network.-)* It is everyone's responsibility to keep each other safe.

Birley Primary Academy L.E.A.D. Academy Trust is committed to:

- creating and maintaining a safe learning environment for all pupils
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

We are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment unequivocally.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Employment and Management of Adults Working with Pupils

We will ensure that Birley primary Academy has:

- a single point of contact known as the designated senior lead for safeguarding (DSL)
- a single central record of pre-employment checks
- safe recruitment procedures fully in place
- appropriate checking procedures (staff, volunteers and organisations working within the school)
- a staff / volunteer handbook that makes clear the expectations and directives for working with pupils, including the management of social media and the management of their relationships and associations in line with legislation

- procedures for dealing with allegations against staff and volunteers.

Birley Primary Academy L.E.A.D. Academy Trust's safeguarding policy will be available to parents/carers and pupils on request as a paper copy or it may be accessed through our website on line.

At **Birley Primary Academy** safeguarding the welfare of pupils should permeate all activity and functions.

This policy therefore complements and supports a range of other school policies, such as, but not exclusively;

Health and Safety
Fire Safety
Behaviour Management
The Use of Reasonable Force/Physical Intervention
Meeting the Needs of Pupils with Medical Conditions
Providing First Aid
Educational Visits
Intimate Care
Internet /e-safety Including Sexting Anti-
bullying and Cyber-bullying
Safer Recruitment and Selection, including Single Central Record
School Security
Managing Allegations Against Staff, Including Volunteers and Incorporating 'Duty to Refer'
Managing Allegations Against Pupils
Pupils Who Runaway or go Missing from Education, Home or Care
Staff Behaviour (code of conduct)
Special Educational Needs (SEN)
Relationships and Sex Education
Communication
Complaints procedure
Information sharing
Whistleblowing
GDPR Data Protection

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Principles

Safeguarding arrangements in our school are underpinned by the 2 key principles:

- **Everyone who comes into contact with pupils and their families has a role to play in safeguarding pupils. All AGB members, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of pupils. Staff members will maintain an attitude of "it could happen here" where safeguarding is concerned.**

- **When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child-centred approach taking into account pupils' views and voices. Wishes and feelings of pupils will be taken into account when determining what action to take and services to provide to protect pupils through ensuring there are systems in place for pupils to express their views and give feedback.**

Expectations

We expect staff to have read and be aware of:

- **Keeping Children Safe in Education (2019) [Part One]; and school leaders and staff that work directly with children should also read Annex A**

- **Staff Code of Conduct**

- **Safeguarding and Child Protection Policy**

- **School's Behaviour Policy**

- **School's Social Media Policy**

- **Community Cohesion/ preventing extremism/radicalisation Policy**

- **School Policy for Children Missing Education**

- **GDPR and data protection requirements**

- **Requirements of information sharing**

- **Their local early help processes and their roles in relation to them.**

All staff are also required to:

- **Take all concerns seriously when a disclosure is made**
- **Ensure they take into account the wider context of pupils when there are safeguarding concerns**
- **Put the pupil's interests first and act to secure a pupil's safety at all costs**
- **Be vigilant in school and take responsibility to maintain the ethos of safeguarding at all times**
- **Understand that every pupil is their responsibility with regard to safeguarding**
- **Take responsibility to inform the DSL should there be any changes in personal circumstances that may impact on their ability to work with children**

Links to the Legal Framework

Working Together to Safeguard Children 2018
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2?mc_cid=44cbca3415&mc_eid=a978afb2a7

Keeping Pupils Safe in Education Sep 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

Disqualification Under the Childcare Act 2006 and supplementary guidance 2018
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15__3_.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736758/APPENDICES-Disqualification_under_the_childcare_act_statguidance__2_.pdf

Information Sharing
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

GDPR and Data Protection
https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/

Education (Independent School Standards) (England) Regulations 2010
http://www.legislation.gov.uk/uksi/2010/1997/contents/made

FGM Act 2003 (as inserted in the Serious Crime Act 2015 Section 74)
http://www.legislation.gov.uk/ukpga/2015/9/section/74

The "Prevent" duty: Section 26 of the Counter-terrorism and Security Act 2015
http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted

Statutory guidance on Pupils Missing Education (2016) also applies to academies
https://www.gov.uk/government/publications/children-missing-education

'What to do if you're worried a child is being abused': Guidance for all staff, teaching and non-teaching:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

A Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Contextual Safeguarding
https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding

Safeguarding Flowchart
Pupil raises concern with an adult or an adult becomes aware that a pupil may be suffering abuse through changes in behaviour or appearance.
Adult must record on Myconcern the exact words the pupil has used and if there are any signs of abuse. Use body map in appendix 6. At no point does the adult offer an opinion or probe the pupil or investigate the pupil's statements. The adult must not add personal opinions while recording. Adults must ensure the pupil is safe and feels safe. Adults can not promise confidentiality. If there is a risk that the pupil will not be safe to go home, the concern must be marked as urgent.
The DSL picks up the concern promptly. The DSL must use the decision and rationale to identify the next steps. This may include direct referral to social care or if not, a clear rationale is recorded as to why not and how the school will act to secure and monitor the safety of the pupil. Who will monitor, the regularity of monitoring and how the DSL will review whether this should be escalated to social care at any point should all be recorded.
DSLs along with the safeguarding team will make the decision to close a case once there is firm evidence of the pupil being safe. Evidence of safety must be recorded - how do you know?
It is abosolutely key that information is recorded precisely. Names, dates and times of conversations must be clear. There should be a clear chronology for actions and decisions. Myconcern will provide the basis of this and therefore all notes must be made on the open file.
Safeguarding team to follow up the concern through the monitoring system set up. Recording of monitoring completed on Myconcern so that regular updates show how the school is keeping the pupil safe. For pupils who have been referred to social care, a simialr approach in school should be undertaken to check the pupil's well-being and safety.
Safeguarding is everyone's responsibility. Keeping pupils safe is everyone's responsibility. If there is any cause for concern regarding the behaviour of an adult in school, this must be taken seriously and the Allegations againt staff or whistleblowing policy must be followed.
If headteacher or DSL receives information that an allegation has been made against an adult on the school site, they must act in line with the trust policy on managing allegations. The local authority designated officer must be informed and their adivce sought immediately. There should no 'in house' investigation before advice is sought. The headteacher must record on Myconcern the pupil's name and refer to 'an allegation' -no detail. Record how the school has made the pupil safe.
Any further details as to the investigation should be recorded in a confidential file access only by an authorised senior leader. HR must be informed.

Scope of the policy

We will safeguard pupils when we believe they are suffering from:

. Abuse
. Physical abuse
. Emotional abuse
. Sexual abuse/violence/harassment
. Neglect
. Child sexual exploitation (CSE) /Child Criminal Exploitation (CCE) and County Lines
. Bullying, including cyber bullying
. Domestic violence
. Drugs
. Fabricated or induced illness
. Faith abuse
. Female genital mutilation (FGM)
. Forced marriage and honour-based violence
. Gangs and youth violence
. Gender based violence/violence against women and girls (VAWG)
. Homophobic or transphobic abuse
. Mental health
. Private fostering
. Radicalisation and extremism
. Sexting/Youth produced sexual imagery
. Trafficking
. Wider contextual issues
. Challenges faced by pupils experiencing transgender and body dysmorphia issues
. Homelessness
. Online and technology abuse

This list is not exhaustive.

It is also recognised that some **pupils who have experienced abuse** may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some pupils may be **particularly vulnerable** to abuse and harm. The Designated Safeguarding Lead (DSL) should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and pupils which need to be reported in accordance with national (Government) and local TSP procedures without delay. The DSL should also ensure staff working with pupils are alert to signs which may indicate possible abuse or harm. Each school considers the risks associated with vulnerability and ensures systems are in place to mitigate risk. This includes EYFS/EAL children who have not get got the language skills to be able to communicate a disclosure.

The available UK evidence on the extent of abuse among **disabled pupils** suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. School staff who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home where there is **domestic violence, drug or alcohol abuse**, pupils may also be vulnerable and in need of support. We will consider the wider context of the pupil in relation to these issues in order to keep them safe.

Safeguarding Roles and Responsibilities of School Staff

Responsibility to Provide a Safe Environment in Which Pupils Can Learn

The safety of our school site is of high importance. It is everyone's responsibility to keep our school safe. We will regularly undertake site safety walks, maintain our equipment properly and ensure we act upon expert advice during our school's health and safety audits.

We will train our staff to be aware of the risks associated with building safety and ensure we can evacuate our site should the buildings pose any risk to our pupils. Systems are in place to ensure anyone can report a health and safety issue immediately.

School Leaders and Training

At **Birley Primary Academy** we acknowledge that there are pupils who may be in need of extra help or who are suffering or are likely to suffer significant harm. Leaders must be quick to identify them. All staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the DSL and the name of the designated governor.

All staff will:

Read and sign to say that they have read and understood "Keeping Children Safe in Education Part One: Safeguarding Information for all staff (2019)."
Receive safeguarding training which is regularly updated so they are equipped with the knowledge and skills to keep children safe.

The key training elements are:

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2019)

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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

We will engender the principle that safeguarding is 'everyone's responsibility'.

Roles and Responsibilities within the Trust and Individual School

The Trust Board

- The board will monitor the school's compliance with statutory requirements and practice and champion child protection issues.
- Ensure that all safeguarding concerns are investigated, and an immediate risk assessment undertaken to ensure the safeguarding of children and young people.
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2019 (KCSIE) is available on the Trust website;
- Have safeguarding as a set agenda item on all trust board agendas.
- Have a clear understanding of safeguarding across the trust through reports such as Myconcern (the trust's child protection database) and results of the school's annual safeguarding audits.
- Written recruitment and selection policies and procedures in place.
- Appoint a board member responsible to the board for monitoring the effectiveness of safeguarding in the trust.

Roles and Responsibilities of the Directorate

- To produce information for the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately.
- Have a clear understanding of safeguarding across the trust through analysis of reports such as Myconcern and results of the school's annual safeguarding audits and compliance forms.
- Ensure all schools carry out the annual audit.
- Carry out the Trust's Assurance Cycle in line with the outlined cycle and report to the board in committee meetings when required.
- Support school leaders to carry out their duties fully in relation to both the spirit and letter of statutory guidance for safeguarding.
- Challenge school leaders where safeguarding is not fully compliant with statutory guidance.
- Undergo appropriate safeguarding training at least yearly and take responsibility to maintain their knowledge and understanding of safeguarding issues.

Roles and Responsibilities of the Trust DSLs

- Liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- Undergo training in line with Trust training schedule.
- Review safeguarding cases which have triggered the appropriate level of Trust DSL involvement.
- Ensure the Trust's assurance cycle is fully maintained.
- Meet termly to review the Trust's policy in line with practice.
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust.
- Arrange termly DSL network meetings through liaison with the Teaching School Alliance (TSA).
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligation effectively.

The Role of the Link Safeguarding Member (AGB)

- Support the work of the designated safeguarding L.E.A.D.
- Meet regularly with the designated safeguarding lead and any other relevant other staff.
- Report back to the Academy Governing Body (AGB) about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties.
- Ensure that safeguarding deficiencies are brought to the AGB and Governance and Compliance Manager.
- Check that the safeguarding and child protection policy is being followed in practice.
- Check that the training programme for staff reflects the needs of the school and statutory regulations.
- Check that the AGB are kept aware of the safeguarding risks to young people in the school.
- Check that records are kept securely and in one place.
- Check that there is appropriate monitoring and tracking in place for vulnerable children.
- Check that there are appropriate safeguards in place for children placed with Alternative Providers.
- Check that there is a consistent approach to safeguarding and child protection across the school.
- Check that the curriculum for safeguarding reflects the risks for pupils in the area.
- Check that safer recruitment processes are in place.
- Check that the Single Central Record is compliant.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the AGB and the Trust are fully implemented and followed by all staff.
- DSLs are trained appropriately for their role and given time to ensure they carry out their role fully.
- People who pose a risk of harm are prevented from working with pupils by adhering to statutory responsibilities to check staff working with pupils, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
- Sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of pupils.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to pupils, and concerns are addressed sensitively and effectively in a timely manner.
- The safety and welfare of pupils is addressed through the wider curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is 'looked after' or subject to a 'child in need' plan or a protection plan goes missing.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.
- Ensure the Trust's Safeguarding Audit is returned promptly every year in the autumn term.
- Ensure the DSL reports to the AGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure the AGB have full enhanced DBS and section 128 checks complete.
- Ensure the DSL/Deputy DSL puts formal cover in place when the DSL is away from site.
- Appoint a member of staff responsible for looked after pupils, pupils leaving care and those recently adopted.

The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

- The Designated Safeguarding Lead is responsible for safeguarding and child protection along with the headteacher.
- Support staff to see safeguarding in the wider context of a pupils' life, taking into account the family circumstance, the friendship groups and social context before making decisions about how to act to safeguard pupils.
- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Ensure they keep up with the latest advice and guidance relating to safeguarding and child protection.
- Take responsibility to raise awareness of safeguarding and child protection amongst the staff, parents and pupils.
- Ensure that child protection information is transferred to the pupil's new school should

they move.

- Ensure all staff follow the school's safeguarding policies fully.
- Ensure they act upon Myconcern referrals in a timely manner and always act in the best interests of the pupil.
- Ensure the clarity of decision making in relation to child protection is transparent, the reasons for decisions are precise and recorded clearly in the paperwork.
- Ensure the plans to support pupils with safeguarding issues are rigorous, monitored and clearly shared with all those who are identified to support the pupil.
- Display the school's safeguarding chart identifying all of the school's safeguarding team is displayed throughout the school.
- Complete and return the school's Trust Safeguarding Audit during the autumn term.
- Ensure all the reports to the AGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure all supply agency staff and volunteers are appropriately briefed according to the school's safeguarding procedures.
- Provide training and support to parents/carers and pupils.
- Ensure all visitors on site are aware of the school's safeguarding responsibility and procedure.
- Work alongside the headteacher to provide safeguarding training in a timely manner.
- Ensure formal cover is in place when they leave the school site.

The school has a further three members of staff trained at the same standard as a Designated Safeguarding Lead to ensure coverage throughout the school at all times.

Roles and Responsibilities of Other School Staff

- It is everyone's responsibility to keep pupils safe and all staff are expected to take this responsibility seriously.
- Staff must abide by the school's policies to keep pupils safe.
- Any concerns must be discussed with the DSL and no staff member should keep information to themselves or decide they will not act because they use their own ideas of what is safe or unsafe. School policy must be followed.
- If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the school concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support social workers to take decisions about individual pupils.
- All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of pupils, including the school child protection policy, their role and responsibilities in this (including in relation to early help processes) and how to report any concerns.
- All staff must ensure they are vigilant at all times and ensure any behaviours that may cause even a slight concern are taken seriously. This includes their concerns about fellow practitioners, visitors or volunteers.

Staff Training

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure staff are able to recognise signs of child abuse and wider safeguarding issues and report any concerns immediately when they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one school, such as trainee teachers and supply teachers).

The L.E.A.D. Training Pathway for safeguarding will follow a core programme. Different levels of training are available for different roles in the school. All DSLs and Deputy DSLs should undertake their safeguarding board's Level 3 training.

Training covers:

How to identify signs of abuse and when it is appropriate to make a referral;
a working knowledge of how local TSP boards operate;
the conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so;
how to keep detailed, accurate, secure written records of referrals/concerns.

Timelines for training:
DSL training: refreshed every two years (statutory requirement).
Whole school training: refreshed every year.

Schools should also source specific safeguarding training through their local TSP board. The links for which are:
https://www.safeguardingsheffieldchildren.org.uk
Working Together to safeguard children:
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2?mc_cid=44cbca3415&mc_eid=a978afb2a7

Birley Primary Academy L.E.A.D. Academy Trust: *All staff, schools and AGBs* should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners. Weekly safeguarding updates will be shared with all staff to ensure they are fully up-to-date at all times.

Review

Birley Primary Academy will evaluate and demonstrate how well **we** fulfil **our** statutory responsibilities and exercise professional judgment in keeping children safe as outlined in the statutory framework for keeping children safe.

Birley Primary Academy will use the L.E.A.D. Academy Trust safeguarding audit to ensure our school is fully compliant. The audit will be carried out every autumn and returned to L.E.A.D. each year. **Birley Primary Academy** will write a safeguarding action plan linked to the findings of the

audit. Our plan will clarify how we will address any areas for development within our practice, who will take their actions and a rigorous timeline for completion of the actions needed to improve our practice. The safeguarding audit will be completed by the DSL/Headteacher. It will look at the school's compliance with:

- School policy and practice
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2019
- Local arrangements

This audit will assist with the annual safeguarding review of our school, which will be carried out by the directors of schools and the director of the MAT.

Designated staff

Apart from our DSL we have a Designated Teacher for 'looked after' pupils. Katie Lewis - the SENDco - leads on the LAC reviews and meetings for school. We will ensure that the appropriate members of staff have the skills, knowledge and understanding necessary to keep 'looked after' pupils safe. We also ensure that the appropriate members of staff have the information they need in relation to a pupil's looked after legal status and contact arrangements with birth parents or those with parental responsibility.

Each AGB will have a named, trained Link Advisory Board member for child protection whose training will be refreshed every year. **The AGB member who has responsibility for this is Gina Newton.**

Staff will be given contact details for the Local Authority Designated Officer and the Central Duty Team, including the out-of-hours team. This information can be found on the Safeguarding front cover available in the staff room and reception area. This is also given to all staff on induction.

Safe Environment / Contextual Safeguarding – pupils are safe and feel safe

All pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Birley Primary Academy L.E.A.D. School adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. We are committed to ensuring we take a pupils' contextual circumstances into account. This is because what might appear as 'poor quality behaviour' could be part of wider contextual issues that are linked to abuse at home, peer-on-peer abuse or abuse on line for example. Pupils, parents and staff should be free to talk about any concerns and will see the school as a safe place when there are difficulties. We will build an ethos of disclosure and listening and believing in order to build our pupils' confidence. Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from school staff.

Birley Primary Academy L.E.A.D. School we will therefore ensure that:

- An ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- We will regularly seek the views of our pupils in relation to the safety of our school site and

where abuse may occur and where they do not feel safe.

- Pupils are involved in the decision-making which affects them.
- Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. local safeguarding arrangements and Childline.
- Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with pupils.
- Volunteers are appropriately supervised.
- Any groups using school premises for the provision of services to pupils have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.

Safeguarding as part of the Curriculum

Through PSHE, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PHSE, ICT and in the wider curriculum:

- Bullying, including cyber-bullying
- E safety
- Road, fire and water safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE), online and offline
- Honour based violence and forced marriage
- Female genital mutilation (FGM)
- Radicalisation and extremism
- Homelessness
- Extremism
- Peer-on-peer violence, sexual misconduct and harassment (including up skirting which is now a criminal offence)
- British Values

- Relationships Education (RSE) (mandatory in primary schools from September 2019)

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. Adults in school and parents / carers must be vigilant in their awareness of references direct or indirect linked to safeguarding. **To minimise this we ask all pupils to hand in their electronic devices until the end of the day. The school also follows the advice given in DFE searching, screening and confiscation guidance.**

School Safeguarding contact sheets
These will be on a set format and include all necessary emergency contact details. This will also include the NSCPCC Whistleblowing Helpline number.
Business cards with all key information relevant to the LSCB will be handed out to all staff, volunteers, supply staff and visitors.

Vulnerable Pupils

We recognise that some pupils will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.
To ensure that all of our pupils receive equal protection, we will give special consideration and attention to pupils who are:

- disabled or have special educational needs or living in a known domestic abuse situation
- affected by known parental substance (drugs and/or alcohol) misuse
- asylum seekers/refugees
- new communities
- living away from home, including private fostering arrangements
- vulnerable to being bullied, or engaging in bullying
- go missing from school, particularly on repeat occasions
- living in temporary accommodation
- at risk of peer-on-peer abuse
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- at risk of sexual exploitation
- young carers
- 'looked after' pupils, pupils leaving care and those post adoption
- do not have English as a first language
- pupils vulnerable for CSE
- pupils vulnerable for CCE (child criminal exploitation) and county lines
- children with family members in prison
- the wider context of a pupil's wider needs

Special consideration includes the provision of safeguarding information, resources and support

services in community languages and accessible formats.

Working with parents and carers

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of pupils.

Birley Primary Academy L.E.A.D. School will ensure that:

Parents and carers understand how we work to keep pupils safe through training and support via our school website.
We work with parents positively, openly and honestly.
Parents are encouraged to discuss their issues or concerns about safety and welfare of pupils, and they will be listened to and taken seriously.
We will provide parents with information about the support available to keep pupils safe within the school, locally and nationally.
Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different form the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child. The school will ensure that it has three emergency contact details if at all possible.
Information about pupils given to us by pupils themselves, their parents or carers or by other agencies will remain confidential unless safeguarding means wider agencies need to be informed. Staff will be given relevant information on a 'need to know' basis in order to support the child.
We will ensure parents know that any data we hold on their children can and will be shared with wider agencies in line with the GDPR requirements should there be 'Special Category Personal Data'. It will be made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns.
Parents understand we have a duty to keep records which relate to safeguarding work by the school, or partner agencies as a requirement of 'Child Sexual Abuse 2014'. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school to which the child transfers.
Where we have reason to be concerned about the welfare of a child we will always seek to discuss this with the pupil's parents or carers first, however, there may be occasions where we are not able to do this.

Taking Action on Concerns
Key points to remember for taking action are;

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

In an emergency take the action necessary to help the child, for example, call 999. Report your

concern to the DSL or their deputy as soon as you can and by the end of the day at the latest. If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Pupil's Social Care. Do not start your own investigation. Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Reporting Concerns (see Flowchart page 12)

When adults in the school have a concern about a child or young person they should:

For pupils at risk of immediate danger or at risk of harm

- Promptly complete a concern form in writing or if you have access to 'Myconcern' complete the referral online. No concern is too small.
- Child Protection Forms for written concerns can be found in the staff room and from the Inclusion Office] if there is no access to Myconcern because the adult has no log in access. Any paper copies of concerns **must be** handed into the DSL **immediately.**
- If you are using 'Myconcern' the DSL will receive it electronically. The DSL should be contacted to ensure they have received the referral.
- A body map can also be used when using 'Myconcern'. It will need to be scanned in by the DSL.
- If it is an FGM referral staff must personally report to the police where they discover **an act of FGM has taken place.** A written Child Protection form or 'Myconcern' referral should also be completed. The case would then be discussed with the DSL and Children's Social Care. **This does not apply in relation to 'at risk' or suspected cases.** For these cases continue with a Child Protection Form.

For cases where there is a general concern

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns on a 'Concern Form', if not using 'Myconcern'. For staff with access to 'Myconcern' they should select the appropriate category and record their concerns.

Allegations Against Staff

At Birley Primary Academy we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher, Dawn McAughey, without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Headteacher should go to the Director of School.

If the concern relates to the Director of Schools, it is reported to the (Chief Executive Officer) CEO of the Trust. If it relates to the CEO the referral is made to the chair of the Trust. The Director of schools, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham.

All staff should follow the local TSP board and Safeguarding Pupils Procedures. These are can be found on the school system under "Child Protection" and are also located on the local safeguarding polices and guidance page of:
https://www.safeguardingsheffieldchildren.org.uk

The TSP board thresholds document will support the DSL and school staff in their decision making about the pupil's needs and the appropriate assessment and interventions.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Pupil's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

If you suspect a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendix 1.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The pupil's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using safeguarding concerns sheets. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is disclosed to you'.

If Information is Disclosed to Our Staff

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to you about any risks to a pupil's safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter of professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it until the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'
Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.
Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
At an appropriate time tell the child or adult that in order to help them you must pass the information on.
Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.
Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.
Report verbally to the DSL.
Follow the reporting concerns information for the school.
Seek support if you feel distressed.

If you are unsure you should always have a discussion with the DSL to agree the best way forward.

Staff must immediately inform the DSL (Child Protection Form or 'Myconcern') if there is:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a pupil's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child/young person.
- Any concerns regarding person(s) who may pose a risk to pupils e.g. living in a household with pupils present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, so called honour-based violence or

female genital mutilation (FGM).
- Homelessness concerns.

Notifying parents

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Pupil's Social Care. (Please see above reference to GDPR and disclosure).

Getting help for the child

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the pupil's needs/strengths and the supports required and/or make a referral for other services. We will ensure a clear system for recording the decisions made. Regular review of the pupils' needs may indicate that the concerns need to be escalated and a referral to an external agency must be made. However, if the DSL and safeguarding team have assessed that the pupil's needs can be met in school, regular recorded updates of decisions will be placed on the Myconcern record. **Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.**

Using the Early Help Assessment (EHA)

Where parents, carers or pupils tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.

Low level needs

Where the school and another service, e.g. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Special Educational Needs and Disability

Birley Primary Academy L.E.A.D recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1

Safeguarding Training (KCSIE 2019) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers.

In our school we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our school's systems are put in place to support communication.

Emerging needs

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a pupil's well-being or a pupil's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the pupil's needs.

For more information about the early help assessment process see:
https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/referring-a-safeguarding-concern-to-childrens-social-care

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Pupil's Social Care will be made. See below.

Referral to Pupil's Social Care

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Pupil's Social Care. See TSP threshold document and TSP safeguarding pupils procedures chapter 1.2 Making a referral to Pupil's Social Care.

Action following referral

The DSL or other appropriate member of staff will:

Follow up the referral in writing within 24 hours using any existing assessment e.g. early help assessment or the child referral form.
Maintain contact with the allocated Social Worker.

Contribute to the strategy discussion or meetings.
Provide a report for, attend and contribute to any initial and review child protection conference.
Share the content of this report with the parent and if appropriate the child, prior to the meeting.
Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from the school or goes missing, immediately inform the key worker in Social Care.
Press for re-consideration if the pupil's situation does not appear to be improving.
See TSP Escalation policy.

Confidentiality, sharing information and record keeping

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of AGB (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

The Trust's policy on confidentiality and information-sharing is available to parents and pupils on request.

Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.
Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

Disclosure

Birley Primary Academy L.E.A.D. Academy Trust may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual/service user will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows The L.E.A.D. Academy Trust to disclose data (including sensitive data) without the data subject's consent.

These are:

a) Carrying out a legal duty or as authorised by the Secretary of State

b) Protecting vital interests of an individual/a service user or other person

c) The individual/service user has already made the information public

d) Conducting any legal proceedings, obtaining legal advice or defending any legal rights

e) Monitoring for equal opportunities purposes – i.e. race, disability or religion

f) Providing a confidential service where the individual/service user's consent cannot be obtained or where it is reasonable to proceed without consent: e.g. where we would wish to avoid forcing stressed or ill individuals/service users to provide consent signatures.

Birley Primary Academy L.E.A.D. Academy Trust regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

Birley Primary Academy L.E.A.D. Academy Trust will ensure that personal information is treated lawfully and correctly.

To this end, **Birley Primary Academy** L.E.A.D. Academy Trust will adhere to the Principles of Data Protection, as detailed in the GDPR Data Protection Act 2018.

Cross Reference: Freedom of Information Policy; Equality Policy; Data Protection Policy (Academy Level) Information Sharing 2018.

Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the pupils and their families and staff by:

Taking all suspicions and disclosures seriously.
Nominating a link person who will keep all parties informed and be the central point of contact.
Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
Storing records securely.
Offering details of helplines, counselling or other avenues of external support.
Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
Co-operating fully with relevant statutory agencies.

Safer Recruitment and Selection of School Staff at Birley Primary Academy

Birley Primary Academy The school has adopted robust recruitment and selection procedures that

minimise the risk of employing people who might abuse pupils, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of pupils and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for pupils and young people.

Safer practice in recruitment means thinking about and including issues involving child protection and safeguarding pupils at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring Service (DBS) and disqualification by association checks. See DBS policy statement. (See Safer Recruitment Policy)

Concerns about safeguarding / Whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and we encourage all staff to raise any such issues with the school's Headteacher at the earliest possible opportunity. In addition, the school's Whistle-Blowing Policy is available to staff who have concerns in this area.

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**. In addition to this, the NSPCC run a "What you can do to report abuse" dedicated helpline number: **08000280285**

'Extended School' and Off-site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment

checks and procedures. When our pupils attend offsite activities, we will check that effective child protection arrangements are in place. This includes where pupils are educated off-site in alternative provision as a regular activity. In the case of alternative provision, it is the duty of the school to check that all the required safeguarding checks have been carried out by the alternative provision. The school will ensure regular safeguarding are carried out at the alternative provision and these checks will be recorded and reviewed by the safeguarding team at the school. Pupil's views of the provision will sought as a matter of course.

We are committed to keeping children safe whilst on educational visits and residential trips. Our own safeguarding policy and procedures apply at all times. Please refer to the school Educational Visit Policy for further information regarding safeguarding during educational visits.

Allegations Against Teachers and Other Staff (including volunteers)

Safe recruitment practices are vital whenever someone is recruited to work with pupils however this is not the end of the matter. Schools are safe environments for the majority of pupils and the majority of people who work with pupils have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to pupils in order to abuse them and that the nature of abuse means that pupils often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by pupils, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they 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; and/or
behaved towards a child or pupil in a way that indicates he or she would pose a risk of harm to pupils;
We will take the allegation seriously and act in accordance with KCSIE 2019. The school will follow the Managing Allegations Against Staff / Volunteers 2018 policy.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.
All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a pupil's welfare brought about by the behaviour of colleagues should be reported.

Initial actions following an allegation

The person who has received an allegation or witnessed an event will immediately inform the Headteacher (or the Trust DSLS if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated (see Appendix 6).
The Headteacher where appropriate will take steps to secure the immediate safety of pupils and any urgent medical needs.
The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of pupils.
The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Pupil's Social Care and/or Police.

The Headteacher or Trust DSLs should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action.
The Headteacher will inform the Trust DSLs of any allegation.
Consideration will be given throughout to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought from HR department.

The school have a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm, to a child. The school implements the self-declaration form for all current and new staff to declare their circumstances and to inform the trust if any of their circumstances change which would mean they are barred from contact with children.

Visitors

• All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
• Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
• At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
• All visitors will be asked to sign using the electronic system which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
• All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
• Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the schools central record. They must then follow the procedures above e.g. sign into the visitors book and enter the premises via

reception).

Sheffield City Schools Agreed Visiting Professionals Guidance September 2018

• Any professional wishing to undertake work in school with children must be expected and make a formal appointment
• The named professional must be the person who undertakes the intervention
• Professionals must show their organisation ID on arrival
• School, on production of the organisation ID must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy.

Volunteer Risk Assessments

Birley Primary Academy will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Remember, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check.)

Monitoring and Evaluation of this policy
The school is responsible for monitoring and evaluating the impact of this policy. **All staff, college students and volunteers are put on the school single central record (SCR) and monitored by the headteacher on a regular basis.**
Staff are given regular updates on the policy and training throughout the school year. New staff are given the policy as part of the Safeguarding induction.

The trust board will monitor the impact of the implementation of safeguarding practice through this policy using the Trust's Safeguarding Assurance Cycle.

Appendix 1

Indicators of abuse and neglect

1. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

3. **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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;
Children with unexplained or unusual fractures or broken bones;
Children with unexplained -
Bruises or cuts;
Burns or scalds;
Bite marks.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child

from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
Parents or carers who withdraw their attention form their child, giving the child the 'cold shoulder';
Parents or carers blaming their problems on their child; and
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Some of the following signs may be indicators of sexual abuse:

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
Children who ask others to behave sexually or play sexual games; and
Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
The definition is:

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues. Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;

- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:

Children who are living in a home that is indisputably dirty or unsafe;
Children who are left hungry or dirty;
Children who are left without adequate clothing, e.g. not having a winter coat;
Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
Children who are often angry, aggressive or self-harm;
Children who fail to receive basic health care4; and
Parents who fail to seek medical treatment when their children are ill or are injured.

Appendix 2

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

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

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

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) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Bereavement/Pupil's death

Stages of Grief: There appears to be a series of stages of grief that individuals may go through in a set order:

Shock
Denial
Depression
Guilt
Anxiety

Anger
Growing Acceptance

As a member of staff in the short-term, you can:

- tell pupils the facts of the incidents (stop rumours);
- answer questions honestly;
- create a supportive atmosphere where feelings can be expressed;
- enable your pupils to share thoughts and feelings;
- let them know if you are grieving too;
- help your pupils to realise that their grief is natural and normal;
- be alert to pupil's behaviour;
- be aware of specific problems relating to school work;
- make sure your pupils can make use of arrangements in school such as a quiet place and/or someone to talk to;
- provide resources for pupils to read and discuss (if appropriate);
- try to keep the normal routines going;
- help to create a network whereby pupils who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary.

Be aware that staff responses will vary in implementing the above.

Don't feel guilty if you need some support in working with your class on these issues.

Bullying (racist, disability, homophobic, transphobic)

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

In this case, all incidents are recorded in class logs and referred to the Headteacher, Deputy Headteacher or Assistant Headteacher for further investigation and appropriate action to be taken.

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.

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.

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 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 a least two up to date contacts numbers for parents/carers and Trust 'best practice' of three. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2019) the school has:

Staff who understand what to do when children do not attend regularly

Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils off-roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards); or
- are permanently excluded

- We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
- When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

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.

Child criminal exploitation: county 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 Mechanism98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

can affect any child or young person (male or female) under the age of 18 years;
can affect any vulnerable adult over the age of 18 years;
can still be exploitation even if the activity appears consensual;
can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) 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 organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend-Girlfriend / Boyfriend-Boyfriend / Girlfriend-Girlfriend

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

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.

All staff must be aware and alert to indications or allegations of domestic violence:

- Prolonged and or regular exposure to domestic violence can have a serious impact on a pupil's development and emotional well-being.
- It will affect social relationships and ability to function at school.
- Pupils may be subject to physical violence themselves.
- Physical and psychological abuse can impair the abused parent's ability to care for and protect the child.
- The impact of domestic violence is exacerbated when combined with drink or drug misuse.

Pupils may be pressurised into concealing parental conflict or domestic violence. Even when violence is not present pupils can suffer extreme anxiety and distress through exposure to parental conflict.

In this case, all information needs recording on a concern form and referring to the DSL. Social Care is likely to be informed following this.

Drugs/Alcohol abuse

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, pupils in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at school, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or "spaced out"; appears fearful, anxious, or paranoid, with no reason.

In this case, complete a concern form and pass to the DSL. Discuss with parents for possible outcomes.

Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.
Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.
We use the 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.

Recognising Extremism
Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

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 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.

So-called '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 teachers99 that requires a different approach (see following section).

Harmful Sexual Behaviour

This may include using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other pupils or adults.

In this case, all information needs recording on a concern form and referring to the DSL.

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.

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.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.100 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.

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; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM 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

Symptoms of FGM

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.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Things to be aware of in dealing with cases of FGM

For many people, prosecuting their family is something they simply will not consider. If the girl is from overseas, fleeing potential FGM and applying to remain in the UK as a refugee is a complicated process and may require professional immigration advice (see www.ukba.homeoffice.gov.uk/asylum for more information about the asylum application process).

Professionals need to be extremely sensitive to these fears when dealing with a victim or potential victim from overseas, even if they have indefinite leave to remain (ILR) or a right of abode, as they may not be aware of their true immigration position. These circumstances make them particularly vulnerable.

Do not allow any investigation of their immigration status to impede police enquiries into an offence that may have been committed against the victim or their children.
UK
Border Agency officials and police officers may choose to establish an agreement or protocol about how any two simultaneous investigations may work.

Other risk factors include:

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

Summary

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

As FGM is a form of child abuse, it should be dealt with according to our existing Child Protection Policy.

Do not reveal that any enquiries might be related to FGM, as this could increase the risk to the girl.

Do not engage at this stage with the pupil's family or others within the community.

Your Designated Child Protection Person must share any concerns that the school has with Children's Social Care.

Children's Social Care may approach the police for assistance and there might be a joint investigation.

Particular attention may be given to other family members who might also be at risk.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.
Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Forced marriage

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Gang Activity, Youth and Serious Violence

There aren't any definite signs that show a child has joined a gang - and it's unlikely that they'll tell you. Things to look out for include; spending time with people you don't know and aren't sure about; going missing from home or school; getting into trouble at school; having new clothes or other items that you think they can't afford; getting involved with crimes including robbery, violence, drug dealing and sexual exploitation; having unexplained injuries; losing interest in their existing hobbies; becoming secretive; not telling you where they have been or why they have returned late. It is important to be aware that gangs post information on the internet. They may, for example, have video clips on YouTube or profiles on social media sites which feature their members.

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or

new possessions could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs. In this case, all information needs recording on a concern form and referring to the DSL.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Pupils and young people can be groomed online, or by someone they have met - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many pupils and young people don't understand that they have been groomed, or that what has happened is abuse.

In this case, all information needs recording on a concern form and referring to the DSL. A referral will then be made to Social Care and the Police.

'Honour-based' violence

So-called 'honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.
Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

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 regard to the need to prevent people from being drawn into terrorism" 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.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which

are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

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. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

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; Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm - now a criminal offence.

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Schools in the Trust should believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this studies

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person’s real or perceived:

- Disability;
- Race;
- Religion;
- Gender identity;
- Sexual orientation.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault;
- derogatory name calling, insults, for example racist jokes or homophobic

language;

- hate graffiti (e.g. on school furniture, walls or books);
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations;
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse;
- inciting hatred or bullying against pupils who share a protected characteristic;
- prejudiced or hostile comments in the course of discussions within lessons;
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background;
- refusal to co-operate with others because of their protected characteristic, whether real or perceived;
- expressions of prejudice calculated to offend or influence the behaviour of others;
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

Schools we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school;
- taking preventative action to reduce the likelihood of such incidents occurring;
- recognising the wider implications of such incidents for the school and local community;
- providing regular reports of these incidents to the Trust DSLs;
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes;
- dealing with perpetrators of prejudice based abuse effectively;
- supporting victims of prejudice based incidents and hate crimes;
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

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.
Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.
Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Pupils Who Go Missing From Home/School

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 child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.
In response to the guidance in Keeping Children Safe in Education (2019) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-

roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards); or
- are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

If a pupil runs out of school and does not return, the school must inform parents and then alert the Police.

Prostitution

Staff should consider the following indicators in order to make an assessment, being aware that this may include elements of the above.

- Changes in behaviour;
- Lateness;
- Missing from home;
- Non school attendance;
- Unusual or excessive amounts of money or gifts/clothes;
- Signs of physical abuse;
- Lack of concern or care about self;
- Drugs;
- Alcohol;
- Rejection of usual friendship groups and withdrawal;
- Attitude to school rules and discipline.

The child or young person has not committed a crime. They are vulnerable to abuse and violence and must be protected.

A concern form must be completed and given to the DSL who then must report it to Social Care and the Police.

Sexual violence and sexual harassment between children in schools and colleges

Context

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.

What is Sexual violence and sexual harassment?

Sexual Violence and Sexual Harassment

The school follows the guidance set out in 'Sexual violence and sexual harassment between children in schools and colleges' (DfE, 2018).
Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We believe that sexual violence and sexual harassment is never acceptable and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the headteacher. Some incidents must be reported to the police or social services, others may be dealt with in school.
Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Sexting

In cases of 'sexting' (youth produced sexual imagery) we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Witchcraft

This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which pupils become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and or mental health problems. In addition, pupils who are different in some way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the child will have been targeted because they will have been perceived to be 'spiritually' different.

Report concerns on a concern form and pass to the DSL. If the child is at risk of immediate harm, complete on an orange concern form and pass to the DSL for immediate referral to Social Care.

Appendix 3

Additional support for schools

Partnerships - Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

Parental E-learning (free): Child Sexual Exploitation is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. http://www.paceuk.info/the-problem/keep-them-safe/

Pint Size Theatre: Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14
(year 9). Contact is via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.

NSPCC Child line Project: (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with pupils about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

Further Guidance

Female Genital Mutilation (FGM)
http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf

Pupils who may have been trafficked
https://www.gov.uk/government/publications/safeguarding-pupils-who-may-have- been-trafficked-practice-guidance

Gang and Knife Crime DCSF – 00064-2010
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_pupils_Gang_activity.pdf

Homophobic, Transphobic Bullying
https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets- underway

Guidance is also available on the Sheffield City Safeguarding Pupils Board website for Pupils with Looked After Status and Pupils Missing from Home and Care

Private fostering arrangements- www.privatefostering.org.uk

Further information and guidance around Disqualification by Association produced by

Seven Golden Rules to Sharing Information

Remember that the GDPR Data Protection Act 2018 Information Sharing 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living persons is shared appropriately.

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.

Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2018) HM Government

Appendix 4

Child Protection Form – Immediate danger or at risk of harm

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL). If the concerns are immediate, please tell the DSL straight away."

Date Time

Name of individual cause for concern is about Class Age (if known)
Address (if known)

Known Agency Involvement

Previous concern known Yes ☐ No☐

Describe your concern

Observations to support cause for concern

EHA in place Yes☐ No☐

Reported to Safeguarding Team: Helen Garratty/ Ruth Garrity

Name of person completing this form: Position:
Signature of person completing the form:

Date: Time:

Appendix 5

Child Protection Concern Form

Pupil's Name : _____

Class : _____

Date : _____

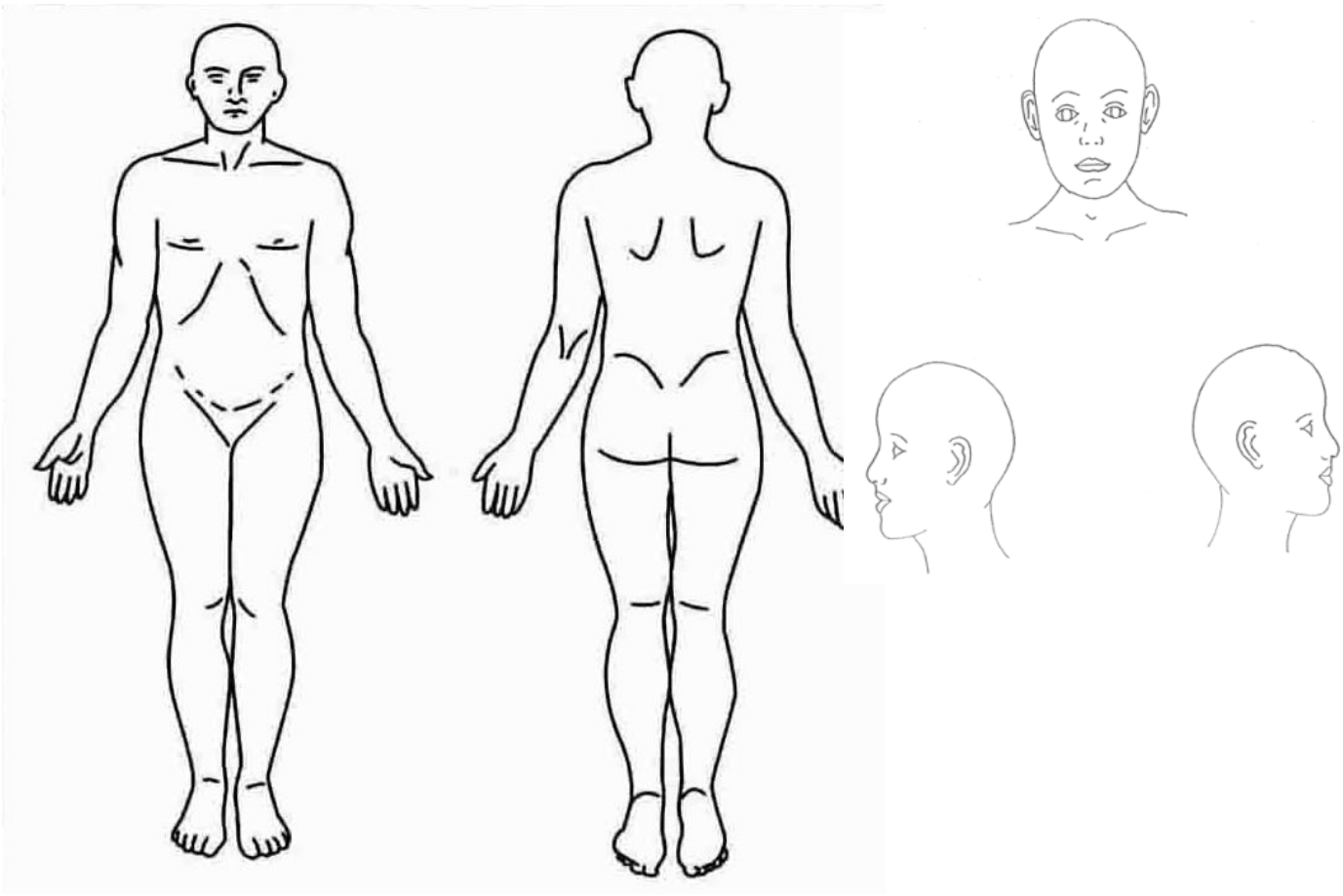
Your Name : _____

Concerns

Actions

Appendix 6

Body Map
Pupil's Name:_____



+	***Please record the location and nature of any injury*** ***Name:*** ***Signature:*** ***Date:***

Appendix 7 - Categories for recording a concern on 'myconcern'

Accidents
Alcohol
Attendance
Behaviour
Bereavement/Death
Bullying
Child Missing From Education
Child Missing From Home/Care
Child Protection - Emotional Abuse
Child Protection - Neglect
Child Protection - Physical Abuse
Child Protection - Sexual Abuse
Child Sexual Exploitation
Classroom Disruption
Culture/Diversity
Cyberbullying
Disability
Domestic Violence
Drugs
Eating/Food
Emotional Health
E-safety
Extremism/Radicalisation
Fabricated/Induced Illness
Faith Abuse
Female Genital Mutilation
Forced Marriage
Gang Activity
Gender-Based Violence
Grooming
Harassment
Home Issues
Homelessness
Homophobia
Sexualised Behaviour/Language
Injury
Medical Condition
Mental Health
Near Miss
Physical Health
Private Fostering
Progress/Attainment

Racism
Relationships
School Security
School Trips/Visits
Self-Harm
Sexting
Significant Incident
Smoking
Stalking
Suicidal Thoughts
Teenage Relationship Abuse
Trafficking
Transport
Underage Sexual Activity
Physical Intervention by Staff
Violence
Welfare

Appendix 8

Links to

Guidance to Safer Working Practices

https://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf

Regulated Activity in Relation to Children: Scope

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

Putting Pupils First – good recruitment practice

https://www.rec.uk.com/__data/assets/pdf_file/0011/346592/Putting-Pupils-First-28.02.17.pdf

DBS Advice

https://www.gov.uk/dbs-check-applicant-criminal-record

https://www.gov.uk/government/publications/dbs-identity-checking-guidelines/id-checking-guidelines-for-dbs-check-applications-from-3-september-2018

Overseas Criminal Records Check

https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/607755/Criminal_Record_Checks_Apr_17.pdf

Right to Work in the UK

https://www.gov.uk/legal-right-work-uk

COVID 19 – Addendum to Safeguarding Policy

Version 2 – 20th May 2020

Our vision

In these very difficult and unprecedented times, safeguarding is still at the heart of our policy and practice at Birley Primary Academy. Birley Primary Academy fully recognises the contribution it can make to protect children and support all pupils amid the Coronavirus epidemic. This is especially important as we approach a time where we are welcoming some pupils back into the academy. The aim of this addendum to our Safeguarding Policy is to safeguard and promote our pupils' welfare, safety and health whether they are in school or are learning remotely. The pupils' welfare is of paramount importance, particularly as academies within the Trust navigate the challenges of remote learning combined with the safeguarding of all pupils.

At Birley Primary Academy, despite the current challenges we face, it is still our policy to listen to our pupils, take our pupils' health and welfare seriously, and to act with urgency to prevent harm and to keep them safe. Our processes for contacting pupils are outlined in Appendix 5 below.

Safeguarding at Birley Primary Academy

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. ***This means that they should consider at all times, what is in the best interests of the child****.'* KCSIE 2019

Keeping Children Safe in Education still forms the basis for our Safeguarding Policy. The statutory guidance still applies even though the vast majority of our pupils are not in the academy full time.

As far as is reasonably possible we will continue to take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to coronavirus are not weakening our approach to safeguarding or undermining policy.

Key Persons Responsible for Safeguarding at Birley Primary Academy

Safeguarding Team / DSLs

Darren ward DSL 0114 2399002

Helen Garratty DSL 0114 2399002

Ruth Garrity DSL 0114 2399002

A member of the Safeguarding team is always on site or contactable by calling the school office number.

It is important that all staff and volunteers (should they be needed), have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. Best practice is to have a DSL on site. If this is not possible and in line with Government guidance, a DSL must always be contactable during the school day for either face-to-face discussions or a telephone call. In this current climate, the Government has relaxed the requirement for DSLs to have an up to date training certificate.

Some key contacts are:

LADO – contact by phone on 0114 2734850

Or email - lado@sheffield.gcsx.gov.uk

NSPCC helpline number - 0114 2289200

Please insert any other numbers that you think would be useful for staff during this period or that have been issued to you by local agencies

L.E.A.D. Academy Trust DSL – Neil Spencelayh (07710391272)

LEAD Academy Trust DSL – Jan Connor (07808528131)

LEAD Academy Trust Safeguarding Compliance officer – Becky Hyder (07935219250)

Birley Primary Academy Headteacher - Dawn McAughey (0114 2399002)

<u>The Legal Framework</u>

Academies within L.E.A.D. Academy Trust work within their relevant local authorities. Local Authorities have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. At Birley Primary Academy, our local authority is Sheffield. The local safeguarding partnership, known as Sheffield Safeguarding Children, is working with our academy to support us to safeguard our pupils during the pandemic and period of returning to school. Their revised guidance can be found in appendix 1 of this addendum.

In September 2019, the DfE published the latest 'Keeping Children Safe in Education' (KCSIE) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with. **During the current situation this remains the main statutory guidance for all in the academy community to have due regard to.**

Our Commitment During COVID 19

Birley Primary Academy and L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring all staff, visitors and volunteers in our academy understand their responsibility to safeguard pupils, particularly in this crisis where revised procedures may be in operation;
- having in place relevant safeguarding arrangements which are designed to take account of all possible safeguarding issues and any unusual or unforeseen concerns which could be raised during the COVID 19 situation and upon pupils returning to school;
- reflecting that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closure;
- ensuring all safeguarding concerns are investigated and acted upon, and an immediate risk assessment is undertaken to keep pupils safe;
- continuing to adhere to safe recruitment practices;
- having appropriate arrangements in place to ensure we continue to work closely with other agencies and share information with other professionals in line with statutory requirements, whilst adhering to government guidance on social distancing and safe working;
- taking account of any revised Sheffield LA procedures and practices established by the Safeguarding Partnership, complying with any requests from that body in a timely manner;
- having a culture in our academy of listening to children and taking account of their wishes and feelings by keeping regular, appropriate contact with pupils through our systems of communication;
- providing appropriate support for staff;
- maintaining clear policies for dealing with allegations against people who work with children;
- maintaining clear whistleblowing procedures;
- having a designated teacher to support children who are looked after, those who are post care and pupils who are adopted to ensure we to keep these pupils safe, liaising with the virtual school Headteacher as necessary;
- having in place appropriate safeguarding responses to children who fail to attend when expected, and those who go missing from education;
- Fulfilling all statutory responsibilities in respect of safeguarding and promoting the welfare of children.
- Ensuring that there is a qualified First Aider on site and the appropriate ration levels are fulfilled with regards to First Aid.

COVID 19 Specific Safeguarding Roles and Responsibilities of Staff

(please note that this guidance is to be viewed alongside the Academy Safeguarding Policy and procedures and will be reviewed on a regular basis for further updates and changes)

Role	Responsibility
Local Authority	• Ensure children of critical workers and vulnerable children can, where required, attend our academy. • Maintain effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.
Lead Academy Trust DSL and Safeguarding Compliance Officer	• Act as a point of contact for all academies within the Trust for any safeguarding related issues, circumstances or concerns. • Make sure that all academies are up to date with the latest guidance from the DfE / government.
Safeguarding Governor	• Has an overview of the revised addendum and procedures.
Headteacher	• Has overall responsibility for all pupils on roll at the school, ensuring that all staff are aware of their responsibilities. • Make sure that all staff and the safeguarding governor are aware of, have seen and understood the revised addendum. • Has made sure that all staff are aware of the revised arrangements. • Ensuring that all emergency contact numbers and details are kept up to date. • Ensuring safeguarding induction procedures are still in place for any new member of staff or staff relocating to the academy during this time. • Ensuring that the senior leadership team has a plan for how bereavements may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter). • Being mindful of peer on peer abuse. Given the very different circumstances, a revised process will need to in place for supporting pupils to report peer on peer abuse. Headteachers will need to ensure they manage any report of such abuse and supporting victims (see Appendix 5). • Ensure that welfare calls and checks are conducted as per Trust guidance (Appendix 2). • Ensuring the maintenance of the welfare calls for pupils not currently eligible to return to school. • Maintain the risk assessments of all vulnerable pupils not eligible to return to school. • Maintain the risk assessments and procedures for eligible pupils being kept at home.

	• Ensure the risk assessments for EHCP pupils are reviewed and up to date. They should clearly state whether they are returning to school and if not, why they have not been readmitted if they are currently eligible. Ensure that there is a plan in place to readmit these pupils if they are eligible. • Mental health – ensure that staff are aware of the EAP (Education Assistance Programme) which continues to offer support for all staff. • Ensuring that there is qualified first aider on site.
DSL	• Fulfil their role as per their DSL job description. • Maintain up to date lists of vulnerable pupils. • Is on site or available by phone or via video link during school hours. • Knows how to contact 'front door' / social care services. • Knows how to contact individual social workers. • Knows who the LA Virtual School Headteacher is and how to contact them. • Maintains safeguarding induction procedures so that any new member of staff or staff relocating to the academy during this time are up to date with the school's safeguarding procedures and practice. • Ensures each vulnerable pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details. For Looked After Children, the name of the relevant Virtual School Head. **Kept in a folder and locked away in a secure place.** • Knows how to raise any safeguarding issues that may arise during any online learning (Contact headteacher and LEAD IT). • Ensures that SLT has a plan for how to manage bereavements and how they may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter). • Ensures peer on peer abuse is considered as a priority - given the very different circumstances, a revised process will need to be required for managing any report of such abuse and supporting victims. (See Appendix 5) • Ensure that links to mental health services for pupils are on the school website • Ensure all relevant risk assessments are in place for all non-attending vulnerable pupils and that these are reviewed each week.

All other teaching staff	• Have read and understood the updated addendum to the Safeguarding Policy. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers, and know what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.
All other non - teaching staff	• Have read and understood the updated addendum. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.

Designated Safeguarding Lead (DSL)

The first option in Birley Primary Academy is always to have a trained DSL or deputy available on site. However, we acknowledge that this may not be possible. Where this is not possible, a DSL will be available and on duty for face to face or telephone discussions. If both those options are unavailable, we will contact Jan Connor or Becky Hyder from Lead Academy Trust for initial advice.

Where a trained DSL or deputy is not on site, a senior leader on site will take responsibility for coordinating safeguarding. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments.

It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Vulnerable Pupils

The definition of vulnerable pupils as defined by Government guidance are:

Vulnerable children for the purposes the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Protecting vulnerable pupils and those with an EHCP is a priority.

Please see 'guidance on vulnerable children and young people' for further information.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Headteacher (VSHs) will continue to work with their vulnerable children in this difficult period and should support these children to work with the academy to access our academy if possible. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family, it is agreed this is not in the best interests of the child. This will be evidenced in a risk assessment completed for all vulnerable pupils and children with EHCPs (a copy to be held in the academy and one with the relevant agency i.e social care or SEND department.) **See Appendix 3 and 4**

These risk assessments will be reviewed in light of returning to school to re-assess whether attendance at school is appropriate, and if not giving the rationale and reasons as to why.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

School staff should continue to work with, and support, children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

Attendance

For vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. We will work with all other relevant partners to support the relevant families and pupils to return to school or college, where attendance is appropriate.

A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable.

  We will follow up on any child that is considered vulnerable if they do not attend during this time. We will also follow up with any parent or carer who has arranged for their children to attend school and who subsequently do not attend.
  We will also take the opportunity when we communicate with parents and carers to confirm that the emergency contact numbers we hold are correct, and will ask for any additional emergency contact numbers where they are available.
  In all circumstances where a vulnerable child, with an allocated social worker does not attend, or discontinues attending, we will notify them or social care.

At Birley Primary Academy we will resume taking our attendance register from 1 June and continue to complete the online Educational Setting Status form. Our academy will also provide attendance information to the Local Authority and to the Trust.

Safe and Well stages:

1. Monitor attendance through normal attendance procedures
2. Phone calls to check children are safe and well at the already agreed time schedules for your school (use school phone):
    - contact CP families every 3 days;
    - contact CIN and vulnerable families once per week.
3. Home visits **(These should only be for CP/CIN and vulnerable children and any children where all other avenues of contact have been unsuccessful, including social care and where there is a real worry about the safety of a child or family)**
    - They should only be conducted with two members of school staff and to a home where it is deemed safe to do so.
    - Staff should travel separately (ensure that car insurance covers business use, with at least one charged school mobile phone, and personal items should be kept to a minimum)
    - Direct contact with parents/carers should be avoided
    - Contact should only be at least two metres distance or view through windows
    - Only members of staff who are willing to go should conduct home visits. No member of staff can be made to go.
    - These safe and well checks will be maintained during partial opening for some year groups.
    - Risk assessments for pupils will be reviewed in keeping with the new partial opening.

If school is delivering lunches and the pupils are seen this can be considered a 'safe and well' check as well.

If it is felt that there is an immediate danger to a child, then the police should be called using 999

The Department for Education has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places. Out academy will also provide attendance information to the Local Authority and to the Trust.

Children Moving Schools

If a pupil moves school during this time, it is important that the academy provides the receiving school with any relevant welfare and child protection information. This is especially important where children are vulnerable. For looked-after children, any change in school will be led and managed by the VSH with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them. This advice may change as the DfE and local authorities clarify the position on this.

As a minimum and as relevant to the child, we will ensure that the new school will have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH) is.

This will ideally happen before the child arrives and, where that is not possible, as soon as reasonably practicable. Any exchanges of information will be organised and co-ordinated by a DSL (or deputy), and will also include our special educational needs co-ordinator (SENCO) Katie Lewis for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case, the Headteacher or the most senior member of staff will take responsibility.

Safer Recruitment / Training and Induction

At Birley primary Academy, all staff will already have had safeguarding training and have read Part 1 of KCSIE 2019. We will make sure that all staff are aware of any new local arrangements so they know what to do if they are worried about a child. This is being addressed in this addendum.

Where we recruit new staff, or new volunteers in this COVID 19 period, the DSL will continue to be provide a safeguarding induction. An up to date safeguarding policy will support this process as will Part 1 of KCSIE 2019.

At Birley Primary Academy, we understand that it is essential that people who are unsuitable are not allowed to work with children or gain access to them. Where we recruit new staff, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in Part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak.

We also understand that there is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason we have concerns about an individual, we may obtain a new check in the usual way.

Volunteer adults will not be used in our Academy at this time. However, should a time arise where we are being supported in the Academy by volunteers as a last resort, we will continue to follow the checking and risk assessment process as set out in our main Safeguarding Policy. Under no circumstances will we allow a volunteer who has not been checked to be left unsupervised or to work in regulated activity.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to, a child or vulnerable adult and will consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment we will continue to keep our single central record (SCR) up to date.

Online Safety

As more children return it is important that we, at Birley Primary Academy continue to provide a safe online environment for those who remain at home. There is a high priority placed on this aspect while a significant amount of our pupils are at home. Some pupils will more than likely be accessing increased 'screen time'. At Birley Primary Academy we will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the Academy's IT systems, or on recommended resources. Birley Primary Academy will work closely with LEAD IT to maintain safe IT arrangements. We will ensure that all online and remote learning tools are GDPR and statutorily compliant.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any concerns will be dealt with as in the safeguarding policy and, where appropriate, referrals will continue to be made to social care and as required the police.

We always consider the safety of the children when they are asked to work online. The starting point for online teaching follows the same principles as set out in our 'Code of Conduct' policy. This policy includes acceptable use of technologies, staff pupil/student relationships, and communication, including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which we are introducing.

An essential part of the online process we will be ensure children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

We will ensure that pupils, parents and staff have access to support and advice in making sure that online and remote learning is done in a safe way which minimises the risks to all.

As we are in regular contact with parents and carers, via daily communication using Purple Mash in order to set 'to-do's', by using Marvellous Me in order to send messages to parents, a member of the senior leadership team is also available daily via email responding to parental comments or questions on behalf of all teaching staff - we will use those communications to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access, and be clear who from the school (if anyone) their child is going to be interacting with online.

At Birley Primary Academy we realise that some parents may choose to supplement our online offer with support from online companies and, in some cases, individual tutors. In our communications with parents and carers we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where we have children of key workers and vulnerable children on site, and more children returning to school from 1 June onwards, we recognise that they could have concerns with their emotional wellbeing which could impact on how they behave and feel about returning to school. At XXX academy we have an extensive PSHE and pastoral curriculum in place to support these children and their families and if required we will ensure that appropriate support is in place for them which could include referrals to other agencies should the need arise.

This Policy should be read alongside the main safeguarding policy and in conjunction with other relate policies listed in the main policy.

Date of issue: 21st May 2020

Appendix 1 – Local Authority Safeguarding arrangements during COVID 19

Protecting Vulnerable Children and Young people – COVID-19

During this period all key agencies across Sheffield will continue to work to protect all of our vulnerable children, young people and young adults who have complex needs or might be, or are, at risk of harm. The impact of the virus, and the requirements associated with the government guidance for social distancing and self-isolation, has already created a reduction in our capacity. In order to prioritise protecting the most vulnerable children and young people we propose the following arrangements are, wherever possible delivered by schools;

- To remain open so that children and young people on the vulnerable young people list can attend
- Confirm 'Seen' children and young people on the vulnerable children young people list – either because they are in school or they have been visited.
- Escalate children and young people on the vulnerable children and young people list not seen to Sheffield City Council – where possible with the reason why they have not been seen (from telephoning the family).
- Provide a Free School Meal to those attending
- Distribute a Free School Meal to all Free School Meal children

The government guidance indicates schools will continue to support vulnerable children, and they should be encouraged to attend as school is known as a protective factor for children receiving the support of a social worker. We are balancing this carefully with the urgent need to reduce social contact right across society to support our work to reduce the spread of coronavirus (COVID-19).

We have provided schools with a list of all of the children identified as our 'most vulnerable', this includes all children in your school with a CIN or CP plan and children assessed as needing to be in school with an Education, Health and Care Plan or CLA plan. This has been cross referenced with the safeguarding list schools hold, and updated to include any additional children they feel would become 'most vulnerable' if not able to attend school.

The following guidance has been produced to support schools to deliver the arrangements identified above.

Visits

School staff are legally able to undertake a visit under delegated authority to deliver the Local Authority Duty of Care

The Children Act (1989) gives the Local Authority the power to intervene in private matters in order to protect and promote the welfare and education of all children within their governed area.

The Education Act section 175(1) states:

“A Local Authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.”

Home Visits

If a child has stopped attending and there has been no contact explaining the absence, the school should attempt to make contact with the family by phone and, unless the family are self-isolating, make a home visit. If contact can still not be made with the family, this should be escalated to the Local Authority, initially through the MAST service.

The school will complete the home visit template and share this with the local authority.

If at any stage of the process immediate safeguarding concerns are identified and it is believed that the child is suffering harm, the schools should seek advice from the Sheffield Safeguarding Hub in line with existing safeguarding procedures.

Information Sharing

It is important that agencies share information in the best interests of the child in accordance with local information sharing protocols, the Data Protection Act 2018 and the General Data Protection Regulations.
However if there is reasonable cause to suspect that a child’s welfare may be compromised or it is not possible to make contact with the family, information may be shared without the individual’s or parent’s consent / knowledge.

Appendix 2 – Safe and Well Protocols

Welfare calling and checks on vulnerable pupils during school closure.

The Academy will:

- Notify all social workers of the parents/carers decision in whether to send their child into school (ideally via email or letter) and write to all parents concerned stating that you are happy to support and that their decision does not have to be final. You may change your approach as time goes on if there are warning flags from your contacts that any of the students is in difficulties and at risk. Keeping their social workers informed with your views when you have contacted the pupils is important.

- Complete a risk assessment and send a copy to the relevant worker, family and keep a copy on MyConcern for academy records.

- Set up a running record of concern on MyConcern for your CP and vulnerable pupils so a record of contact with families and relevant agencies can be kept. Upload any risk assessments completed for these pupils. (see attached risk assessment form)

- Contact **CP families every 3 days and CIN families once per week to check on welfare**. Any student who you think should be in but doesn't turn up should be contacted daily as per normal attendance procedures.

- Home Visits for CP and the most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows.

- Those vulnerable students who do not 'meet' the published criteria of having a social worker, can be invited to attend school at the discretion of the safeguarding team. If it is felt that any of these pupils raises concerns further support of a school pace will be made.

- A list of vulnerable students will be made whom will be contacted on at least a two weekly basis.

- There is no need to call CIN/CP students daily when parents have said they won't be sending them in. Of course if there is need to ring it would be sensible to reinforce that provision is available in school for their child.

Appendix 3 – Vulnerable / CP / CIN pupil risk assessment form

Sample risk assessment: Vulnerable / EHCP Pupils – School or home

- This to be completed by the school to document the reasoning why the child is in school or at home and any risks associated with this.
- The completed risk assessments should remain on site.
- Reviews should be undertaken on a regular basis and if any circumstances change. The frequency of the review will depend on the remaining risks but could be weekly, fortnightly or monthly.

Safe and Well checks:

Identify the level of support or safe and well checks required based upon your risk assessment of students.

Record all contact on CPOMS/MyConcern/other safeguarding records.

Possible Safe and Well stages:

4. Monitor attendance through online learning platform
5. Phone calls to check children are safe and well – use of school phones
6. Home Visits for most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows

Background:
13. Do vulnerable children have to continue to go to school?

There is an expectation that vulnerable children who have a social worker will attend school, as long as it is safe for them to do so. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and school should explore the reasons for this, directly with the parent, and help to resolve any concerns or difficulties wherever possible.

Where parents are concerned about the risk of the child contracting the virus, the school or social worker should talk through these anxieties with the parent following the advice set out by Public Health England.

Providers may also want to consider how to encourage children and young people to attend provision. Social workers will remain in contact with vulnerable children and families, including remotely if needed.

20. Do all children and young people with an EHC plan need to continue at school?

Schools, colleges, other training providers and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and make a **risk assessment for each child or young person.** They will need to consider a number of different risks to each individual, including:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely

- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered

Source: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people

Pupil Name	
D.o.B.	
School	
Completed by	

Parent / Carer and young person's viewpoint of risks of being at home or school (use criteria on page 1)

Home	School

Social care viewpoint of risks of pupil being at home or school (use criteria on page 1)

Home	School

School viewpoint of risks of pupil being at home or school (use criteria on page 1)

Home	School

Final decision and reasoning

In school ☐	At home ☐

Actions already taken by the school to support the child at home (if applicable)

Further and ongoing actions to be taken by the school

Action	By Whom	Target Date	Completed

Reviews	Agreed Review frequency:	
Date:	Changes:	
	1st version	

Appendix 4 – EHCP/SEND pupil risk assessment form

Those with an EHC plan should be **risk-assessed by their school or college** in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carer's therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home'.

Fundamentally, schools, settings and parents must first consider: Does the child have one parent who isn't a key worker and who can safely meet the child's needs at home? These children should remain at home.

If considering sending the child to school, school staff should consider with the child's parents about the following risks across home and school contexts:

- Risks to the child or young person (CYP), including their physical health and emotional wellbeing.
- Risks to the family, including their physical health land emotional wellbeing.
- Risks to the setting, including the safety of other CYP and adults.

Things to consider:

Benefits of staying at home	**Potential risks of staying at home**
Minimizes risk to the CYP's health, especially for those with underlying health conditions. CYP is with familiar people at an unsettling time. School staff and other health and care professionals involved with child will be able to provide support including resources and safe and well checks	Will the CYP's care needs be met? What needs to change so that they can be? Strain to family of having to care for child around the clock. Potential risk to siblings and parents, if CYP has behaviours of concern.
Potential risks of being at school	**Potential benefits of being at school**
Risk of catching virus, given proximity to larger group of adults and other CYP, many of whom are children of frontline key workers. Staffing capacity may mean the setting cannot safely meet CYP's needs. School routine is significantly different, which is likely to cause confusion/distress for CYP with SEND. Absence of adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care.	Continued routine may reduce confusion and distress to child. Staff have training on approaches and strategies that support emotional regulation. Protective for families at risk of family breakdown. Protects child, siblings or other family members from risk involved in staying at home. Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks.

Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk.	

Risk Assessment	**Pupil with an EHCP or significant SEND which may make them Vulnerable**
Pupil Name	
D.o.B.	
School	
Completed by	

Risks to the child or young person, including their physical health and emotional wellbeing	
Benefits	Risk

Risks to the family, including their physical health and emotional wellbeing	
Benefits	Risk

Risks to the setting, including the safety of other CYP and adults.	
Benefits	Risk

Final decision and reasoning	
In school ☐	At home ☐

Actions already taken by the school to support the child at home (if applicable)

Further and ongoing actions to be taken by the school			
Action	By Whom	Target Date	Completed

Reviews	Agreed Review frequency:	
Date:	Changes:	
	1st version	

Appendix 5 – Interim Procedures for Pupils and Parents/Carers to Contact the Academy and Report Peer-on-Peer or Other Forms of Abuse

Birley Primary Academy remains open for parents of key workers, therefore a member of the Senior Leadership Team and a Designated Safeguarding officer are on site at all times and are contactable.

Parents can also contact a member of SLT or the Safeguarding Team by email. These can be found on the school website under the contact us section.

Children can make regular contact with their class teacher through the online learning platform Purple Mash where daily work is set.

'Report a Concern' button on Birley Primary Academy's website.