

Stradbroke Primary Safeguarding & Child Protection Policy

Supporting the achievement of all children



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
John Sitch	Sep 2022	Sep 2023	Governors Sep 2022

At Stradbroke, we take seriously the responsibilities to safeguard and protect the interests of all children. It is recognised that dealing with the safety and protection of children is demanding and difficult, so we are aware we must follow appropriate guidance and support. We follow guidance from the LEA and this information must be read in conjunction with the following important documents:

The policies and procedures below include up to date local and national legislation and guidance and together make the safeguarding or child protection policy for Stradbroke Primary school.

- **Keeping Children Safe in Education, DFE 2022**
- **Inspecting safeguarding in Early Years, Education and Skills Settings Sept 2022**
- **Working Together to Safeguard Children, DFE 2018**
- **Information sharing: advice for practitioners providing safeguarding services, DFE 2018**
- **Statutory Framework for the Early Years Foundation Stage (safeguarding and welfare requirements) September 2021**
- **Model Safeguarding Policy and Child Protection Procedures for Sheffield Early Years Childcare and Out of School Settings- Revised and updated April 2017**
- **Disqualification under the Childcare Act 2006 (Revised 2018)**
- **'What to do if you're worried a child is being abused' (2015).**
- **Prevent Duty Guidance for England and Wales 2015 (Updated 2019)**
- Support for Children and Young People not accessing full time education (Sheffield)
- **Sheffield Child Protection and Safeguarding Procedures Manual** (e-version is now used) accessed through the Sheffield Safeguarding Children Board website. 'SSCB Child Protection & Safeguarding Procedures', Updated March 2020
- Updated protocols available on the SSCB (Sheffield Safeguarding Children Board) website. www.safeguardingsheffieldchildren.org. Copies of some these protocols can be found on the Safeguarding noticeboard in the staffroom/DSLs room.
- Thresholds of need Guidance updated 2018
- Dealing with allegations of abuse against teachers and other staff, DFE October 2012
- Information sharing to protect vulnerable children and families. A report from the Centre of Excellence for Information Sharing. July 2016
- 'Sheffield Neglect Strategy 2016-2019

As well as the following school policies:

- Anti-bullying policy
- E-Safeguarding policy
- Lunchtime Policy
- Personal and intimate care policy
- Positive handling policy
- Behaviour policy
- Data Protection policy
- RSE Policy

Plus documents prepared by the Sheffield Safeguarding Board:

A Safeguarding Children Policy Front Sheet, Sept 22

Policies and Procedures 2022-23:

- [Abuse and Neglect, Sept 22](#)
- [Allegations & concerns about staff & volunteers, Sept 22](#)
- ***Low Level Concerns about Staff and Volunteers: [guidance coming soon](#)***
- [Alternative Education Provision, Sept 22](#)
- [Behaviour Guidance and Positions of Trust, Sept 22](#)
- [Bullying, Sept 22](#)
- [Child Criminal & Sexual Exploitation, Sept 22](#)
- [Child-on-child abuse & risk assessment, Sept 22](#)
- [Designated Safeguarding Lead and Deputy, Sept 22](#)
- [Domestic Abuse, Sept 22](#)
- [Early Help, Sept 22](#)
- [Faith and Cultural Abuse, Sept 22](#)
- [First Aid and Medical Conditions, Sept 22](#)
- [Governing Body Role, Sept 22](#)
- [Information Sharing, Sept 22](#)
- [Mental Ill-health, Sept 22](#)
- [Missing from Education, Home or Care, Sept 22](#)
- [Online Safety & Risk Assessment, Sept 22](#)
- [Photographs, Videos and Images, Sept 22](#)
- [Preventing Extremism and Radicalisation, Sept 22](#)
- [Private Fostering & Host Families, Sept 22](#)
- [Pupil Transitions, Sept 22](#)

- [Reasonable Force, Searching & Screening, Sept 22](#)
- [Referring your Safeguarding Concerns, Sept 22](#)
- [Secure Storage of Safeguarding Files & Access Requests, Sept 22](#)
- [Safer Recruitment, Sept 22](#)
- [Sexualised Behaviour, Sept 22](#)
- [Special Educational Needs & Disability, Sept 22](#)
- [Staff Safeguarding Supervision, Sept 22](#)
- [Substance Misuse, Sept 22](#)
- [Training Pathway - Safeguarding in Education Settings, Sept 22](#)
- [Under 5s in Schools, Sept 22](#)
- [Whistleblowing, Sept 22](#)

It is important that children in our school know they can talk freely about their worries, concerns etc. and that they know they will be listened to. Many areas of the curriculum help to promote this ethos and the work done in SEAL (Social and Emotional Aspects of Learning), P4C (Philosophy for Children), circle time, PSHE (Personal, Social, Health Education) and assemblies help to develop an environment where children can feel safe and have their worries addressed.

Examples of these are:

- Annual e-safety week
- Healthy eating projects and displays
- Sex education and relationship programmes
- Sheffield Healthy Minds programme

Staff should also feel able to talk to child protection staff about their concerns and should feel equipped to carry out their responsibilities to safeguard children. To enable this to happen, training will be given at least every three years and new staff joining the school will be given safeguarding induction.

(Visitors who will be working with children will receive a Safeguarding Induction Sheet when they arrive. This sheet will give a brief explanation about the expectations about safeguarding children and who to share information with.)

DSL (Designated Safeguarding Lead) staff in school are:

Mr John Sitch

Mr Stephen Nash

Mr Paul Grainger (Deputy Safeguarding Lead)

Mrs. Kathryn Cockayne (Deputy Safeguarding Lead)

Plus Advanced Safeguarding trained member of staff, Miss Lauren Ambler.

SECTION 1 - Recognition of abuse or neglect

Refer to 'Keeping Children Safe in Education' for a suggested list of abuse/neglect

If you suspect abuse / child exhibits concerning behaviour / says things that are concerning.

Suspensions can be discussed with the DSL/D. This may help to decide what further action is necessary. This may involve the DSL/D and/or finding out if the child has a Child Protection Plan or is known to Family and Community Services.

Some situations may not need emergency action; staff will be advised to monitor the situation closely.

One course of action may be for the DSL to speak to parents / carers about concerns. This decision will not be taken in isolation.

CONCERNS MUST NOT BE DISCUSSED BY THE DSL/D WITH PARENTS / CARERS IN THE FOLLOWING CIRCUMSTANCES:

- Where sexual abuse or sexual exploitation is suspected
- Where organised or multiple abuse is suspected
- Where there are concerns a child may be at risk of Female Genital Mutilation
- Where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- Where contacting parents / carers would place a child, yourself or others at immediate risk

If there is a disclosure

This may happen to any member of staff. In this situation you will need to explain to the child that you will have to involve other people and that these people will ask questions, and ask to hear the disclosure again.

Take care not to ask leading questions when the child is talking to you.

All disclosures must be reported to the DSL/D who will make the necessary arrangements for the appropriate agency to become involved.

Please follow these guidelines if any of the above occurs.

- Listen carefully to the child. **DO NOT** directly question the child
- Give the child time and attention
- Keep a detailed record of the time, setting, people present, what was said.
- Use the child's own words as far as possible
- Reassure the child that they have done the right thing to tell you.
- Do NOT promise that you will not speak to anyone else
- Explain to the child what you are going to do next
- Date and time your report and sign it
- See the DSL about your concerns immediately

DO NOT email any child protection or safeguarding concerns.

Report any concerns immediately to a member of the safeguarding team. Following the discussion, record the concerns on CPOMS by the end of the day and don't forget to include the name of the safeguarding team member discussions took place with.

The DSL/D will consult with other members of the safeguarding team about how to proceed, they may consult with the **Sheffield Safeguarding Hub 0114 273 4855**.

SECTION 2 - Making a referral to Social Care / Police – DSL/D remit only

This section is included only to inform staff what is involved when a DSL/D has to take steps to refer a case. This section is for information only.

DSL/D must follow the guidance in 'Making a Referral following the Identification of Child Safety and Welfare Concerns'

The procedures which can be accessed on line can be consulted to clarify further questions relating to referrals (when and how they should be made).

- A referral involves giving Safeguarding Hub or the Police information about concerns relating to an individual or family in order that enquiries, where appropriate can be made by the appropriate agencies, followed by necessary action
- Parents / Carers should be informed if the referral is being made, **EXCEPT** in the circumstances outlined on page 4.

- A decision by any practitioner not to seek parental permission before making a referral to Children's Social Care must be approved by their manager, recorded and the reasons given.
- However, inability to inform parents / carers for any reason should not prevent a referral being made. It would then become a joint decision with Children's Social Care about how and when parents / carers should be approached and by whom
- If concerns are about harm / risk of harm from a family member or someone known to the children DSL should make a referral call to the Children's Social Care Duty and Investigation Team in the area where the child lives.

• If your concern is about harm or risk of harm from an adult in a position of trust – Any allegation or disclosure involving a member of staff, a child's foster carer or a volunteer at the setting **must** be reported directly to the Head Teacher, unless it involves the Head Teacher and then it should be reported directly to the Chair of the Governing Body.

There is a requirement to notify the Local Authority Designated Officer (LADO) within 1 working day of such an allegation by ringing 0114 273 4850

Information required when making a referral – Child at risk

A DSL/D referral may need some or all this information, so the referrer should be prepared before starting

- Your name, telephone number, position and request the same information of the person you are speaking to.
- Full name and address, telephone number of the family, date of birth of child and siblings (any previous addresses if known)
- Identity of those with parental responsibility
- Gender, ethnicity, first language and special needs
- Names, dates of birth and relationship of household members and any significant others, if known
- Need for an interpreter, signer
- Names of professionals known to be involved with the child / family e.g. GP, Health Visitor, School
- Nature of the concern and what evidence there is for concern
- An opinion on whether the child may need urgent action to stay safe
- Your views of what the needs of the child and family appear to be, may be asked
- Whether the consent of the parent with Parental Responsibility has been given to the referral being made
- Whether the child is currently safe or in need of immediate protection because of approaching deadlines
- Child's account and parents response to concern if known
- Any known history of violent behaviour
- Any recent/historical significant events/incidents in child or family's life

What steps need to be taken by DSL/D after a referral is made?

- Make sure you keep an accurate record of your concerns made at the time
- Complete a MACF within the requested time and forward to the safeguarding hub using secure email.
- The referrer should keep a written account of
 - The child's account
 - Discussions with parents
 - Discussions with managers
 - Information provided to the duty social worker
 - Decisions taken clearly timed, dated and signed
 - Records should be reviewed with regular intervals to ensure the decisions are followed through
- If a Family Common Assessment Framework (FCAF) has been completed on a child, and the worker has a copy another copy should be attached to the written confirmation. If the professional does not have a copy, there should be a reference made to the completed CAF in the written confirmation.
- Record the action agreed or that no further action is to be taken and the reason for the decision.

What the DSL/D should expect when making a referral to Sheffield Safeguarding Hub

You will be put through to a trained 'screening' social worker, who will:

- Take information from you
- Make a decision on how the concern will be dealt with
- Tell you what will happen next
- Ask you to complete a Multi-Agency Confirmation Form (MACF) if you are a professional
- Update you of the outcome in writing within 3 days

SECTION 3 - Record Keeping (See GDPR Data protection policy 2022)

This information will be kept by the DSL/D in a confidential, locked file. Access to child protection information is only via the Head teacher or DSL/D.

The keeping of records and dispersal of information about such cases will be kept confidential. The Head teacher and DSL/D will give staff information on a 'need to know basis.'

A record will be kept of any persons with whom the information has been shared and reasons indicated as to why it has been shared. (This can be done on CPOMS). This has to be discussed with parents unless the safeguarding team feel the child is at risk.

This is done face to face and through CPOMS. Safeguarding and Child Protection concerns are recorded and only Child Protection trained staff have access to these.

Child Protection files will be transferred in accordance with the advice given by the Sheffield Safeguarding Board (See – Record keeping and the transfer of files. This information is in the Safeguarding file – staffroom / Inclusion office).

All Child Protection files whether open or closed must be transferred to the DSL/D of the new school. This is done in person and the new school sign to say they have received this information.

Child protection information must be securely archived until child reaches 85 years.

Early intervention information must be securely archived until 25 years after last action.

Child Protection records are exempt from open public access.

Completing Family Common Assessment Framework forms

It may be that some concerns raised about a child may result in the need for a FCAF (Family Common Assessment Framework) to be completed to action involvement from other services, which may help a child or its family to access help needed to support them. Permission should always be sought from parents to complete a Family CAF. Some parents may ask for this action to take place. Information can be sought about FCAFs from Kath Cockayne, Paul Grainger, Stephen Nash and John Sitch. The FCAF is now a section of a MyPlan and completed along with the MyPlan if necessary.

Inclusion Team

Paul Grainger and Kath Cockayne meet at least fortnightly to discuss vulnerable families. They look at any issues that have arisen, any meetings such as TAF (Team Around the Family), CIN (Children in Need) and CP (Child Protection) that need attending and any forms such as a FCAF (Family Common Assessment Framework) that may need completing. By meeting together, they can ensure we are all up to date with any issues and are all aware of the vulnerable children and their needs. The list is fluid and children are added and removed regularly. Members of this team may also attend meetings, minutes of these meetings must be kept, recorded on the school format and attached to the child's CPOMS record. Class teachers will receive updated lists of children in their class discussed at this group, please talk to Paul Grainger or Kath Cockayne if you require any updates on these children.

PLEASE MAKE SURE YOU FOLLOW THESE GUIDELINES. THEY ARE FOR EVERYONE'S PROTECTION.

DO NOT TAKE IT UPON YOURSELF TO INVOLVE OUTSIDE AGENCIES.

PLEASE SPEAK TO THE DSL/D.

(In Child Protection cases, who knows what and when, has a tremendous bearing on how cases proceed).

SECTION 4 – Positive Handling See also – Policy on Positive handling.

The use of physical restraint should be seen as a last resort. Staff are not expected to attempt to restrain a child if they put themselves at risk. Always summon extra support from other staff when necessary.

Staff should follow the Team Teach methodology.

If physical restraint is necessary, please submit the completed relevant form. These forms can be found in a bound and numbered record book in the Head Teacher's Office.

SECTION 5 - The role of the Governors

The safeguarding role of the governing body is fully outlined in the document – Governing Body – the safeguarding role. A copy of this can be found in the Safeguarding file in the staffroom/DSLs office.

Natalie Swallow is the Child Protection and Safeguarding Governor. She is also e-safety governor.

The school has procedures for dealing with allegations of abuse against staff or volunteers. (See section 2)

The Child Protection Governors meet regularly with the school's DSL/D and e-safety governor.

The Head teacher completes the on-line Safeguarding Annual Report with the Designated Safeguarding Lead and discusses this with the Governors. This is signed by the Chair of Governors and returned to the local authority.

Section 6 – Under 5s

See also **Model Safeguarding Policy and Child Protection Procedures for Sheffield Early Years Childcare and Out of School Settings- Revised and updated Sep 2022**

https://www.safeguardingsheffieldchildren.org/assets/1/under_5s_in_schools_sept_22.pdf

Safeguarding for Under 5s has a slightly separate focus under the safeguarding framework although all the above policy also relates to Under 5s.

These are around:

Health, equal opportunities, managing behaviour and qualifications, training, support and skills.

For further information please refer to other relevant policies and check the safeguarding notice board in the staff room for updates.

This policy will be given to all staff members and it will be reviewed at least annually. The policy will be put on the school website. Updated information from the Sheffield Safeguarding Service can be found in the Safeguarding file (copies in the Staff Room and Inclusion office).

Section 7 – Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers • Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments or remarks, spoken or in text messages (Sexting), jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Down-blousing is a similar act with the intention of photographing or viewing breasts without consent.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in section 2 of this policy, as appropriate.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them. If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 2 of this policy, as appropriate.

This addendum is in response to COVID-19 and is updated as necessary.

Communicating with parents, carers and pupils

When education is having to take place remotely, it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- *communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)*
- *communicate through the school channels approved by the senior leadership team*
- *use school email accounts (not personal ones)*

- *use school devices over personal devices wherever possible*
- *advise teachers not to share personal information*

Virtual lessons and live streaming

Should schools choose to provide remote education using live streaming or pre-recorded videos, guidance from the National Cyber Security Centre (NCSC) on which video conference service is right for your school and using video conferencing services securely could help schools to set up video conferencing safely, if this is the chosen approach.

In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) includes platform-specific advice.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

In some areas, schools may also be able to seek support from their local authority when planning online lessons and activities, and considering online safety.

Providing pastoral care remotely

Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

Schools might want to consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Personal data and GDPR

Schools and colleges should continue to follow the guidance outlined in the data protection: toolkit for schools when managing personal data and may need to consider:

- *taking care not to share contact details when emailing multiple people*
- *being careful when sharing usernames and other personal data for access to online resources*
- *providing access to school data systems safely*

*Taken from **Safeguarding and remote education during coronavirus (Covid-19) DfE 21.5.20***

In the event home learning has to take place

If staff use their personal devices, they will need to seek permission from the head teacher.

No pupil information should be downloaded and kept on personal devices after the completion of the session.

Staff must not use social media apps with pupils.

Staff should not set up their own systems of communication with pupils. The method chosen by the school should be used only and approved by the head teacher.

*Taken from: **Enabling home-based working for staff and pupils SCC March 20 Safeguarding***

Other relevant documentation:

- *Guidance for full opening of schools DfE 17.9.20*
- *Keeping Children safe in Education DfE Sept 2020*
- *Appropriate filtering and monitoring –UK safer Internet Centre*

At Stradbroke Primary School, safeguarding remains paramount to ensure the safety of our children. Due to the current unprecedented circumstances there may be additional safeguarding procedures put in place to help protect our most vulnerable children.

- Any safeguarding concerns should still be explored using the normal procedures as stated in Stradbroke safeguarding Policy and referred to Sheffield Safeguarding Hub if necessary.
- Arrangements for DSL and deputies are as normal. Guidance currently should be if a member of the safeguarding team is not in school they should still be available and contact details need to be available to staff. This contact list will be available in the head teacher's office.

*During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. **Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or video messaging or other such media is acceptable.** It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.*

Taken from: Keeping Children Safe in Education Statutory guidance for schools and colleges September 2019

Vulnerable Children

'What is the definition of vulnerable children?

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989

Taken from: Coronavirus (COVID-19): guidance on vulnerable children and young people Updated 27 March 2020

- Should any vulnerable children be having to work from home, the safeguarding team and relevant class teacher will discuss if there is any need for follow up safe and well checks.

It is important that all staff, governors and volunteers are aware of this policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

