Stradbroke Primary Safeguarding & Child Protection Policy

Supporting the achievement of all children

Written By	Written Date	Review Date	Approved by
Paul Grainger	Sep 2025	Sep 2026	Governors -

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1 Introduction

This overview policy is to be read in conjunction with the Sheffield Policies and Procedures documents.

1.1 Aims and School Commitment

In order to achieve our school aim of each child having the opportunity to reach his or her full potential, it is essential that we ensure that every pupil has a right to protection from abuse of any kind. This principle is the cornerstone of this policy and will also be supported by the relevant parts of the Anti-Bullying, Behaviour and Inclusion, SEN, Equality, Online Safeguarding and Health and Safety Policies.

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults helps prevent and deal more successfully with safeguarding incidents.

1.2 Our Principles

Safeguarding arrangements at Stradbroke Primary School are underpinned by these key principles:

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

Our school will therefore:

- Take all allegations seriously and respond to them quickly and confidentially in line with the guidance in the Sheffield Safeguarding Policy.
- Recognise that all staff have a duty to report any suspicions or allegations that any child may be suffering or at risk of suffering significant harm or abuse.
- Ensure and maintain an ethos where children feel secure and are encouraged to express their feelings and are listened to. This ethos is a key part of our behaviour policy expectations.
- Include PHSE in our curriculum which will equip pupils with knowledge and skills needed to help keep themselves safe from abuse.
- Make the children aware of the adults in school who they can approach with worries or problems.
- Ensure that effective relationships are established between school, parents and other agencies so that incidents can be investigated fairly, confidentially and successfully.
- Complete an evaluation of needs, barriers and possible issues for individual children through our Targeted Support Register process and in response provide for individual needs and vulnerable children.
- Implement Sheffield Safeguarding Children's Board Policies when dealing with issues. These can be found in school and on the School website and at https://sheffieldscp.trixonline.co.uk/
- Ensure that all have appropriate training to carry out their roles, including ensuring that all staff attend 3 yearly one day basic training from an outside provider. For new staff there is a comprehensive section of the induction training devoted to safeguarding.

1.3 Our responsibilities:

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and is consistent with the procedures of the 3 safeguarding partners. These are the CCG (Clinical Commissioning Group), the Police and the Sheffield Safeguarding Children Partnership. Appropriate information sharing, in line with the data protection act and GDPR, across our safeguarding partners is key to the successful implementation of this policy.

Stradbroke Primary School fully recognises its responsibilities for child protection and safeguarding. This overarching policy sets out how we will deliver these responsibilities.

2 Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

The Children Act 1989) which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

We will follow the policies and procedures set out by the Sheffield Safeguarding Children Partnership (SSCP). These can be found in our main office and on the school website. We carry out an annual audit of our safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the SSCP.

3 The Safeguarding Team and Contacts

- Our Designated Safeguarding Lead is John Sitch (Headteacher)
- Our Deputy Designated Safeguarding Leads are Paul Grainger (Safeguarding & Inclusion manager) & Lauren Ambler (SENDCO/ Assistant Head)
- Our Appointed Teacher for Looked After Children is Paul Grainger.
- The designated Link Governor for Safeguarding and Looked After Children is Joanne Huggins
- Chair of Governors: Lisa Cazzato

The DSL and deputy DSL complete Advanced Safeguarding Training and refreshers and other relevant Safeguarding training in line with regulations.

Other important contact details

- LADO and Prevent (Local Authority Designated Officer) is Andrew Adedoyin, LADO

To contact: 0114 2734855 then select **option 3** or email on sheffieldsafeguardinghub@sheffield.gov.uk

  - *Office hours are Monday – Thursday (8:45am – 5:15pm) Fri (8:45am – 4:45pm)*

- **Police** Non Emergencies: 101
- **DfE**- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults Report Child Abuse
- **CEOP**: 0370 496 7622
- **NSPCC** National Helpline: 0808 800 5000
- **ChildLine**: 0800 11 11

4 Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the safeguarding partners. Our policy and procedures also apply to extended school and off site activates.

The school plays a critical role in preventative education. This in the context of a whole school approach to preparing pupils for life in modern Britain and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This is underpinned by our:

- Behaviour policy
- Pastoral support
- Planned programme of relationship, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and how to access support.
  - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

4.1 The main duties of the Safeguarding Team

The DSL and DDSLs are members of the Senior leadership and support team. The DSL/DDSL take lead responsibility for child protection and wider safeguarding in the school. During term time, either the DSL John Sitch or DDSL Paul Grainger/ Lauren Ambler will be available in school during school hours for staff to discuss any safeguarding issues.

When the DSL is absent, the DDSL will act as cover.

The DSL and DDSL carry out their roles collaboratively as a team and are given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter agency meetings and/support others to do so
- Contribute to the assessment of children
- Refer suspected cases as appropriate, to the relevant body (local authority children social care, disclosure barring service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour

The DSL/DDSL will also

- Keep the Headteacher informed of any issues
- Liaise with local authority case manager and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare school policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence/ harassment, and be confident as to how to access this support.
- Be aware that children must have an appropriate adult to support and help them in case of a police investigation or search.

All allegations and suspicions will be reported to this team who will then, in consultation with the Sheffield Safeguarding Advisory Service and where necessary Social Care, decide on the next steps to be taken. They will work fully in line with the Sheffield Policies and Procedures.

- To receive, investigate and record any reports from anyone regarding possible safeguarding concerns.
- To make decisions about the necessity to involve Social Care and/or the Police regarding any reported incidents, allegations or suspicions.
- To report disclosures or incidents to the police or the PREVENT officer where appropriate.
- To take any steps necessary to secure the immediate safety of any child who may be at risk.
- To make clear notes of incidents containing names, dates, times, nature of concerns, child's explanations where appropriate and any further observations.
- To ensure that all child interviews are carried out in a non-leading way in order to receive a correct message from the child.
- To ensure confidentiality at all times and the safe keeping of the school reports and records in a locked facility as well as on an electronic record on CPOMs.
- To work with parents and other agencies in preparing FCAFs/Early Help pt1 where appropriate.
- To make decisions on whether to inform or consult parents, taking advice from Social Care on this measure if appropriate.
- To inform the Chair of Governors of incidents where appropriate.
- To attend and report to Child Protection Meetings held by the investigating authorities.
- To attend and contribute to any internal enquiries as needed.
- To attend training and make other staff aware of their responsibilities under this policy.

4.2 The Headteacher will:

1. Ensure that staff and volunteers are informed of all our systems for safeguarding
2. Ensure that staff and volunteers know and follow ALL the procedures included in this policy and outlined in the Sheffield Policy documents.
3. Communicate this policy to parents and carers when a child joins the school and via the school website.
4. Ensure that the DSL/ DDSL has sufficient time, funding and resources to carry out their role and that there is adequate cover if the DSL is absent.
5. Ensure that all staff undertake the relevant safeguarding training.
6. Act as the 'case manager' in the event of an allegation of abuse made against a member of staff or volunteer. (See below)
7. Ensure that the relevant staff ratios are met and that every EYFS child is assigned a key person.
8. Ensure that processes to support confidentiality, as outlined in the Sheffield policy documents are adhered to.
9. Make decisions regarding low level concerns.

** Decisions will be made by or in consultation with a Designated Safeguarding Lead or with another member of the team where possible, unless this would delay the decision making process.*

4.3 Roles and responsibilities of all staff and governors

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, acceptable use and online safety policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as domestic violence, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their homes, at school and online.
- The fact that children who are (or are perceived to be) gay, bi or trans (LGBT) can be targeted by other children.
- What to look for to identify children who need help or protection.

The governing body

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education in its entirety.

5 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated
-

6. Confidentiality

The school has a separate GDPR Policy which can be found online and is available to all staff who sign to say they have full awareness of it. Decisions on information sharing linked to safeguarding are made by the DSL/DDSL collaboratively with appropriate agencies. We work in line with Information Sharing protocols as outlined within the Sheffield Safeguarding Boards Policy and Procedures documents which can be found on our website

- Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

- If staff need to share 'special category personal data', the DPA 2018 contains safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

- The DSL should consider that:

    - Parents or carers should normally be informed (unless this would put the victim at greater risk)

    - The basic safeguarding principle is: if a child is at risk of ham, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

    - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

- Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of

sexual violence or sexual harassment is progressing through the criminal justice system

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved

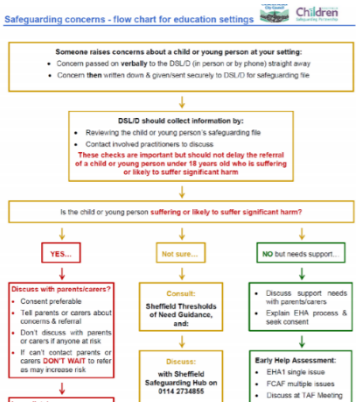
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing
- information, and will support staff who have to make decisions about sharing information

- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

- Confidentiality is also addressed in the Sheffield's Safeguarding Board Policies and Procedures (See Section 7)

7. Safeguarding Procedures



The school follows all Sheffield Safeguarding Board Policies and Procedures which are known by all staff and can be found on the school's internal Staff Share Policies Folder and on the school website.

If staff or volunteers have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) the process is outlined within the ***Sheffield Safeguarding Policy: Referring your Safeguarding Concerns and Flowchart.*** This illustrates the procedure to follow if you have any concerns about a child's welfare. This is available within the staff safeguarding folders and reinforced regularly within training and communication.

If in exceptional circumstances the DSL or DDSL are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care: 0114 2734855. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Early help
If early help is appropriate, the DSL/DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
The DSL/DDSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

If a child is suffering or likely to suffer harm, or in immediate danger

1. Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral. 0114 273 4855**
2. Tell the DSL/DDSL as soon as possible if you make a referral directly. https://www.gov.uk/report-child-abuse-to-local-council

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. This is done in line with the procedures set out within the Sheffield Safeguarding Policy document and Appendix 4.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves

If a child makes an allegation of a safeguarding issue to a member of staff or tells someone about abuse, they should: *please note these were previously referred to as disclosures.

- Listen to the child and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Pass the details on to the DSL/DDSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (and tell the DSL as soon as possible that you have done so). Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

All concerns received are recorded on CPOMS by the member of staff, and will be actioned appropriately. School is required to keep safeguarding information on pupils securely at least until the subject is 85 years old (currently indefinitely until further direction from the Independent Inquiry into Child Sexual Abuse). These records are maintained electronically on CPOMS. If it is necessary to hold a document in paper format this is stored securely in the individual child's folder.
Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Detailed information is available within the Safeguarding Policy Documents attached, entitled Safeguarding Records and Access Requests.

In the case of a complaint made against staff they should inform the Headteacher immediately. (See allegations section below and flowchart in appendices) If the complaint is about the Headteacher then staff should consult the Chair of Governors, contact details can be obtained from the office.

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

Any information recorded prior to the use of CPOMs has been scanned into CPOMS. As stated above if it is necessary to keep a paper copy of a document this will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection

information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above); two contacts must be provided
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

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

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.
To achieve this, we will:

- Put systems in place for pupils to confidently report abuse: there are a range of trusted adults in terms of school leaders and pastoral staff.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

8. Allegations against staff and volunteers

- The School will adhere to the procedures set out under https://www.safeguardingsheffieldchildren.org/p/processes/allegations-of-abuse-against-people-who-work-with-children-lado - (allegations of abuse by teachers and other staff). This document can be found on the Sheffield Safeguarding Partnership website.
- If a member of staff has concerns about another member of staff (including supply staff or temporary staff), this should be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case.
- Where there are allegations that are substantiated, the school will fully ensure any specific actions are undertaken on management and exit arrangements as advised by our HR providers and supported by relevant guidance.

Allegations: Low Level Concerns

- In line with Keeping Children Safe in Education 2021 we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately.
- This includes allegations that do not meet the harms threshold (see Part Four - Section one of KCSIE). These are shared responsibly and with the right person, recorded and dealt with appropriately.
- This enables us to identify concerning, problematic or inappropriate behaviour early; minimising the risk of abuse. We ensure our training addresses the professional boundaries required from all staff.

What is a low level concern?
The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for a referral to the LADO.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Examples of such behaviour could include, but are not limited to:
- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

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

9. Safeguarding in the curriculum

The curriculum addresses safeguarding in two ways: Firstly, the curriculum, in subjects such as Personal, Social and Health Education and Relationships, Sex and Health Education discusses relevant issues with the children. The curriculum, has been aligned to up to date RSHE guidance. Topics include such themes as Drugs, Sex and Relationships, online safety, and Stranger Danger. Children are encouraged to explore and discuss these issues and are equipped with skills they need to stay safe and know whom to turn to for help. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as:

- Using equipment properly in PE and Design and Technology
- Road safety (Road Safety Officers)
- Food hygiene and healthy choices (Cooking Clubs and Healthy Eating Week)
- Online Safety lessons incorporated into all ICT lessons and taught

The Pastoral Team work with parents to support them in understanding all elements covered within the curriculum. The children in personal development through the development of 'The Zones of Regulation'. This gives the children the common language to discuss emotions and feelings. Where additional support is required personal plans develop the use of the zones in a more personalised way.

10. Recognising Abuse, Induction and Training

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

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

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

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

There are four types of child abuse as defined in 'Keeping Children Safe in Education' (2025):

1. Physical Abuse 2. Emotional Abuse 3. Sexual Abuse 4. Neglect

All staff have Safeguarding induction training and are able to recognise and report any concerns immediately. Safeguarding induction training includes sections on behaviour guidelines for staff, sharing information, definitions of abuse and procedures to follow if abuse is suspected.

- Training is regularly reviewed and updated to reflect national and local issues such Bullying including cyber bullying, Gangs and Youth Violence, On line abuse, Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery), Domestic Violence, Drugs, and (CCE) Child Criminal Exploitation

Training and induction ensures that all staff have a full awareness of the signs of abuse outlined below:

Physical

Physical abuse may involve

- hitting
- shaking
- throwing
- poisoning
- burning or scalding
- drowning
- suffocating
- and/or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve

- conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate
- age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger
- exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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 or watching sexual activities
• encouraging children to behave in sexually inappropriate ways
• grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Neglect
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to
• provide adequate food, clothing and shelter (including exclusion from home or abandonment)
• protect a child from physical and emotional harm or danger
• ensure adequate supervision (including the use of inadequate care-givers)
• ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying and forms of bullying on- and off-line including prejudice based and cyber bullying is also abusive and will include at least one or more, of the defined categories of abuse above.

11. Recognising signs and symptoms of abuse

• a child or young person alleges that abuse has taken place or that they feel unsafe;
• a third party or anonymous allegation is received
• a child or young person's appearance, behaviour, play, drawing or statements cause suspicion of abuse and/or neglect;
• a child or young person reports an incident(s) of alleged abuse which occurred some time ago;
• a report is made regarding the serious misconduct of a worker towards child or young person.

More detailed information regarding recognising signs and symptoms of abuse can be found in Appendix 1 and within the Sheffield Policy Documents, where there is detailed information available.

12. Specific Safeguarding Issues

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

• Bullying including cyber bullying • Child Sexual Exploitation (CSE) and Children at Risk of Exploitation (CRE) as defined by Working Together 2018 (Update September 2020) • Child Criminal Exploitation (CCE) as defined by local safeguarding partnership procedures • Domestic Violence • Drugs • Fabricated or induced illness	• Female Genital Mutilation (FGM) • Forced Marriage Gangs and Youth Violence • Gender based violence/Violence against women and girls (VAWG) • Hate • Mental Health • Private Fostering • Peer an peer abuse • Preventing Radicalisation	• On line abuse • **Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) • Sexual violence and sexual harassment between children in schools • Teenage Relationship abuse • Trafficking • Missing children and vulnerable adults

• Faith abuse		• Child sexual abuse within the family • Poor parenting, particularly in relation to babies and young children

** The issues highlighted are outlined below: all other specific issues are included in the Sheffield Safeguarding Policy documents.*

All the specific concerns above are outlined within the Sheffield Policy and Procedures documents, which outline the action the school would take.

In understanding the signs and indicators of specific issues listed earlier in this policy, Stradbroke Primary School will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff induction training, and ongoing development training for all staff and anyone who has contact with a child or young person including governors, supply teachers and volunteers.
We will also access government guidance, local procedures, strategies and tools through the Sheffield Safeguarding Children Partnership.
All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

12.1 Child Sexual Exploitation (CSE), Children at Risk of Exploitation (CRE) and Child Criminal Exploitation (CCE)

CSE, CRE and CEE are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.
The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Risk factors may include the following:

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

Children and young people involved with gangs and criminal exploitation need help and support. This can include those involved in serious violent crime. They might be victims of violence or pressured into doing

things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

Signs which may indicate criminal exploitation:

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

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

As these risks are viewed as a significant risk factor in the community as a whole, Safeguarding leaders undertake additional training to ensure they have an understanding of the current risk and risk factors. On line Safety is addressed rigorously within the school to support children in keeping themselves safe in the community and parent workshops take place to encourage open and transparent conversations, addressing fear and anxiety. All suspected or actual cases of CSE/CRE/CEE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they should refer to the Designated Safeguarding Lead/s within the school.

Additional training linked to County Lines is delivered to all staff.

12.2 Carry Knives/offence Weapons and Gang Culture

Children bringing and carrying a knife/offensive weapon on to the school premises is a criminal offence and immediate action will be taken by calling the police. The guidance on 'Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018' will be consulted and we will consider and may apply the disciplinary procedure.
If a member of staff suspects a pupil being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority.

12.3 The sending of indecent images (Nudes and semi-nudes) from one person to another through Digital Media Devices

Stradbroke Primary School recognises this as a safeguarding concern for all of our children. There are examples of children of all ages sending and receiving indecent images through digital media. There is a growing use of social media across school and children must be supported if they receive any such images. If a member of staff becomes aware of an incident involving the ***consensual or non-consensual*** sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

In the event of such a safeguarding concern, we will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to. We will respond by working closely with parents and carers. We will teach children about this aspect of safeguarding through online safety lessons. These are linked to our RSE and online safety policies and PHSE curriculum.
See Appendix 5 for an overview of procedures and actions to take.
As referenced above see the Online Safety policy to support information in this area.

We will refer to:

- "Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety

- https://www.gov.uk/government/publications/searching-screening-and-confiscation
- https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools

12.4 Contextual Safeguarding

Safeguarding concerns can be associated with factors outside the home environment and all staff (but especially safeguarding teams) should be aware of the context that such concerns can occur. This includes issues that arise at school, between peers, within the local community or online. This is known as contextual safeguarding. Staff receive training linked to the risk factors within annual updates and Statutory training.

12.5 Serious Violence

As included in KCSIE 2025, all staff should be aware of indicators, which may signal 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 significant change in well-being; • signs of assault or unexplained injuries; • unexplained gifts or new possessions.

12.6 Child on Child Abuse

Child-on-Child 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, remarks, 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)
- Upskirting, 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
- 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

21.6.1 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 the flow chart within Appendix 2 of the policy.

Creating a supportive environment in school and minimising the risk of child-on-child abuse
We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.
To achieve this, we will:
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Staff may examine any data or files on an electronic device they have confiscated or if there is a good reason to do so. Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. (Searching, Screening and Confiscation DfE 2022)
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
    - *How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports*
    - *That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"*
    - *That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:*
    - *Children can show signs or act in ways they hope adults will notice and react to*
    - *A friend may make a report*
    - *A member of staff may overhear a conversation*
    - *A child's behaviour might indicate that something is wrong*

- *That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation*
- *That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy*
- *The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it*
- *That they should speak to the DSL if they have any concerns*

12.7 Children missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.
This is also an increasing risk within our community due to COVID, following Brexit and increasing levels of deprivation, which have impacted on tenancies.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school
- Come from new migrant families
- Insecure tenancies and problems with landlords.

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

12.8 Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Older children may also experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at school the following day. The DSL will provide support according to the child's needs and update records about their circumstances. It is likely that in this instance, Operation Encompass will contact the school.

12.9 Mental Health

- It is important that staff understand that children's vulnerabilities related to mental health may be that they could be more likely to be impacted by other safeguarding concerns. When making referrals, the child's mental health should be shared.
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps outlined in section 5.
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. There are a range of support mechanisms in the school to support students with their mental health. Significant concerns will be referred to their GP or directly to CAMHS.

13. Non-Collection of children

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

- A check will be made for information about changes to the normal collection routines
- Reasonable attempts will be made to contact: parents, carers or others with parental responsibility at home or at work or other adults authorised to collect the child or vulnerable young person from the setting
- The child or vulnerable young person will not leave the premises with anyone other than parents, carers, others with parental responsibility or other authorised person
- If no-one can be contacted to collect the child or vulnerable young person after one hour, the Sheffield Safeguarding Hub or Police will be contacted
- The child or vulnerable young person will stay at the setting in the care of two staff members until safely collected either by the parent, carer, a person with parental responsibility, other authorised person, social worker or police officer
- Staff should never take the child or vulnerable young person home with them or provide a lift to them in their own car etc.
- A full written report of the incident and outcome must be recorded on CPOMs.

14. Safer Recruitment and Disclosure Barring Service (previously Criminal records Check)

See Safer Recruitment Policy

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children. The DBS are responsible for:

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

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

- Where relevant, a separate Barred Check List has been completed
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants
- A Section 28 Direction Check where relevant, and in any case for all governors.

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

In line with policy, all staff in school undertake an enhanced DBS check when they start their employment or following a three month break in service. The SCR is kept up to date by the School Business Manager, in collaboration with the Headteacher, and is checked termly by the Chair of Governors.

- **Recruitment and Childcare Disqualification Regulations**

We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required. This school will ensure that safer recruitment practices are always

followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education'. See Appendix 3.

Schools are now required to check that anyone working in early years provision during or outside school hours, or later years provision provided outside of school hours is not disqualified from working with children. The types of orders, convictions, cautions or other criteria that disqualify someone from undertaking this type of activity are set out in the Childcare (Disqualification) Regulations 2009. School requires that any staff members such as teachers, teaching assistants, lunchtime supervisors and school leaders, who come into contact with children in the Early Years provision complete the Self-Declaration check annually.
Wider school staff are required to report any changes in personal circumstances with regards to such disqualification in the period between DBS checks as necessary. These changes should be reported to the Headteacher, or a member of the Senior Leadership Team.

15. Parents/Carers and Governors

A copy of this policy is available for parents and carers in the school office or by contacting the Safeguarding Team. Governors have approved this policy and have a duty to ensure it is kept and updated. A governor will be appointed to be the Link Governor for Safeguarding and will meet with the DSL to discuss and review procedures in school every term.

16. Early Years Foundation Stage

Annex A attached- insert link

- **Conclusion**

This policy is to be read in conjunction with the Local Authority's Policy documents on Safeguarding and with school policies on:

- *Behaviour Policy and procedures*
- *Anti-Bullying*
- *Online Safety*
- *Exclusion Policy*
- *Equality and accessibility*
- *Intimate Care*
- *Special Educational Needs*
- *Attendance, including CME procedures*
- *Code of Conduct for Employees*
- *Emergency Procedures when a child is missing*
- *Online Safety and Acceptable Use policy*
- *Health and Safety Policy*
- *Administering Medicine & supporting pupils with medical conditions*
- *First Aid Policy*

Review: This policy will be reviewed annually.

Headteacher: **Chair of Governors:**

Safeguarding Link Governor:

Approved: September 2025

Next Review September 2026